

ACRONYMS

AI –	Artificial Intelligence
AOP -	University Annual Operational Plan
APT -	African Publishers' Trust
ATU –	Accra Technical University
ATUSP -	Accra Technical University's Strategic Plan (2021–2025)
AR –	Augmented Reality
ARIF –	ATU Research and Innovation Forum
CBT -	Competency-Based Training
CBOs -	Community-Based Organizations
CEIS –	Center for Educational Innovation and Support
CPD -	Continuous Professional Development
CTVET -	Commission for Technical, Vocational Education and Training
DGC -	Director, Guidance and Counselling
DGS -	
DICT -	Director, Information and Communication Technology
DIL -	Director, Industrial Liaison
DHROD -	Director, Human Resource and Organisational Development
DOF -	Director of Finance
DPA -	Director of Public Affairs
DOSA -	Dean of Student Affairs
DWPD -	Director, Works and Physical Development
DQAP -	Director, Quality Assurance and Academic Planning
DRIPTT	Director, Directorate for Research, Innovation, Publication and Technology Transfer
GETFund -	Ghana Education Trust Fund
GHANEPS -	Ghana Electronic Procurement System
GTEC -	Ghana Tertiary Education Commission
HCIM -	Hotel Catering and Institutional Management

HND -	Higher National Diploma
HoD -	Head of Department
ICT -	Information and Communication Technology
IP -	Intellectual Property
IoT –	Internet of Things
JCR -	Junior Common Room.
KRAs -	Key Result Areas
KPIs -	Key Performance Indicators
MoUs-	Memoranda of Understanding
MATS -	Military Academy Training School
MDAs –	Ministries, Departments, and Agencies
MMDAs –	Metropolitan, Municipal, and District Assemblies
NGOs -	Non-Governmental Organizations
PAC -	Programme Advisory Committee
PPEs -	Personal Protective Equipment
Pro VC -	Pro Vice-Chancellor
SDGs -	Sustainable Development Goals
SPIMEC -	Strategic Plan Implementation Monitoring and Evaluation Committee
SOP -	Standard Operating Procedures
SRC -	Student Representative Council
STEM -	Science, Technology, Engineering, and Mathematics
SWOT -	Strengths, Weaknesses, Opportunities and Threats
TVET-	Technical and Vocational Education and Training
VC -	Vice Chancellor
VR –	Virtual Reality

FOREWORD

The expiration of the Accra Technical University Strategic Plan (2021–2025) presents not merely an end, but a moment of deep reflection and renewal. It affords us the opportunity to consolidate our achievements, recalibrate our aspirations, and boldly chart a visionary course for the years ahead. This new Strategic Plan (2026–2030) is both a continuation and a transformation anchored on the firm foundations of our past successes, yet resolutely oriented toward the evolving frontiers of higher education, industry, and society.

We launch this Plan at a pivotal moment in human history. The landscape of work and knowledge is being redefined by digitalisation, artificial intelligence, automation, and the global quest for sustainability. Within Ghana, reforms in tertiary education, coupled with the mounting demand for technical and vocational excellence, place upon us both an immense responsibility and a unique opportunity. In response, Accra Technical University has renewed its vision: **“To be the preferred Technical University in West Africa, for Industry Impact, Emerging Technologies, and Sustainability.”**

This Strategic Plan draws its legitimacy from globally recognised frameworks among them, the United Nations Sustainable Development Goals (SDGs), the African Union’s Agenda 2063, Ghana’s Long-Term National Development Plan (2018–2057) and the National Education Forum Report (2025). Yet it remains firmly grounded in our enduring academic philosophy: *“Education and Training for Employment and Job Creation.”* Equally, it is inspired by our shared values of **Integrity, Creativity, and Excellence.**

Crafted through inclusive and evidence-driven processes extensive stakeholder consultations, rigorous environmental scanning, and benchmarking with peer

Institutions this Plan delineates seven cardinal pillars to direct our mission over the next five years:

1. Competency-Based Training and Future-Ready Teaching and Learning
2. Digital Transformation and Modernised Infrastructure
3. Quality Assurance, Institutional Excellence, and Compliance
4. Industry-Driven Applied Research, Innovation, and Entrepreneurship
5. Staff Development, Motivation, and Welfare
6. Strategic Partnerships and Increased Visibility
7. Sustainability and Green Technologies

These pillars are not abstract ideals; they are pragmatic responses to the demands of a fast-evolving, technology-driven economy. Together, they form the compass with which we shall navigate the future strengthening pedagogy, deepening innovation, advancing partnerships, and creating a nurturing environment for staff and students alike.

I am profoundly grateful to the Governing Council, the Strategic Plan Development Committee, and all stakeholders whose unwavering commitment and intellectual contributions have brought this Plan to fruition. With unity of vision and fidelity to purpose, I am confident that Accra Technical University will not only retain its place as a distinguished centre of technical education but will also serve as a catalyst for industrial transformation and a beacon of sustainable development within Ghana and across West Africa.

ProfAmeviAcakpovi

Prof. Amevi Acakpovi

Vice-Chancellor (Ag.)
Accra Technical University

PREAMBLE

The expiration of Accra Technical University's Strategic Plan (ATUSP 2021–2025) necessitated the development of a new five-year roadmap to guide the University's progress from 2026 to 2030. This new plan reflects the University's response to emerging global and national trends in technical and vocational education, ongoing reforms in Ghana's tertiary education sector, and the increasing demand for skills relevant to a fast-changing, technology-driven economy.

It aligns with key frameworks such as the Sustainable Development Goals (SDGs), the African Union's Agenda 2063, Ghana's Long-Term National Development Plan (2018–2057), the Education Strategic Plan (2018-2030) and the National Education Forum Report (2025). The plan also anticipates the rising national interest in technical and vocational education and supports ATU's renewed vision:

“To be the preferred Technical University in West Africa, for Industry Impact, Emerging Technologies and Sustainability.”

This strategy is grounded in the University's academic philosophy of **“Education and Training for Employment and Job Creation,”** and is driven by the shared values of **Integrity, Creativity, and Excellence**, which shape the ATU experience and culture.

As Accra Technical University prepares the 2026–2030 Strategic Plan, the University reflects on the firm foundations of our 2021–2025 roadmap, anchored in student-centred services, research excellence, infrastructure development, and strong industry alignment.

The 2026–2030 Strategic Plan consolidates the gains made under the previous plan and addresses the new challenges and opportunities facing the University and society in an ever-evolving world. It outlines ATU's mandate, vision, mission, and seven strategic pillars, along with the approach to be followed over the next five years to achieve them.

ACKNOWLEDGMENT

Accra Technical University acknowledges with gratitude the invaluable contributions of its stakeholders to the development of the 2026 - 2030 Strategic Plan. The formulation of this Plan reflects the collective efforts, insights, and commitment of the University community.

Special recognition is extended to staff, union and convocation executive members, and Student Representative Council (SRC) for their invaluable inputs. We also acknowledge the contributions of Key Office holders, Deans, Directors, Heads of Departments and Units. Their active participation, through consultations and focus group discussions, provided the foundation for shaping the strategic direction of the University. The perspectives shared ensured that the Plan is comprehensive, inclusive, and aligned with the University's vision and mandate.

The contributions from academic, administrative, and technical units were instrumental in addressing institutional priorities and in defining clear objectives for the next five years. These inputs reflect the dedication and shared ownership that continue to drive the progress of the University.

The University appreciates the Governing Council whose contributions made this Plan possible, ensuring that ATU remains at the forefront of technical education in Ghana and beyond.

OVERVIEW OF ATU

Accra Technical University traces its roots to 1949. It operated as Accra Technical Institute from 1957, became Accra Polytechnic in 1963, attained tertiary status in 1992, expanded to offer Bachelor of Technology degrees in 2007, and was converted to a technical university in 2016 (Technical University Act, 2016 (Act 922) as amended by Act, 974, 2018, and Act 1016, 2020). This steady evolution reflects a long-standing commitment to training for employability and job creation.

Building on the degree-awarding autonomy under the Polytechnic Act, 2007 (Act 745), ATU launched Bachelor of Technology (BTech) degree programmes in 2007. Between 2013 and 2018, the BTech top-up portfolio expanded from two to fourteen, offering additional progression routes for HND graduates. In 2024, ATU initiated postgraduate provision and now offers thirteen (13) Master of Technology (MTech) and Master of Science (MSc) programmes, establishing a comprehensive TVET-to-postgraduate pathway across the University. ATU also offers twenty-seven (27) 4-year BTech programmes as part of its academic course mix.

ATU now runs a dual-campus model that anchors its city-centre heritage and supports growth at Mpehuasem. The inauguration of the Mpehuasem campus on 6 December 2018 sets a platform for new laboratories, workshops, and modern teaching spaces. Subsequent upgrades have included the expansion of laboratories to strengthen hands-on learning and research.

Since 2018, ATU has broadened its external engagement and research profile. The period has seen expanded partnerships, new technical workshops, and stronger outreach steps that underpin today's emphasis on industry-driven, applied work.

ATU also earned recognition from both local and international bodies. The Times Higher Education (THE) ranked ATU as Ghana's 4th best University and the best Technical University in 2023 and 2024. Internationally, ATU was ranked 28th and 43rd best University in Sub-Saharan Africa in 2023 and 2024, respectively. ATU was named Best Technical University in West Africa at the 2024 Africa Academia Conference and Awards. In 2023, ATU received the Best SDG Research Award at the Think Energy SDGs Awards. In November 2024, ATU was named Best Technical University in West Africa at the Africa Academia Conference and Awards in Addis Ababa, further emphasising its growing regional standing.

ATU's applied research and sustainability drive have also earned external validation. In July 2023, ATU received the Best Sustainable Development Goals Research Award at the Think Energy SDGs Awards.

Since 2021, ATU has secured competitive awards from the British Council, NUFFIC Netherlands, the Millennium Challenge Corporation (Energy Efficiency and Demand Side Management), AFOS/Invest for Jobs/Sequa (DigiCap), the FCDO RISA programme (African Health Research and Innovation Platform), the Ghana Skills Development Fund, Erasmus+, and the 2025 EBSCO Solar Grant. These awards strengthened skills development, upgraded laboratories and workshops, expanded mobility, and supported energy transition.

These milestones, programme expansion, campus development, stronger partnerships, and external recognition set a clear base for the next five-year plan and ATU's ambition to deliver industry-relevant education, impactful research, and inclusive national development.

HIGHLIGHTS FROM THE 2021-2025 STRATEGIC PLAN

The implementation of the ATUSP 2021-2025 has yielded significant achievements across all strategic pillars while simultaneously revealing areas that require continued focus and strategic intervention. This comprehensive evaluation presents both the significant accomplishments and the implementation challenges that emerged during the strategic plan period.

Major Achievements across Strategic Pillars

Enhancing Students' Experience

The University achieved remarkable progress with a 76.15% implementation score, demonstrating very good performance. Key accomplishments include the accreditation of 29 four-year B.Tech programmes incorporating innovative and emerging technologies, and the development of 25 Master's programmes, with 13 fully accredited and running. The student population reached 29,000 by 2025 through increased accredited STEM programmes, efficient advertising, and outreach programmes with fully automated admission processes.

Notable achievements include the operationalization of the Career and Skills Development Centre, winning significant National, Regional and International skills competitions, and increased extracurricular activities with national and international awards. The University implemented a Student Financial Support Services policy, with significant numbers of students receiving financial assistance, while implementing an Honours List policy that recognizes outstanding academic achievements.

Impact Oriented Research and Innovation

Achieving a 67.06% implementation score, the University developed comprehensive policies for Research, Innovation, Publication and Technology management, including intellectual property and Publication and Authorship guidelines and comprehensive research reports. Staff training programmes on grants proposal writing, research management, technology development, patenting and intellectual property were successfully organized, leading to the formation of active research teams across departments.

The functional ATU Research and Innovation Fund (ARIF) was used to support innovative research projects, while the Early Career Researchers Forum was organised. Publications in academic journals indexed in Scopus and Web of Science increased significantly, with financial reward provided. The University organized Applied Research and Technology Conferences, resulting in increased quality and output of grants applications and research publications.

Industry and Community Engagement

Achieving a 66.67% implementation score, the University enhanced students' internship and attachment through industrial and virtual internships. Industry experts were effectively engaged in course delivery, and an Academic Staff Internship policy was developed and published. The University established new linkages and MoUs with international universities and institutions, partnering to offer joint academic programmes.

Internationalisation and the Visibility of the University

The University achieved increased visibility with a 74.32% implementation score, highlighted by Times Higher Education ranking of ATU as 28th in Sub-Saharan Africa, 4th in Ghana, and 1st Technical University in 2023 and 2024. Public lectures and workshops by international scholars were organized, while students won international awards.

Social media engagement increased significantly with more followers and hits on the University's platforms. Effective outreach to second-cycle schools enhanced visibility and admission rates, while the University's observance of International Days was effectively organized.

Availability of Appropriate Infrastructure and Systems

Achieving a 69.52% implementation score, major infrastructural developments included architectural designs and a master plan for Mpehuasem Campus and the University Library Complex, redevelopment plans for Kinbu campus and Cantonments estates. CCTV camera installations (Phase I and II) were commissioned, while a recording studio was constructed and refurbished. The first phase of the University Medical Centre was constructed.

Significant renovation projects included K and N Blocks, Cantonment estates, Fashion Block, Demonstration Block, B.Tech Block, and student hotels. An innovation hub on campus was established and put into operation. Water supply improvements involved dedicated lines from the Ghana Water Company and boreholes.

Qualified and Motivated Human Resources and Effective Governance

Achieving a 68.68% implementation score, the University developed human resource action plans and training needs assessment reports. Staff development and sponsorships were enhanced. The Strategic Plan Implementation Monitoring and Evaluation was carried out. The University Statutes, along with other policies, were created, reviewed, approved, and published.

Staff performance appraisal policies were implemented, and ongoing management advisory services on compliance assurance activities were provided using risk-based approaches. Staff promotion processes were significantly improved.

Financial Resource Mobilisation and Prudent Management

Achieved a percentage score of 75.65%, the university developed a comprehensive policy on revenue generation with reward systems. Revenue from grants, sponsorships, and academic fees increased, while guidelines and schedules for the university's budget preparation were

published. The Ghana Electronic Procurement System (GHANEPS) was successfully implemented.

Risk management policies were developed and implemented, with risk registers provided by risk owners, demonstrating a commitment to prudent financial management.

Staff Welfare and Support Services

Achieving a 61.46% implementation score, health services were significantly enhanced at the ATU Medical Centre. Comprehensive staff medical examinations were conducted, and a Private Health Insurance Scheme for staff and retirees was approved. The 2021 staff condition of service was fully implemented, including the end-of-service welfare system (gratuity).

Security personnel received professional training at the Military Academy Training School (MATS), while campus safety and security improved through CCTV installations, better lighting, and more security staff recruits. Leave administration was also improved to support staff work-life balance.

Challenges and Emerging Gaps

Infrastructure and Facilities

Deficits Despite the achievements mentioned earlier, infrastructure development faces obstacles, especially insufficient student accommodation on Kinbu Campus where demand exceeds capacity. Construction of new laboratories has not yet started, and construction activities outlined in the Mpehuasem masterplan have experienced delays. The lack of functional facilities for non-residential students and the need for enhanced campus aesthetics require urgent action.

Research Output and Innovation Gaps

Although comprehensive policies have been implemented, no products have been patented, exposing gaps between research efforts and commercialization. Limited research facilities still restrict applied research, and the APT Journal has not been registered with Elsevier's Scopus database.

Student Support and Experience Limitations: There are significant gaps in the support infrastructure, including congestion in classrooms due to the increasing student population. Implementing automated systems for student satisfaction surveys and upgrading to interactive screens and virtual laboratories remains a challenge.

Human Capital and Performance Management

High student-teacher ratios persist across all faculties.

International Engagement and Community Integration

Despite the notable progress in international visibility, accommodation for international students still remains inadequate.

Resource Mobilization and System Enhancement

Securing sufficient GETFund support for infrastructure and equipment development continues to hinder the progress of key projects. Implementation of enhanced disability-friendly environments, 24-hour medical services, and comprehensive disaster management plans require implementation.

The ATUSP 2021-2025 implementation demonstrates significant progress with an overall 72.24% implementation rate. This positions the University on-target for its strategic objectives while highlighting specific areas requiring focused attention for continued excellence.

STRATEGIC PLANNING PROCESS

As part of the efforts to position Accra Technical University (ATU) for sustained growth and transformation, a 10-Member Strategic Plan Development Committee was constituted and mandated to begin the process of developing the 2026 – 2030 Strategic Plan.

Given the demanding schedules of the 10-Member Committee and the Technical nature of the task, the Committee established the Strategic Plan Sub-Team to support the drafting and development process. The process was designed to be inclusive, evidence-based, and responsive to both institutional needs and national development priorities.

The Strategic Plan Development Sub-Team began the process of developing the Strategic Plan with a review of the **Accra Technical University Strategic Plan (ATUSP) 2021–2025**, which provided the foundational context. In addition, some key international, national and sectoral policy documents were consulted, including **the Sustainable Development Goals (SDGs), the African Union’s Agenda 2063, and Ghana’s Long-Term National Development Plan (2018–2057), Education Strategic Plan (ESP) 2018–2030** and Strategic Plans from peer Universities. The planning process also ensured alignment with regulatory and policy frameworks from the Ministry of Education and the Commission for Technical, Vocational Education and Training (CTVET), and the Ghana Tertiary Education Commission (GTEC).

The methodology employed was in two phases. The first phase involved broad stakeholder consultations, environmental scanning, SWOT and gap analyses, and benchmarking. Contributions were drawn from internal stakeholders and institutional leadership, and strategic priorities were shaped through iterative committee reviews and thematic clustering.

The second phase focused on defining the strategic pillars, formulating corresponding objectives, and mapping out implementation strategies. Each objective was developed with clear activities, performance indicators, timelines, and corresponding responsible units.

The process concluded with a stakeholder review to validate the proposed direction and ensure institutional ownership of the plan. This structured and consultative approach led to the formulation of Seven Strategic Pillars in order of preference and priority to ATU that will guide the University’s development agenda over the next five years.

1. Competency-Based Training and Future-Ready Teaching and Learning

Strengthen the delivery of industry relevant and competency-based education to produce graduates with employable skills.

2. Digital Transformation and Modernised Physical Infrastructure

Focus on upgrading ICT and modern infrastructure to enhance academic delivery, research and institutional management.

3. Quality Assurance, Institutional Excellence, and Compliance

Strengthen the internal quality assurance systems, compliance and promote a culture of continuous improvement and accountability to ensure institutional excellence.

4. Industry-Driven Applied Research, Innovation, and Entrepreneurship

Deepen collaboration with industry to create solutions through applied research, innovation hubs and entrepreneurship.

5. Staff Development, Motivation and Welfare

Prioritize continuous professional development, inclusive recruitment and promotion processes, and improved staff welfare systems to ensure high-performing workforce.

6. Strategic Partnerships and Increased Visibility

Build robust networks with industry, academia, government, and international bodies to enhance the university's relevance and global competitiveness.

7. Sustainability and Green Technologies

Embed sustainability through energy efficiency, green innovation and environmentally responsible practices in teaching, research and institutional development.

SITUATIONAL ANALYSIS

Strengths

1. Strategic Location and Institutional Legacy

ATU's **prime location in Accra** provides proximity to industries, government bodies, and organizations, facilitating internships, partnerships, and practical training. Coupled with its **long-standing legacy since 1949**, the university commands **strong national credibility** in technical and vocational education.

2. Comprehensive and Accredited Academic Programmes

ATU offers **29 accredited B.Tech and 13 M.Tech programs** across engineering, science, business, and arts. The institution enjoys affiliation **regulatory recognition** from GTEC and CTVET, reflecting a commitment to academic quality and relevance.

3. Industry-Relevant, Practical Training and Support Systems

The university embeds **hands-on learning, internships, and industry expert engagement** into its programmes. This is complemented by **operational student support services** such as a Career Centre, counselling, mentorship, and an industrial liaison office, all contributing to high graduate employability.

4. Skilled Human Capital and Research Capacity

ATU has a team of **qualified academic and industry-experienced faculty**. The university has also established **foundational research systems**, including IP and research policies, increasing publication output, and applied research focused on national challenges.

5. Modern Infrastructure, Staff Welfare, and Quality Assurance

Continuous campus enhancements, including improved water, sanitation, security, and a functional medical centre to enhance the overall student experience. Simultaneously, **enhanced staff welfare provisions**, such as medical insurance and security measures to support staff motivation. The university also upholds a **robust internal quality assurance system** and actively engages its alumni network to drive institutional growth and continuous improvement.

Weaknesses

1. Infrastructure and Equipment Deficits

ATU faces **limitations in physical infrastructure**, including inadequate students' residential accommodation and practical labs.

2. Underdevelopment of the Mpehuasem Campus

The underdevelopment of the Mpehuasem campus limits the university's capacity expansion, decentralization of services, and ability to accommodate future growth in academic programs, student intake, and research activities.

3. Inadequate ICT and Digital Integration

ATU has **inadequate ICT infrastructure**, including limited campus-wide Wi-Fi and underutilized e-learning systems.

4. Inadequate External Funding and Overreliance on IGF

Limited access to GETFund support for infrastructure development has resulted in a heavy reliance on internally generated funds (IGF) to finance critical projects, impacting long-term financial sustainability.

5. Low Research Commercialisation and Innovation Output

No patents have been registered, highlighting limited progress in research commercialisation and innovation.

Opportunities

1. Government Prioritization of TVET and Technical Universities

Ongoing national policy support for Technical and Vocational Education and Training (TVET) presents opportunities for ATU to secure targeted funding, expand programmes, and align its training with national development priorities, particularly under initiatives like Ghana TVET Service and CTVET reforms.

2. Strengthening Industry and Community Partnerships

With its urban location and technical focus, ATU is well-positioned to deepen collaborations with industries, SMEs, and municipal authorities to enhance student internships, staff exchange joint research programmes, and socially impactful community projects.

3. Expanding Internationalisation and Global Engagement

The university's growing visibility creates potential for international partnerships, student and faculty exchange programmes, and joint research. Strengthening global linkages can enhance ATU's academic reputation and attract international students and funding.

4. Digitalisation and E-Learning Expansion

The growing adoption of digital education offers ATU a strategic opportunity to enhance academic delivery through robust blended and online learning platforms. This shift not only expands access for non-traditional and remote learners but also improves instructional flexibility, resource utilisation, and overall administrative efficiency.

5. Sustainability, Green Innovation, and Entrepreneurship Development

Global trends in sustainability align with ATU's mandate for applied innovation. There is opportunity to embed green practices in teaching, research, and campus operations, while also scaling entrepreneurship programmes that empower students to create jobs and tech-driven solutions.

Threats

1. Inadequate Funding for Infrastructural Expansion

ATU's ability to expand its infrastructure may be hampered by insufficient access to GETFund and overreliance on internally generated funds (IGF).

2. Economic Instability

Ghana's macroeconomic challenges, including inflation, currency depreciation, and rising cost of utilities may pose a threat to ATU's financial sustainability. Rising inflation and currency fluctuations impact student affordability, operational costs, and the university's ability to invest in projects.

3. Policy Disruptions and Political Interference

Frequent changes in government policy regarding higher education, or shifts in leadership influenced by political considerations, can undermine ATU's long-term strategic planning. Political interference in appointments, project prioritisation, or budget allocations may compromise institutional autonomy and hinder implementation of critical reforms.

4. Competition from Other Institutions

ATU faces growing competition from both public and private universities, many of which are expanding their technical and vocational offerings.

5. Cybersecurity Risks from Increased Digital Dependency

As ATU advances its digital transformation, expanding online learning platforms, digitising administrative processes, and storing sensitive academic and financial data, it becomes increasingly vulnerable to cybersecurity threats. Without robust security infrastructure and staff training, the university risks data breaches, service disruptions, and loss of stakeholder trust, all of which can severely damage its operations and reputation.

GAP ANALYSIS

S/N	IDENTIFIED GAPS	IMPLICATIONS	RECOMMENDATIONS
1.	No dedicated postgraduate building, hybrid tuition model yet to be scaled	Inhibits development of postgraduate programs and modern flexible learning delivery	Secure PG building funds; expand joint doctoral programs; improve supervision framework
2.	Lecture hall tech under-equipped; inadequate research labs	Reduces teaching quality and limits research and practical learning	Prioritize lab modernization; integrate AI/ML into curricula; improve procurement speed
3.	Limited infrastructure expansion	Slows institutional growth and digital transformation	Invest in smart infrastructure
4.	Limited access to modern labs	Affects hands-on training	Upgrade lab equipment
5.	Limited e-procurement system deployed	Inefficient procurement and difficulty accessing research grants	Implement block chain-based tracking; digitize procurement workflows
6.	Low LMS usage	Missed opportunities in data-driven education and fintech skill-building	Fully operationalize the usage of the LMS
7.	Digital counselling platform yet to be developed	Increased Pressure on Physical Counselling Services	Develop and operationalize a Student-Centered Digital Counselling and Staff clinical support unit
8.	Staffing shortages	Results in burnout and academic/ administrative processes delays	Increase staff strength
9.	No international hostel and limited multilingual academic support	Limits internationalization and inclusion of non-English speaking students	Provide structured orientation; translate onboarding materials; monitor peer mentorship outcomes and provide a designated building for international students.
10.	No mobile lab kits deployed	Strains lab resources and limits	Source mobile lab kits; promote international co-

		remote/outreach lab activities	publications; create STEM outreach packages
11.	Research centre yet to be established; low journal output and grant mobilization	ATU lacks a central hub for research coordination and visibility	Establish research hub; develop internal funding system; coordinate innovation fair
12.	No staff transport or changing rooms	Reduces staff motivation	Provide designated changing rooms and provide protective gears
13.	Digitized KPI and audit systems yet to be scaled	Weakens performance monitoring and accountability	Digitize audit process; establish real-time KPI dashboard

THE STRATEGIC FOCUS

The Mandate

By the provisions of the Technical Universities Act, 2016 (Act 922) as amended, the University is mandated to provide higher education in engineering, science and technology-based disciplines, technical and vocational education and training, applied arts and related disciplines in accordance with the following principles:

- a. Higher education shall be made equally accessible to all persons suitably qualified and capable of benefiting from education and training offered at a Technical University;
- b. Programmes of study shall take into consideration the multiplicity of scientific theories and methodologies;
- c. Use competency-based and practice-oriented approach in teaching, organisation and delivery of courses;
- d. Develop strong linkages and collaboration with relevant industries, businesses, professional bodies and technical experts in the delivery of programmes;
- e. Offer programmes and courses within the mandate of a technical University; and
- f. Provide opportunities for skills development, applied research and publication of research findings.

Philosophy

ATU believes in education and training that develop the competencies and skills of our students to make them relevant to industry and competitive in the job market. Our Educational Philosophy therefore is “**Education and Training for employment and Job Creation**”.

Shared Values

Our shared values of Integrity, Creativity and Excellence, embody our essence as staff and students of Accra Technical University.

1. **Integrity**- We build trusted and accountable systems to enhance integrity in all our undertakings.
2. **Creativity**- We work together to generate new, innovative and improved ways of addressing industrial and community challenges.
3. **Excellence**- We educate and train competent and professional human resource to deliver excellent service.

Vision

To be the preferred Technical University in West Africa, for Industry Impact, Emerging Technologies, and Sustainability.

Mission

To advance technical knowledge by creating conducive environment for applied research, quality teaching and competency-based training, with high impact on industry and business creation.

STRATEGIC PRIORITIES

1. Competency-Based Training and Future-Ready Teaching and Learning
2. Digital Transformation and Modernised Infrastructure
3. Quality Assurance, Institutional Excellence, and Compliance
4. Industry-Driven Applied Research, Innovation, and Entrepreneurship
5. Staff Development, Motivation, and Welfare
6. Strategic Partnerships and Increased Visibility
7. Sustainability and Green Technologies

Strategic Pillar 1: Competency-Based Training and Future-Ready Teaching and					
Goal: Strengthen the delivery of industry-relevant and competency-based					
OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS	TIMELINE	RESPONSIBILITY
1.1 Review and align the mode of delivery and assessment in line with competency-based standards and industry needs.	1.1.1 Develop and Conduct periodic curriculum reviews with industry involvement and in line with the academic policy of ATU	Develop and implement an academic policy to equip learners with entrepreneurship and employability skills and values for the 5th industrial revolution	Academic policy developed, publish and implemented.	June 2026	Pro VC, Registrar, DQAP, Academic Deans, HODs
		Organize joint review sessions with industry and faculty via the Programme Advisory Committee (PAC) and professional bodies where relevant in each department	Review sessions held every year.	June 2030	Academic HODs, Deans, DQAP
	1.1.2 Develop and run postgraduate programmes and enhance professional programmes	Develop and offer accredited Masters programme and graduate first cohort	At least one accredited MTech/MSc programme per Department	June 2030	HoDs, Academic Deans, DQAP
		Develop and run one GTEC accredited Doctoral programme that meet industry needs	One PhD/Dtech per Faculty	June 2030	HoDs, Academic Deans, DQAP

		Introduce and restructure the organisation of new professional programmes	50% increase in professional programmes and enrolment.	June 2030	DBD, Academic HODs, DPA	
	1.1.3 Develop and implement outcome-based education (OBE) aligned with national frameworks	Train facilitators in OBE principles	Relevant Faculty trained in OBE	June 2027	DQAP, Academic Deans, HODs	
		Update mode of delivery and assessment in line with OBE.	All teaching activities and assessment align OBE	June 2030	Pro VC, Academic Deans, HODs	
		Evaluate OBE implementations in Departments	80% OBE implementation success rate	June 2029	Academic Deans, HODs	
1.2 Promote flexible, modular, multi-session and interdisciplinary approaches to teaching and learning.	1.2.1 Introduce modular programme structures and credit transfer policies.	Design modular curriculum in relevant graduate programmes	Modular curriculum developed for relevant graduate programmes	September 2026	Pro VC, Academic Deans. HODs	
		Develop credit transfer policies for undergraduate programmes	Credit transfer policy developed and approved	November 2026	Pro VC, Registrar, DQAP	
	1.2.2 Promote interdisciplinary programme offerings across departments	Develop interdisciplinary programmes combining science, engineering, creative arts and entrepreneurship.	At least one interdisciplinary programme developed per faculty	May 2028	Academic Deans. HODs, DQAP	

		Assess student interest and feedback in interdisciplinary programmes	60% Student satisfaction score on interdisciplinary programmes	September 2029	DQAP, HODs	
	1.2.3 Implement short courses and enhance weekend and evening school	Appoint short courses coordinator / committee to facilitate the development and organisation of short courses	Short Courses coordinator / committee appointed	July 2026	Pro VC	
		Implement short courses accessible online and offline	At least one course per faculty implemented	August 2027	Academic Deans, HODs, DQAP, DICT	
		Improve delivery and services in the weekend and evening school	60% Student satisfaction score	September 2027	DQAP, CWS	
		Implement weekend options for professional programmes	Weekend options for all professional programmes implemented	November 2026	Pro VC, CWS, DBD	
1.3 Enhance faculty capacity in competency-based pedagogy, digital instruction, and assessment strategies.	1.3.1 Organize professional development on competency-based education (CBE) pedagogy	Support teaching staff to pursue Master of Education Teaching in Higher Education (M.ed THE) at UCC - Sandwich.	60% of teaching staff graduated with Master of Education Teaching in Higher Education (M.ed THE)	June 2030	DQAP, Academic Deans, HODs	
		Conduct workshops on competency-based methods	At least one CBE workshops held annually	June 2029	DQAP, Academic Deans, HODs	

		Facilitate mentorship for new lecturers	80% Faculty mentorship participation rate	November 2027	Academic Deans, HODs	
		Conduct Peer Review faculty teaching performance as scheduled on the academic calender	At least one teaching peer review conducted	January 2029	Pro VC, DQAP, Academic Deans, HODs	
	1.3.2 Enhance faculty digital literacy and teaching platforms	Organise training/seminars/workshop s in the usage of LMS and other digital teaching platforms	At least one training held at faculty level every semester	September 2029	Academic Deans, DQAP, DICT, HODs	
		Provide digital content creation resources	Digital recording studio operationalised with 50% usage rate	September 2026	DQAP, DICT, Academic Deans, HODs	
			Other digital content creation resources provided	December 2026	DQAP, DICT, Academic Deans, HODs	
		Evaluate faculty usage of digital teaching resources	80% LMS and online teaching usage rate among faculty	June 2030	DQAP, Academic Deans, HODs	
	1.3.3 Develop faculty assessment design skills	Train faculty in rubric development	At least one rubric development training organised	May 2027	DQAP, Academic Deans, HODs	

		Hold peer review sessions on assessment design	At least one Peer-reviewed session held on assessments design	May 2027	DQAP, Academic Deans, HODs	
		Align assessments with learning outcomes as part of the examination questions moderation documents	80% Percentage of assessments aligned with outcomes	December 2027	DQAP, Academic Deans, HODs	
1.4 Expand the integration of practical, work-based, and simulation learning in all programmes.	1.4.1 Expand access to simulation laboratories and equipment	Establish partnerships /or procure modern simulation equipment for the simulation laboratories	At least one Simulation laboratory equipped with modern equipment in each faculty.	May 2030	Pro VC, DQAT, DICT, DOP, DOF	
		Develop simulation-based learning modules	At least one simulation module developed per faculty	June 2028	DQAT, HODs, DDICT,	
		Train faculty on simulation use	Relevant Faculty trained on simulation tools	June 2028	DQAT, HODs, DDICT,	
	1.4.2 Strengthen internship and industrial attachment systems	Activate existing and operationalise additional MoUs with industry partners	80% MoUs activated and 5 new MoUs operationalised per Department	June 2030	HoDs, DIPIC, DIL	

		Develop internship tracking system	Internship Tracking system developed	May 2027	DIL, DICT	
		Assign internship focal person in the academic department	Internship focal persons appointed	June 2026	Academic HODs, DIL	
	1.4.3 Integrate project-based learning in programmes	Adapt/Adopt project-based learning in programme assessment.	All programmes integrated in project-based learning.	June 2030	Academic HODs, Deans	
		Organize student project exhibitions	At least one in a year	June 2030	HODs, Incubation Centre,	
1.5 Improve access to modern teaching tools, digital platforms, and open educational resources	1.5.1 Embed digital and emerging tech skills across disciplines	Collaborate to implement policies for students to have personal access to digital devices	80% of students with personal digital device	June 2030	DOSA, Pro VC	
		Equip classrooms with tools for digital learning delivery	Smart classrooms operationalised	September 2027	DWPD, DDICT	
		Run training workshops on emerging technology applications	At least one training held at faculty level yearly	June 2030	DQAP, DDICT, Academic Deans	
		Introduce basic coding, AI, and digital skills in all programmes	All programmes integrated with basic coding, AI, and digital skills in all programmes	June 2030	HoDs, DQAP	

#VALUE!	1.5.2 Expand open educational resource (OER) usage	Adopt and use relevant OER content (BUKU, Coursera, Moocs)	At least one OER content adopted	June 2030	Library, DQAP, DDICT	
		Embed OER in curriculum	50% of students using OER database	June 2030	Library, DQAP, Academic Deans, HODs	
		Train faculty to adopt OER	At least one training organised	November 2026	Library, DQAP, DICT	
	1.5.3 Effectively deploy Learning Management Systems (LMS) university-wide	Retrain all faculty on the usage of LMS at the Department level	All courses hosted on LMS	June 2030	DQAP, DDICT, Academic Deans	
		Integrate e-assessment with feedback systems models	e-assessment integrated	November 2026	Academic Deans, DQAP, DICT	
		Set up digital helpdesks and distribute user guide and toolkits	Digital helpdesk operationalised	November 2026	DICT, DQAP	
1.6 Strengthen student academic advising, mentorship, and support for lifelong learning.	1.6.1 Establish structured mentorship programmes	Establish mentorship programs linking students to alumni and career/industry mentors	50% Mentorship coverage rate	September 2027	DGC, DOSA, DPA, DQAP,	
		Monitor and Evaluate mentorship effectiveness	60% Mentee satisfaction score	September 2027	DOSA, DPA, DQAP, DGC	
		Organize academic coaching and study skills sessions	At least one study skills session organised	March 2030	DGC, HODs, DQAP,	
		Organize leadership bootcamps for student leaders	Participation rate in leadership training programs	2026 Q2–2027 Q3	DOSA	

	1.6.2 Strengthen academic advising frameworks	Train academic counselors	80% of academic counselors trained	November 2026	DGC, Academic Deans,	
		Schedule regular academic counseling meetings and collect feedbacks	100% of students assigned to academic counselors and list published	June 2030	DGC, Academic HODs	
			At least one report submitted annually	June 2030	DGC, Academic HODs	
		Deploy digital systems for confidential counseling support	Digital system deployed	December 2026	DGC, DRIPTT, DICT	
	1.6.3 Promote lifelong learning through student clubs	Support formation of academic clubs	At least 10 student clubs operationalised	June 2030	DOSA, Academic HODs, DQAP	
		Integrate lifelong learning themes and knowledge sharing forums	At least one Lifelong learning seminar held in a year	June 2030	DGC, CCC	
1.7 Establish mechanisms to regularly monitor graduate competencies and employment outcomes	1.7.1 Develop graduate tracer systems	Build a graduate tracking database	Graduate database developed	December 2026	Planning, DPA, DIL, Academic Deans	
		Update records annually	Database updated	June 2030	Planning, DIL, DAA, DICT, Academic Deans	

		Ensure data security compliance	Data security systems integrated	December 2026	DICT, DIL, Planning, Academic Deans	
	1.7.2 Implement graduate employability programmes	Design employability questionnaires	60% Survey response rate	December 2026	DIL, DPA, DQAP, DICT, HODs	
		Launch online alumni employability surveys	Graduate employment rate report	December 2026	Planning, DIL, DPA, DQAP, DICT, HODs	
		Analyze and publish employment data and skills gaps annually	Trend report published annually	June 2030	Planning, DIL, DPA, DQAP, DICT, HODs	
	1.7.3 Integrate feedback into programme review	Share findings with curriculum committees	Feedback sessions held annually	June 2030	DQAP, HODs, Academic Deans, DIL	
		Hold feedback integration workshops	At least one workshop held annually	June 2030	DQAP, HODs, Academic Deans, DIL	

STRATEGIC PILLAR 2: DIGITAL TRANSFORMATION AND MODERNISED PHYSICAL I

Focus on upgrading ICT and modern infrastructure to enhance academic delivery, research and institutional management.

Objective	Strategy	Tasks/Activities	KPIs	Timeline	Responsibility
2.1 Enhance ICT infrastructure to support academic delivery, research, and online learning	2.1.1 Upgrade, expand, and integrate advanced digital tools for teaching, learning, and assessment	1. Assess and upgrade ICT infrastructure	1. 50% increase in internet bandwidth	Short to Medium Term (1-3 years)	DWPD, HOD - ICT
		2. Deploy digital platforms for teaching and collaboration	2. 80% network uptime		
		3. Implement technology-enhanced assessment systems	3. 20% increase in online/blended courses		
2.2 Digitize academic and administrative operations across the university	2.2.1 Automate academic and administrative processes	1. Enhance online platforms for student services (transcripts, attestation, clearance etc.)	1. 80% user satisfaction rate	Short to Medium Term (1-3 years)	Pro VC, Academic Deans, Academic HODs, HOD - ICT, DGS
		2. Digitize records and document management activities	2. Reduced processing time by 50%		
		3. Install vehicle tracking system for university vehicles	3. 50% of university vehicles installed with tracking system		
		4. Automate classroom schedules, and examination timetabling	4. Classroom schedules and examination timetable automated		
2.3 Modernize classrooms, laboratories, and workshops to support technology-enabled	2.3.1 Upgrade physical infrastructure in line with the maintenance plan approved by	1. Renovate classrooms, labs, and offices	1. 2 renovated buildings	5 years	DICT, Registrar, Pro VC, DOF, DOSA DWPD, DOF, Director -
		2. Install interactive tools	2. 50% installation of interactive tools in classrooms and lab		

learning	council	3. Ensure power backup systems	3. 80% of power backup systems installed		Procurement, Dean - Mpehuasem
		4. Install access control systems in the university hostels	4. Access control systems installed in all university hostels		
	2.3.2 Build physical infrastructure in line with the development plan approved by council	1. Build lecture, students hostel, and library complexes at Kinbu campus in accordance with the development plan of ATU	1. Number of renovated classrooms, labs, and offices increased by 80%	5 years	DWPD, DOF, Director - Procurement, Dean - Mpehuasem
		2. Build student hostels, lecture complex, administration block at Mpehuasem campus in accordance with the development plan of ATU	2. 50% installation of interactive tools in classrooms and lab		
	2.3.3 Acquire Property close to Kinbu Campus to cater for infrastucture	1. Establish modalities for property acquisition	1. Modalities Established	5 years	Registrar,DWPD
		2. Acquire property close to Kinbu Campus	2. Property purchased		
2.4 Introduce emerging technologies to improve efficiency and academic innovation	2.4.1 Integrate modern technologies for efficiency	1. Enhance current emerging technologies courses with trends in AI, IoT, VR and AR in all curricula	1. All emerging technologies courses enhanced with AI, IoT, VR, and AR	Medium to Long Term (3-5 years)	Pro VC, Academic Deans, Academic HODs, Head - DigiCAP
		2. Establish mini projects related to emerging technologies	2. At least one mini project established per department		
		3. Train relevant staff in current emerging technology trends	3. 100% of staff trained		

2.5 Promote digital skills and cultivate a technology-oriented culture among staff and students	2.5.1 Build digital capacity and awareness	1. Facilitate coding skills programmes in alignment with government policy	1. 60% of staff/students trained in coding skills	Short to Medium Term (1-3 years)	Pro VC, Academic Deans, Academic HODs, Head - DigiCAP
		2. Integrate digital skills in teaching and learning	2. 90% usage of digital skills in teaching and learning in all academic programmes		
		3. Organize a summer school and workshops in AI and digital skills	3. 90% of staff/students trained in AI and digital skills		
2.6 Expand digital libraries, innovation hubs, and library webinar series	2.6.1 Enhance access to digital knowledge platforms	1. Expand digital library subscriptions	1. 30% increase in the number of digital library subscriptions	5 years	University Librarian, Dean - Mpehuasem, DWPD
		2. Build and upgrade innovation hubs	2. At least one innovation hub upgraded and another one built at Mpehuasem campus		
		3. Improve library webinar series to include internal staff and ATU visibility	3. Webinar series organized once quarterly a year		
		4. Create access to e-library platforms for academic staff	4. 80% of staff enrolled on e-library platform		
2.7 Secure funding and partnerships to support infrastructure development and sustainability	2.7.1 Secure partnerships and funding	1. Develop one infrastructure project funding per faculty	1. Funding secured by each faculty	5 years	Academic Deans, Academic HODs, DOF, Alumni, DRIPTT
		2. Engage stakeholders	2. Partnerships established		
		3. Explore PPP opportunities	3. Funded projects executed		

STRATEGIC PILLAR 3: QUALITY ASSURANCE, INSTITUTIONAL EXCELLENCE, AND COMPLIANCE

Strengthen the internal quality assurance systems, compliance and promote a culture of continuous improvement and account

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
3.1 Institutionalize data-driven planning, monitoring, and evaluation across academic and administrative functions	3.1.1 Develop and integrate data systems	Develop a centralized data system for HR, and planning	100% data system developed	June, 2027	HOD Planning, DICT, Registrar
	3.1.2 Conduct training on relevant software	Train users in data analytics and reporting	100% of users trained in data use	June, 2030	Registrar, DICT, DQAP
	3.1.3 Automate reporting and reviews	Conduct quarterly data review sessions	50% of reports generated	June, 2030	HoD Planning, DICT, DQAP
3.2 Deepen industry and community partnerships to enhance academic relevance, student development, and graduate employability	3.2.1 strengthen programme advisory committee	Establish and strengthen Programme Advisory Committee (PAC) for each department	Seventeen (17) PAC established	June, 2026	DQAP, Dir. Industrial Liaison, Academic HoD's & Academic Deans
	3.2.2 Collaborate with industry on curricula	Co-develop/review curricula with industry	One (1) programs reviewed in a department	June, 2030	Academic HoD's, Academic Deans
	3.2.3 Facilitate experiential learning opportunities	1. Place students in internships and mentorships programmes	70% of students placed in internships and mentorship programmes	June, 2030	Dir. Industrial Liaison, Academic HoD's, Academic Deans
		2. Automate students' industrial attachment logbooks	Students' logbook automated	June, 2030	Dir. Industrial Liaison, DICT, Academic HoDs
3.3 Strengthen the university's internal quality assurance mechanisms and ensure consistent academic standards	3.3.1 Develop a quality assurance management system	1. Develop a comprehensive QA management system	QA management system developed	June, 2027	DQAAP, DICT, Director, Finance, Director, Procurement
		2. Sensitize and train staff on the QA system	80 % of staff trained	June, 2030	DQAAP, Registry
	3.3.2 Institute a faculty performance review	1. Develop performance criteria and rubrics	Performance criteria and rubrics developed	December, 2026	DQAAP, Registry

	system (including peer to peer review)	2. Train faculty and reviewers	Faculty and reviewers trained	December, 2027	DQAAP, Academic HoD's , Academic Deans
		3. Implement faculty performance review system	Review system fully implemented	June, 2030	DQAAP, Academic HoD's , Academic Deans
	3.3.3 Implement student feedback systems	2. Design and implement student feedback surveys	Feedback system implemented	June, 2030	DQAAP, DICT, Academic HoD's , Academic Deans
	3.3.4 Integrate monitoring and evaluation mechanism for class attendance	Implement an electronic attendance system	80 % system operationalized	June, 2027	DQAAP, DICT, Academic HoD's, Academic Deans, Director, Procurement
3.4 Promote a culture of compliance through enhanced audits, risk management, and policy	3.4.1 Develop new and update existing policies and Standard Operating Procedures (SOP's)	Develop and regularly update SOPs and policies	100% of policies/SOPs reviewed, updated and approved	June, 2030	Registrar, HROD & DQAAP
	3.4.2 Build staff compliance capacity	Train staff on policies and SOPs	80% of staff trained	June, 2030	Registrar, HROD & DQAAP
	3.4.3 Conduct audits and enforce	1. Conduct internal audits	100% of planned audits completed and reported	June, 2030	Director Internal Audit & DQAAP,
		2. Enforce consequence for violation addressed	100% of confirmed policy violations addressed	June, 2030	Director, Internal Audit, DQAAP, D. Legal
	3.4.4 Develop and deliver awareness programs to educate students on expected conduct and	Conduct interactive workshops on ethics and responsibility	One (1) workshop per faculty per year	June, 2030	Academic HoD's, Academic Deans

	3.4.5 Develop and implement risk management framework	1. Develop risk management framework	Risk management framework developed	June, 2026	Registrar, Risk Management Committee
		2. Train staff on risk management tools	80% of staff trained on risk management	June, 2026	Risk Management Committee & Director Internal Audit
3.5 Enhance efficiency and transparency by decentralizing key administrative functions	3.5.1 Establish decentralization frameworks for examination, finance, procurement, and HR	1. Develop policies for decentralizing each function (examination, finance, procurement, HR)	Policy for decentralization developed	June, 2027	Registrar, HoD, Examinations, DF, D, Procurement, DHROD.
		2. Define roles and responsibilities at	100% of units with documented SOPs for	June, 2027	
		3. Draft and approve standard operating	- Clear role definitions in each faculty/department	June, 2027	
	3.5.2 Build capacity for decentralized operations	1. Provide training workshops for faculty/departmental staff	90% of relevant staff trained	June, 2027	DHROD, DQAP, DF, D, Procurement, Deans, HoDs
		2. Develop and distribute operational tools and templates for each function (e.g., exam schedules,	80% of departments/units operationalized	June, 2027	
	3.5.3 Monitor and ensure compliance with decentralization frameworks	1. Implement regular monitoring and evaluation mechanisms (e.g., internal	Quarterly audit reports	June, 2030	Internal Audit, Registrar, HoD, Examinations, DF, D, Procurement, DHROD
		2. Track and report KPIs related to each function	85% compliance rate with decentralization policies		
3.6 Improve procurement systems through digitization, staff training, and operational	3.6.1 Digitize procurement processes	Implement end-to-end e-procurement platform	procurement processes digitized	June, 2030	D Procurement, DICT,
	3.6.2 Build capacity for relevant staff	Conduct procurement training for all relevant	At least one training events organized per year	June, 2030	D Procurement, DHROD

streamlining	3.6.3 Streamline procurement SOPs and	Review and update procurement SOPs	90% of procurement SOPs reviewed and	June, 2027	D Procurement, Registrar
3.7 Enhance institutional governance by establishing a structured system for identifying, developing, and retaining internal talent to ensure effective succession in key academic and administrative positions	3.7.1 Develop a succession planning framework	1. Develop a succession planning policy	Succession Planning Policy developed	June, 2030	Registrar
		Planning Committee to oversee the process and ensure alignment with	Succession Planning Committee constituted	June, 2030	Registrar
	3.7.2 Identify and assess talent	1. Conduct comprehensive talent mapping and skills audits across departments.	identified and documented for critical roles	June, 2030	Registrar, DHROD, Academic Deans. Director
		2. Develop and implement leadership competency frameworks for key roles.	with at least one identified internal successor	June, 2030	Registrar, DHROD, Academic Deans. Director
	3.7.3 Build capacity of talent identified	Design and deliver targeted leadership development programs, including	leadership development programs among identified successors	December, 2026	Registrar, DHROD, Academic Deans. Director
3.6 Enhance planning, budgeting, and financial discipline through capacity-building and integrated systems	3.6.1 Build capacity in financial management	Organize training sessions on budgeting and	100% of target participants trained		Budget Committee & Finance Director
	3.6.2 Implement integrated financial management system	Deploy IFMIS core modules (budgeting, accounting, procurement,	System modules implemented	June, 2028	Finance Director, Director Procurement, DICT
	3.6.3 Promote accountability and budget alignment	1. Enforce budget ceilings	70% of budgets submitted within ceilings.	June, 2030	Budget Committee, Finance Director
		2. Link strategic plan to budgets	100% linkage of strategic plan to budget	June, 2030	Budget Committee, Finance Director & DQAAP

Pillar 4: Industry-Driven Applied Research, Innovation, and Entrepreneurship

Deepen collaboration with industry to create solutions through applied research, innovation hubs and entrepreneurship.

Objectives	Strategy	Tasks/Activities	KPI	Timeline	Responsibility
4.1 Strengthen institutional infrastructure for applied research	4.1.1 Upgrade and digitalise research infrastructure in key technical areas.	1. Conduct audit of existing infrastructure 2. Procure and install new equipment 3. Implement lab and data digitisation platforms	1. Infrastructure Audit document 2. 1 research labs complex established by 2030; 3. Upgrade computer lab to digital center.	Q1 2026 - Q4 2030	DRIPTT; DWPD; DOP; DICT
	4.1.2 Establish central and faculty-level research support departments.	1. Review the organogram of DRIPTT to include departments of Technology Transfer and Grants and Consultancy 2. Develop mandate and structure for research support units	1. Departments established 2. Research support unit created 3. 5 research staff recruited	Q2 2026 - Q4 2027	DRIPTT; DHROD; Academic Deans, Academic HODs

	4.1.3 Create digital research information management and collaboration systems.	1. Procure and configure research databases and portals 2. Train students and staff 3. Maintain system and analyse usage statistics	1. At least 2 research databases subscribed to, 2. All faculty trained 3. Annual usage statistics report	Q1 2026 - Q4 2028	Directorate of ICT; DRIPTT, DOP, University Library
4.2 Strengthen the operations of the Centre for Entrepreneurship and Incubation Services for students and faculty.	4.2.1 Establish clear governance, staffing, and service standards for CIES.	1. Approve organogram, mandate, SOPs, and a service catalogue 2. Recruit core team, including Head, Incubation Officer, Entrepreneurship Trainer, Admin and Finance 3. Deploy a case-management or CRM tool for bookings, mentoring, and reporting 4. Set service SLAs and a feedback loop	1. Organogram, SOPs, and service catalogue approved by Q3 2026 2. Core team of at least 6 in post by Q4 2026 3. Service desk open five days per week from 2026 4. At least 80% of requests resolved within 10 working days from 2027 5. Satisfaction $\geq 85\%$ each year	Q1 2026 - Q4 2027	CEIS; F7:F8DQAAP, DOIL

	4.2.2 Run structured pre-incubation, incubation, and entrepreneurship training.	1. Publish calls for proposals regularly 2. Design tiered pathways with clear entry and exit criteria 3. Deliver semester bootcamps, venture clinics, and pitch labs 4. Build a mentor network of industry, alumni, and investors, and assign matches 5. Offer small seed grants and prototyping support with milestone reviews	1. At least 1 CFP per year 2. Three cohorts per year from 2026 3. At least 200 students and ≥ 40 staff trained per year by 2028 4. At least 30 active mentor matches per year 5. At least 20 prototypes per year by 2029 6. At least 10 new start-ups or spin-outs by 2030	Q2 2026 - Q4 2030	CEIS; Academic Deans, Academic HODs, DPA
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	4.2.3 Deliver an annual trio of flagship events: National Exhibition, Innovation and Career Fair, and Industry–Academia Fair.	1. Design formats, criteria, and exhibitor packs 2. Recruit exhibitors, employers, and investors 3. Run pitching, portfolio reviews, on-site interviews, and investor demo days 4. Publish post-event reports and follow-up pipelines	1. Three flagship events per year 2. At least 1,000 unique attendees per year 3. At least 150 employer or exhibitor booths by 2030 4. At least 200 interviews conducted per year 5. At least 25% conversion to offers or funded pilots 6. Participant satisfaction $\geq 85\%$	Q1 2026 - Q4 20	CEIS, Academic Deans; Academic HODs; DRIPTT
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4.3 Strengthen ARIF to improve applied research	4.3.1 Capitalise and manage the ATU Research and Innovation Fund (ARIF)	1. Approve ARIF policy, governance, and review procedures 2. Secure seed capital and pursue matching funds from industry and donors 3. Publish two themed calls per year with clear eligibility and budgets 4. Run transparent peer review and sign grant agreements 5. Disburse funds and track delivery and compliance	1. ARIF seeded with at least GHS 1,000,000 by Q4 2030 2. One call per year from 2027 3. At least 25 projects funded by 2030 4. At least 30% of projects with industry co-funding by 2030 5. At least 90% on-time reporting and at least 80% project completion	Q1 2026 – Q4 2030	DRIPTT, Academic Deans; Academic HODs;
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	4.3.2 Stage the Annual ARIF Applied Research Conference and publish outcomes	1. Issue call for papers and project showcases 2. Peer review submissions and prepare the programme 3. Invite agencies, employers, and investors and host exhibition space 4. Publish proceedings, policy briefs, and case studies within eight weeks 5. Track follow-on pilots, licences, and media coverage	1. Conference delivered every year from 2026 2. At least 100 delegates and at least 40 presentations each year 3. Proceedings published within eight weeks 4. At least 10 follow-on pilots or policy actions by 2030 5. Participant satisfaction at least 85%	Q2 2026 – Q4 2030	DRIPTT, Academic Deans; Academic HODs;
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	4.3.3 Build capacity, systems, and oversight for high-quality ARIF projects	1. Launch an online grant portal with guidance, templates, and FAQs 2. Run three training rounds per year on proposal writing, budgeting, and project management 3. Offer pre-award mentoring and internal peer review 4. Ensure ethics and IP checks before disbursement and schedule site visits 5. Maintain an M and E dashboard that tracks outputs and outcomes	1. Grant portal live by Q4 2026 2. At least three training rounds per year 3. At least 75 percent of applicants use pre-award support by 2028 4. At least 95 percent of funded projects have ethics and IP approvals before disbursement 5. At least 20 prototypes or policy briefs produced by 2030	Q1 2026 – Q4 2030	DRIPTT, Academic Deans; Academic HODs;
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4.4 Enhance faculty and staff skills in research and innovation.	4.4.1 Conduct annual training on research methods and innovation	1. Identify training needs 2. Engage trainers 3. Organise workshops for targeted faculty	1. Training needs identified 2. At least 1 workshops conducted by each faculty annually; 3. At least 200 staff trained by 2030	Q2 2026 - Q4 2030	Academic Deans, Academic HODs; DRIPTT
	4.4.2 Develop and implement a research mentorship programme.	1. Research mentorship policy 2. Establish research teams in all departments 3. Monitor mentorship effectiveness	1. Published research mentorship policy by 2027; 2. At least 2 research teams per department; 3. At least 2 publications per research team	Q1 2027 - Q4 2030	DRIPTT; Academic Deans, Academic HODs
	4.4.3 Upgrade the research online platform with research and grant resources.	1. Upload curated resources for internal access only 2. Promote usage of the platform	1. Portal launched by 2026; 2. 300 users by 2028	Q1 2026 - Q4 2028	DRIPTT; DICT; DPA

4.5 Encourage the translation of research outputs into commercially viable products.	4.5.1 Operationalise the Technology Transfer Department	1. Recruit and train staff 2. Launch and promote department services	1. Department operational by 2027; 2. 5 products commercialised by 2030	Q1 2026 - Q4 2027	DRIPTT; Directorate of Legal Affairs; VC's office
	4.5.2 Develop a university-wide Intellectual Property (IP) and licensing framework.	1. Benchmark best practices 2. Operationalise IP policy 3. Train staff/students	1. At least 3 institutions benchmarked 2. IP policy operationalised by 2026; 3. At least 1 IP filings supported annually	Q2 2026 - Q4 2027	Directorate of Legal Affairs ; DRIPTT

4.6 Increase the university's access to national and international research funding opportunities.	4.6.1 Subscribe to international grant database and alert system.	1. Compile and categorise funding sources 2. Build searchable digital platform 3. Issue quarterly alerts	1. Database live by 2026; 2. 80% of active researchers subscribed by 2028	Q1 2026 - Q4 2028	DRIPTT; Directorate of ICT, University Library
	4.6.2 Establish internal grant review and support committee.	1. Appoint committee members 2. Develop review procedures	1. Committee functional by 2026; 2. 90% of proposals reviewed within 14 days	Q1 2026 - Q4 2030	DRIPTT; Academic Board

	4.6.3 Build faculty capacity in proposal writing and donor engagement.	<ul style="list-style-type: none"> 1. Conduct annual proposal writing training 2. Organise donor roundtables 3. Provide mentorship on funding strategy 	<ul style="list-style-type: none"> 1. At least 1 training delivered per faculty/department annually; 2. At least 1 roundtable meeting 3. 30% increase in grant submissions by 2030 	Q2 2026 - Q4 2030	DRIPPT; Academic Deans, Academic HODs
4.7 Promote a university-wide culture of applied research that responds to societal needs.	4.7.1 Create awareness on the value of applied research.	<ul style="list-style-type: none"> 1. Run multimedia campaigns 2. Publish faculty success stories 3. Organise research open days 	<ul style="list-style-type: none"> 1. Campaign launched in 2026; 2. At least 2 open day events 	Q1 2026 - Q4 2030	DRIPPT; DPA; Academic HODs
	4.7.2 Integrate community challenges into final-year projects.	<ul style="list-style-type: none"> 1. Liaise with MMDAs, MDAs and NGOs/CBOs 2. Publish list of local problems annually 3. Match student projects to needs 	<ul style="list-style-type: none"> 1. At least 1 one organisation annually per department 2. At least 5 projects aligned with community needs per department by 2030 	Q1 2026 - Q4 2030	Academic Deans, Academic HODs; DPA

Strategic Pillar 5: Staff Development, Motivation and Welfare					
Goal: Prioritize continuous professional development, inclusive recruitment and promotion processes, and improved staff welfare systems to ensure high-performing workforce.					
Objective	Strategy	Task/Activity	KPI	Timeline	Responsibility
5.1 Increase staff strength and enhance opportunities for staff development and progression in accordance with existing regulations/laws .	5.1.1 Enhance opportunities for staff growth and development	Conduct institutional manpower forecasting to determine staffing needs.	Staff needs assessment report developed.	June 2030	Pro VC, Registrar
		Recruit additional manpower to address the gaps identified.	40% increase in staff strength	June 2030	DHROD
		Conduct annual training needs assessment.	Annual training needs assessment report	March 2030	DHROD, HODs
		Organise effective Continuous Professional Development (CPD) and training for all staff	100% of staff enrolled on CPD and training annually	October 2027	DHROD,
		Develop guidelines for staff conference attendance	Guideline document developed and approved	September 2026	DRIPPT, DHROD

		Provide funding for staff to attend internal/external conferences and workshops	2% of the University budget allocated for staff attending conferences and workshops annually	June 2030	DOF, DHROD
		Implement the academic staff internship policy	Two staff interns per department per year	June 2030	DIL, DQAP, Academic Deans, HoDs
	5.1.2 Enhance opportunities for staff progression and motivation	Implement performance-based promotion and reward system	80% of successful promotion applications Deserving staff recognised and rewarded annually at an event.	June 2030	DHROD,
		Implement mandatory and comprehensive orientation for new staff	100% of new staff underwent orientation	June 2030	Registrar, DHROD
	5.1.3 Simplify staff performance reviews	Develop an online portal for performance reviews	80% of staff completing performance appraisal online	September 2026	DHROD, DICT

5.2 Improve the psychosocial support systems, safe and secure working environment for staff.	5.2.1 Improve the psychosocial and wellness support systems for staff	Develop and publish staff workload policy and guidance	Staff workload policy developed and published	September 2026	Pro VC, DHROD
		Implement emergency financial aid schemes	50% of successful applications	September 2027	DOF, DHROD
		Launch staff welfare satisfaction surveys	70% of staff satisfied	August 2027	DQAP, DHROD
		Introduce staff wellness, fitness, sporting programmes and peer support networks	At least two staff wellness event organised annually	June 2030	DHROD, DHS, DSR, DGS
		Implement retirement coaching for staff	At least one session held annually	June 2030	DHROD, DGC
		Improve a staff grievance redress mechanism	80% Resolution rate of documented grievances	June 2030	DL, Registrar

	5.2.2 Improve the staff physical and work environment	Procure electric vehicles (EVs) to support staff transportation and welfare	Vehicle fleets increased	November 2027	DGS, DOF
		Provide sustainable long distance transport services for staff and students	Sustainable transport services provided	January 2027	DGS, DOF
		Provide sufficient PPEs for all categories of staff	Sufficient PPEs provided	September 2027	DHROD, HOD-Environment
	5.5.3 Improve safety and security of staff and students	Ensure a secure and safe working and academic environment	80% reduction in thefts and incidences	February 2028	Head, Security, DGS
		Implement disaster management plan	Disaster management plan implemented	June 2027	DGS

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
1.1	Review and align all academic programmes with national competency-based	Out-of-date curricula; slow external approvals; limited	Programmes fall short of national standards and labour needs	Medium	Set a rolling curriculum review calendar; map courses to	Published review calendar; alignment matrix; advisory

		Enhance the operational effectiveness of security services on both campuses	Reduced crime and violence at both campuses	June 2029	DGS, Head, Security
	5.5.4 Provide child care and basic education services wards of staff	Provide creche services for staff	Creche services provided	June 2029	DGS, HROD
		Adopt nearby basic school for patnership to provide Basic Education Services for wards of Staff (ATU Basic School)	Basic education services provided	June 2029	DGS, HROD
5.3 Upgrade staff accommodation, recreational and health facilities.	5.3.1 Provide and upgrade staff residential and office accommodation	Renovate and expand staff residences with improved security and hygiene	60% of staff residences renovated. 20% increase in staff residence occupancy	June 2030	DWPD, DGS

		Increase well furnished staff office accommodation	80% of staff provided of well furnished office accomodation	January 2030	DWPD, DHROD
		Provide staff with suitable and ergonomic office furniture	80% of staff office furnished with ergonomic furniture	January 2030	DWPD, DHROD
		Provide kitchenettes on identifiable blocks	At least one kichenette provided perblock	June 2030	DWPD, DGS
	5.3.2 Provide and upgrade staff recreational facilities	Provide staff recreational facility	Staff recreational facility (club-house) provided	December 2027	DWPD, DGS
	5.3.3 Enhance health services at the University Medical Centre	Operationalised the new ATU Medical Centre with antenatal and specialist services	New ATU Medical Centre operationalised	May 2027	DHS, DWPD, DOF, DOP,
		Provide 24/7 health services at the ATU Medical Centre	24hour health services provided at ATU Medical Centre	December 2026	DHS, DGS

		Organise the annual comprehensive medical examination for staff and include relevant vaccinations	Comprehensive medical examination for staff organised yearly	October 2030	DHS, DGS
		Operationalise the private health insurance scheme for staff and retirees	Private health insurance scheme operationalised and premium paid annually	Jan 2026	DOF, DHS, DHROD,DGS
		Establish and operate a sickbay at Mpehuasem Campus	Sickbay operationalised at Mpehuasem	May 2028	Dean, Mpehuasem, DWPD, DHS, DGS
5.4 Promote inclusive and supportive policies for differently-abled and vulnerable groups within the university.	5.4.1 Promote inclusive and supportive policies for differently-abled and vulnerable groups within the university	Implement disability inclusion policy and assistive infrastructure	Disability policy implemented	June 2030	DGS
	5.4.2 Enhance inclusive and supportive capacity of staff	Conduct inclusivity training for academic and administrative staff	80% of staff trained	September 2029	DGS

	5.4.3 Enhance the teaching and learning facilities for differently-abled staff and students	Provide assistive devices and software to differently-abled staff and students	Assistive devices and software provided	July 2028	Pro VC. DHROD
		Install ramps and elevators in multi-storey buildings	One existing administrative and classroom block and all new storey building structures installed with elevators. Ramps installed at 3 existing classrooms blocks and all new storey structures.	October 2027	DWPD, DGS
		Ensure all web platforms meet accessibility standards	Compliance with digital accessibility standards	March 2027	DGS, DICT
5.5 Develop structured wellbeing and mental health support systems across all campuses.	5.5.1 Implement mental health support systems	Establish mental health clinics with trained professionals on campuses	Mental health clinic established	October 2027	DGC, DHS

	5.5.2 Educate staff on the wellbeing and mental health support systems	Launch university-wide awareness campaign on mental health and well-being	At least one awareness campaign yearly	May 2030	DGC, DHS
		Operate online mental health check-in tool	Online mental health check-in tool operationalised	February 2027	DGC, DICT
	5.5.3 Improve stress-care and mental resilience of staff	Run anti-stress and mental resilience programmes	One anti-stress event held yearly	May 2030	DGC, DHROD
5.6 Institutionalise staff recognition initiatives that foster a positive academic and work environment.	5.6.1 Establish staff recognition system	Develop and approve the staff awards and recognition framework and guidelines	Guidelines approved and published	December 2026	Registrar
		Appoint and publish staff recognition committee	Committee Members appointed	September 2026	Registrar

	5.6.2 Recognise initiatives and performances to foster a positive academic and work environment	Create annual recognition dashboard to highlight outstanding performance at offices, directates, faculties and departments	Staff recognised annually	October 2067	DHROD, HODs, Directors
5.7 Expand access to mentorship, academic advising, scholarships, and career services for staff .	5.7.1 Expand access to mentorship and academic advising for staff	Develop and implement a mentorship policy.	Mentorship policy developed, published and implemented.	June 2026	Registrar, HROD, HODs
		Develop an integrated mentorship platform	Integrated mentorship platform developed and operationalised	August 2027	DHROD, DICT
	5.7.2 Expand access to career services and promotion counseling for staff	Provide online career and promotional counselling services platform	Online platform operationalised	November 2026	DHROD, Deans

	5.7.3 Expand access to scholarships for academic progression of staff	Partner with external institutions for scholarship funds	50% of applications successful annually	May 2030	Pro VC, Academic Deans, Registrar
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Objective	Strategy	Tasks/Activities	KPI	Timeline	Responsibility
6.1 Strengthen partnerships with national and international academic institutions, industries, and agencies.	6.1.1 Develop and implement a partnership policy framework.	1. Draft partnership policy 2. Conduct stakeholder validation 3. Launch and review implementation plan	1. Policy approved by 2026; 2. 20 partnerships aligned with policy by 2030	Q1 2026 - Q4 2030	Registrar;DQAAP; DIPIC
	6.1.2 Sign and operationalise MoUs with strategic institutions and companies.	1. Identify priority institutions and sectors 2. Facilitate MoU signings 3. Monitor and review implementation annually	1. 25 MoUs signed and 15 operationalised by 2030 2. Annual Implementation Report Submitted.	Q1 2026 - Q4 2030	Registrar, DIPIC; DPA; DLA
	6.1.3 Enhance Global Partnerships.	1. Review existing partnerships 2. Map departments to responsibilities in the partnership agreement	1. Review all partnership agreements; 2. map responsibilities to all departments	Q2 2026 - Q4 2030	DIPIC

6.2 Increase international student enrolment and provide targeted support services.	6.2.1 Participate in international education fairs and marketing campaigns.	<ol style="list-style-type: none"> 1. Identify high-potential markets 2. Prepare promotional materials 3. Attend 2+ international fairs per year 	1. International student enrolment increased by 20% by 2030	Q2 2026 - Q4 2030	DIPIC;DPA
	6.2.2 Launch multilingual and culturally sensitive content on ATU's platforms.	<ol style="list-style-type: none"> 1. Translate key pages of website 2. Develop content tailored to target regions 3. Track visitor engagement and feedback 	<ol style="list-style-type: none"> 1. Multilingual site live by 2027; 2. 3 languages supported by 2029 	Q1 2026 - Q4 2029	DIPIC;DPA;DICT
	6.2.3 Enhance international student orientation and support services.	<ol style="list-style-type: none"> 1. Develop orientation package 2. Appoint support liaison officers 3. Organise orientation and feedback sessions 	<ol style="list-style-type: none"> 1. Support services fully functional by 2027; 2. 90% satisfaction rating in annual survey 	Q1 2026 - Q4 2027	DIPIC;DOSA;

6.3 Enhance the global visibility and branding of the university across multiple platforms.	6.3.1 Publish and operationalise a comprehensive ATU brand and communication guide.	<ol style="list-style-type: none"> 1. Approve branding guidelines 2. Train staff 3. Monitor consistent application 4. Establish Public Relations (PRO) satellite units in faculties and departments to capture and publish institutional news. 	<ol style="list-style-type: none"> 1. Brand guide published by 2026; 2. 80% compliance by 2027 3. At least 1 satellite unit per faculty 	Q1 2026 - Q4 2027	Directorate of Public Affairs; DQAAP
	6.3.2 Promote ATU through international digital rankings and benchmarking platforms.	<ol style="list-style-type: none"> 1. Register and submit data to QS, THE, and UI GreenMetric and others 2. Track and improve ranking indicators 3. Promote rankings through digital media 	<ol style="list-style-type: none"> 1. Listed on 3 platforms by 2027; 2. Improved scores annually 	Q2 2026 - Q4 2030	DQAAP; University Library;DRIPTT;DPA
	6.3.3 Launch an ATU mobile app and virtual campus tour.	<ol style="list-style-type: none"> 1. Design and develop app features 2. Create 360° virtual tour content 3. Promote on web and social media 	<ol style="list-style-type: none"> 1. App and tour launched by 2027; 2. 10,000+ downloads by 2030 	Q1 2026 - Q4 2027	DPA;DICT;

6.4 Promote ATU's institutional achievements through national and international media and publications.	6.4.1 Develop and publish an annual ATU Global Impact Report.	1. Collect stories and impact data 2. Design and publish report 3. Share with partners and stakeholders	1. Annual report published from 2026; 2. 1,000+ views per year; A least 5 shared reports with partners and stakeholders	Q2 2026 - Q4 2030	Directorate of Public Affairs; HoDs
	6.4.2 Partner with national media for regular university features and campaigns.	1. Collate inputs for activity calander 2.Draft media calendar 3. Produce content 4. Secure airtime and publication slots	Annual activity calander developed;10 national features annually; Reach of 100,000 viewers/readers annually	Q1 2026 - Q4 2030	Directorate of Public Affairs;
	6.4.3 Install digital notice boards across campuses for real-time updates.	1. Procure and install boards 2. Link with PR and academic calendars 3. Monitor content and uptime	1. 2 boards installed in Kinbu campus and 1 board installed at Mpehuasem campus by 2030; 2. 95% uptime per year	Q2 2026 - Q4 2030	DPA;DOP

6.5 Leverage alumni networks and initiatives for mentorship and institutional development.	6.5.1 Create and manage an online ATU Alumni Mentorship Hub.	<ol style="list-style-type: none"> 1. Develop hub portal 2. Match mentors and mentees 3. Evaluate success through surveys 	<ol style="list-style-type: none"> 1. Hub launched by 2027; 2. At least 50 alumni-mentee matches by 2030 	Q1 2026 - Q4 2030	Alumni Office; DOSA
	6.5.2 Involve alumni in policy and infrastructure development processes.	<ol style="list-style-type: none"> 1. Include alumni in advisory committees 2. Host alumni forums 3. Invite contributions to projects 	<ol style="list-style-type: none"> 1. Alumni consulted in 80% of major projects; 2. At least 5 alumni-led contributions by 2030 	Q2 2026 - Q4 2030	Registrar; Alumni Office;
	6.5.3 Launch alumni media features and content campaigns.	<ol style="list-style-type: none"> 1. Record alumni stories and interviews 2. Publish on YouTube, and social media 3. Track engagement 	<ol style="list-style-type: none"> 1. 30+ alumni media features by 2030; 2. 5,000+ views per feature 	Q1 2026 - Q4 2030	Directorate of Public Affairs; Alumni Office
6.6 Showcase ATU's innovations and technical strengths through exhibitions, summits, and digital platforms.	6.6.1 Host annual academic, innovation, and industry summits.	<ol style="list-style-type: none"> 1. Plan summit themes and logistics 2. Invite national and international stakeholders 3. Publish summit proceedings 	<ol style="list-style-type: none"> 1. 1 summit hosted annually from 2026; 2. At least 200 participants per event 	Q1 2026 - Q4 2030	Deans, Academic HoDs, DPA, CEIS; DRIPTT

	6.6.2 Organise a yearly ATU National Skills Exhibition.	<ol style="list-style-type: none"> 1. Prepare exhibits by departments for exhibition 2. Engage industry and youth agencies 3. Document and broadcast highlights 	<ol style="list-style-type: none"> 1. 1 exhibition held annually from 2026; 2. At least 10 departments represented each year 	Q1 2026 - Q4 2030	CEIS; DPA; Academic Deans, Academic HODs;
	6.6.3 Develop and publish digital content series on departmental innovations.	<ol style="list-style-type: none"> 1. Develop a policy to ensure every functional unit has a dedicated webpage 2. Record short video documentaries 3. Upload to official platforms 4. Track viewer engagement 	<ol style="list-style-type: none"> 1. At 10 innovation videos produced by 2030; 2. 50,000 views cumulatively 	Q2 2026 - Q4 2030	Directorate of Public Affairs; Directorate of ICT
	6.7.1 Establish partnerships with local assemblies and civil society for community projects.	<ol style="list-style-type: none"> 1. Identify priority development needs 2. Sign agreements with local partners 3. Launch pilot projects 	<ol style="list-style-type: none"> 1. 5 active community partnerships by 2030; 2. 5 projects completed by 2030 	Q1 2026 - Q4 2030	Directorate of Public Affairs; Academic HODs

6.7 Expand community engagement and service-learning initiatives that align with the university's mission.	6.7.2 Integrate service-learning initiatives as part of the work base learning.	<ol style="list-style-type: none"> 1. Train faculty on integration methods 2. Monitor outcomes and student participation 	<ol style="list-style-type: none"> 1. Service-learning integrated in 30% of programmes by 2028; 2. 80% student participation by 2030 	Q1 2026 - Q4 2030	DIL;DQAAP
	6.7.3 Launch mentorship and support programmes for girls in STEM and boys with interest in female dominated disciplines	<ol style="list-style-type: none"> 1. Partner with schools and NGOs 2. Recruit mentors 3. Organise annual training and outreach events 	<ol style="list-style-type: none"> 1. 100 girls and boys mentored by 2030; 2. 5 outreach events held 	Q2 2026 - Q4 2030	Directorate of Public Affairs; Academic Deans, Academic HODs

SUSTAINABILTY AND GREEN TECHNOLOGIES

Embed sustainability through energy efficiency, green innovation and environmentally responsible practices in teaching, research and institutional development.

	Strategy	Tasks/Activities	KPIs	Timeline	Responsibility
7.1 Promote green campus and environmentally sustainable and efficient infrastructure maintenance practices across campus	7.1.1 Integrate green campus into operations	1. Develop green campus policy	1. Green campus policy developed	Short to Medium Term (1-3 years)	Registrar, DWPD, DQAP
		2. Conduct environmental audits	2. Environmental audits conducted annually		
		3. Implement resource conservation measures from audit reports	3. 60% reduction in resource wastage		
		4. Conduct Environmental and Social Development (ESD) training for staff.	4. 100% of staff trained in ESD		
		4. Develop policy for staff and students on rules and regulations of usage of university property to promote responsible usage of property	Policy developed		
7.2 Incorporate sustainability and climate-	7.2.1 Embed sustainability in teaching and	1. Train staff in sustainability and climate-related issues	1. All staff trained in sustainability and climate change	Medium Term (2-4 years)	DQAP, Academic Deans, Academic HODs

related content into academic programmes	learning	2. Revise curricula to include sustainability and climate-related courses	2. One programme updated per department		
		3. Offer short courses in sustainability and climate change	3. Five short course offered, one per faculty		
		4. Promote interdisciplinary research	4. Five research projects initiated		
7.3 Adopt renewable energy solutions and energy-efficient technologies	7.3.1 Transition to clean and efficient energy systems	1. Install solar panels on high consuming buildings and street lights	1. 50% installation of solar panels	Medium to Long Term (3-5 years)	DWPD, HOD - Energy Centre
		2. Upgrade to efficient systems and appliances	2. 20% energy cost reduction		
		3. Train all staff and monitor consumption	3. 100% staff trained and energy consumption monitored		
7.4 Improve waste management systems and encourage recycling	7.4.1 Enhance waste reduction and recycling efforts	1. Awareness creation to reduce waste	1. At least one sensitization programme organized annually	Short to Medium Term (1-3 years)	HOD - Environment, DPA, DOSA
		2. Launch waste management clubs	2. Waste management club launched		
		3. Implement waste segregation systems	3. Waste segregation point identified and bins provided for 60% of points identified		

		4. Partner with waste management firms	4. Partnership established with at least two waste management firms for recycling		
7.5 Implement a sustainable paperless system	7.5.1 Train, deploy and comply with paper system	1. Train staff on use of paperless platform	1. 100% of staff trained	Short to Medium Term (1-3 years)	DICT, DHROD, Registrar
		2. Deploy paperless platform	2. Paperless platform fully functional		
		3. Comply with paperless system	3. 100% compliance		
7.6 Establish research and innovation hubs for green technologies	7.6.1 Create platforms for green technology development	1. Establish research centers	1. Research hubs established	Medium to Long Term (3-4 years)	DRIPTT, Academic Deans, Academic HODs
		2. Support student projects	2. Green projects supported		
		3. Collaborate with industry experts	3. Quality research outputs/publications		
		4. Constitute a committee to define green campus modalities	4. Committee constituted and report submitted		
7.7 Strengthen partnerships with industry and agencies	7.7.1 Leverage external partnerships for green	1. Formalize partnerships	1. Partnerships formed	Medium to Long Term (3-4 years)	DRIPTT, DIPIC, Academic Deans, Academic HODs
		2. Join green initiatives	2. Funding secured		
		3. Seek project funding	3. Participation in green networks		

7.8 Ensure long-term financial sustainability of the institution.	7.8.1 Secure long-term financial sustainability by diversifying income sources	1. Acquire additional land and property for development and revenue generation.	1. Number of acres/properties acquired; increase in institutional asset value.	Medium to Long Term (3-4 years)	DWPD, DOF, Director - Procurement, DRIPTT
		2. Procure electric vehicles (EVs) and establish ESD compliance frameworks.	2. Number of EVs in use; ESD compliance framework developed and implemented.		
		3. Strengthen grants acquisition, donor engagement, and partnerships.	3. 50% annual increase in grants, partnerships, and donor contributions.		
		4. Develop and expand physical facilities (e.g., lecture halls at Mpehuasem).	4. Number of new lecture halls/facilities completed and in use.		

STRATEGIC PLAN IMPLEMENTATION, MONITORING AND EVALUATION FRAMEWORK

Implementation

The implementation of the Accra Technical University Strategic Plan (2026–2030) shall be driven by the University’s governance structures and leadership. The Vice-Chancellor shall initiate the process annually after the approval of the University’s Annual Budget by September, ensuring alignment between the Strategic Plan and financial resources.

University Operational Plans

By October of each year, the Vice-Chancellor, in consultation with the Executive Committee, shall prepare the University Annual Operational Plan (AOP). The plan shall:

- Translate strategic objectives into annual targets.
- Define Key Result Areas (KRAs), Key Performance Indicators (KPIs), timelines, and resources.
- Align with the approved Annual Budget and funding agreements.

Faculty, Directorate and Departmental Work Plans

Deans and Directors shall, by the first week of November each year, develop Faculty and Directorate Work Plans, aligned to the AOP. Heads of Departments, in consultation with Unit Heads, shall by the third week of November, prepare Departmental Work Plans with measurable KPIs and resource requirements.

Individual Performance Plans

By the second week of January, Heads of Departments and Units shall guide individual staff in developing Individual Performance Plans, ensuring that personal targets are aligned with Departmental and Faculty objectives. Each plan shall include KPIs, resource needs, and competency development requirements.

Oversight and Governance

The implementation of the Strategic Plan shall be overseen through the following structures:

- **Governing Council:** Provides policy direction and approves major revisions.
- **Vice-Chancellor:** Provides leadership, divides strategic goals into institutional annual plans, and ensures alignment with external stakeholders.
- **Academic Board:** Ensures academic priorities are aligned with the strategic direction.
- **Strategic Plan Implementation Monitoring and Evaluation Committee (SPIMEC):** Coordinates and oversees implementation monitoring and evaluation processes, and collate reports for Management and Governing Council.

Composition of the Strategic Plan Implementation Monitoring and Evaluation Committee (SPIMEC)

The Chairperson of the SPIMEC shall be appointed by the Vice-Chancellor

Membership shall include:

1. Director Quality Assurance & Planning
2. Senior Member appointed by the Vice-Chancellor
3. Hod Planning
4. Hod quality assurance
5. Hod accreditation
6. Senior member from Quality Assurance
7. Rep from Registry
8. Rep from the Directorate of Finance
9. Rep from the Directorate of Internal Audit
10. Rep from Directorate Works & Physical Development
11. Rep from University Library
12. Rep from All the Faculties
13. Assistant Planning Officer as Member Secretary

Monitoring and Progress Review

Monitoring will be continuous, while progress reviews will occur at scheduled periods to ensure accountability.

- **Mid-Year Review:** A formal review and assessment shall take place in July each year to measure progress against set targets, identify gaps, and make adjustments.
- **Quarterly Reporting:** All Faculties, Directorates, and Departments shall submit quarterly reports to SPIMEC.
- **Annual Review:** At year-end, achievements against the Strategic Plan, AOP, and Work Plans shall be reviewed to inform planning for the subsequent year.

Evaluation and Appraisal

Evaluation shall be both formative and summative:

- **Annual Evaluation:** Conducted at the end of each year to appraise performance at all levels (University, Faculty, Department, and individual).
- **Mid-Term Review:** Conducted in 2028 to assess progress, realign priorities, and ensure continued relevance of the Strategic Plan.
- **End-of-Plan Evaluation:** An evaluation shall be conducted in 2030 to assess the overall achievement of the Strategic Plan and feed into the development of the next Strategic Plan (2031–2035).

Review of the Strategic Plan

The Strategic Plan is a living document and will be reviewed to adapt to emerging challenges and opportunities:

- Annual Internal Review as part of the end-of-year appraisal.
- External and Internal Environmental Scanning is conducted annually by DQAP.
- Mid-Term Review (2028) to realign strategic priorities.

The process for the preparation of the next Strategic Plan shall commence one year before the expiration of the current Plan (2029). The Vice-Chancellor shall initiate this.

				Implement disaster management plan	Disaster management plan implemented	June 2027
No .	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
1.1	Review and align all academic programmes with national competency-based standards and industry needs.	Out-of-date curricula; slow external approvals; limited industry input	Programmes fall short of national standards and labour needs	Medium	Set a rolling curriculum review calendar; map courses to CTVET/GTE C standards; seat programme advisory boards with employers; run co-design workshops; fast-track approvals through Academic Board	Published review calendar; alignment matrix; advisory board minutes; workshop reports; approval letters; updated syllabi
1.2	Promote flexible, modular, and interdisciplinary approaches to teaching and learning.	Rigid timetables and rules for credit transfer; resistance to change	Low uptake of modular and cross-disciplinary pathways; student confusion	Medium	Approve a modular credit and micro-pathway policy; pilot in two faculties before scale-up; configure SIS for credit banking; brief	Policy document; pilot reports; SIS configuration notes; briefing decks; student uptake stats

					advisors and students each term	
1.3	Enhance faculty capacity in competency-based pedagogy, digital instruction, and assessment strategies.	Limited staff expertise and time for new teaching methods	Weak delivery quality and poor assessment against competencies	Medium	Issue a CPD framework with protected hours; offer tiered short courses and micro-credentials; run peer observation ; create communities of practice with mentors	CPD plan; attendance sheets; certificates; observation records; revised assessment rubrics
1.4	Expand the integration of practical, work-based, and simulation learning in all programmes.	Too few placements ; scarce simulators; safety gaps	Students miss required practice; higher incident rates	Medium	Sign MoUs for work-based learning; equip simulation labs by priority areas; set up a WBL office; mandate safety induction and insurance before placement	MoUs; simulator handover notes; placement logs and logbooks; safety induction registers; insurance certificates

1.5	Improve access to modern teaching tools, digital platforms, and open educational resources.	Limited licences, weak connectivity, device gaps	Unequal access to tools and platforms; low usage	Medium	Join content consortia; expand OER use; run device-lending schemes; extend Wi-Fi coverage; track usage and target support	Consortium agreements ; OER repository stats; device loan registers; network uptime reports; LMS analytics
1.6	Strengthen student academic advising, mentorship, and support for lifelong learning.	High adviser–student ratios; untrained advisers; ad-hoc mentoring	Lower retention and completion; poor student experience	Medium	Set adviser workloads and caseload caps; train advisers each semester; deploy an early-alert and case system; invite alumni mentors	Adviser assignment list; training logs; early-alert reports; retention metrics; mentor–mentee matches
1.7	Establish mechanisms to regularly monitor graduate competencies and employment outcomes	Low response to tracer surveys; fragmented data; no regular employer feedback	Weak evidence for decisions; reputational risk	Medium	Run annual tracer studies; link SIS, careers, and alumni data; conduct employer surveys each year; publish a dashboard	Tracer reports; matched data extracts; employer survey results; public outcomes

					with programme -level outcomes	dashboard; data SOPs
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No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
1.1	Enhance ICT infrastructure to support academic delivery, research, and online learning.	Network capacity is underestimated and the power supply is unstable	Teaching, research, and online services experience outages and slowdowns	Medium	Complete a baseline ICT audit, upgrade campus backbone to high-capacity fibre with dual paths, contract two ISPs with failover, install UPS and hybrid power on critical nodes, agree service-level terms with vendors	ICT audit report, network topology and capacity plan, ISP contracts and SLAs, uptime dashboard, maintenance logs
1.2	Digitise academic and administrative operations across the university.	Disconnected systems and low user adoption during the move to end-to-end digital services	Process delays, duplicate records, data errors, and low usage of the ERP and portals	Medium	Publish a phased ERP and e-services roadmap, map and simplify processes before roll-out, deliver role-based training and change support, set up data governance with standards and stewardship, adopt e-signature policy	ERP roadmap, process maps, training attendance and completion records, data quality scorecards, e-signature policy and usage reports
1.3	Modernise classrooms, laboratories, and workshops to support technology-enabled learning.	Delays in refurbishing classrooms and labs, and gaps in safety compliance	Teaching spaces remain outdated and lab incidents increase	Medium	Use standard equipment specs and framework agreements to speed procurement, require acceptance testing and commissioning, schedule	Approved specs, framework agreements, acceptance test certificates, preventive maintenance schedule,

					preventive maintenance, conduct health and safety audits and fix findings	H&S audit reports and closure notes
1.4	Introduce emerging technologies to improve efficiency and academic innovation.	New technologies are adopted without clear use cases or safeguards	Spending is wasted and cyber or privacy incidents occur	Medium	Run small pilots with success criteria and cost of ownership, conduct data protection and ethics reviews, establish a sandbox with access controls, enforce MFA and device hardening, track benefits before scaling	Pilot reports with KPIs, DPIA and ethics approvals, sandbox access logs, cybersecurity audit results, benefits realisation reviews
1.5	Promote digital skills and cultivate a technology-oriented culture among staff and students.	Uneven digital skills among staff and students and low uptake of training	Platforms and tools are under-used and support tickets rise	Medium	Deliver mandatory baseline digital literacy for all new entrants, offer tiered micro-courses for advanced users, provide incentives and micro-credentials, allocate protected time for staff learning, track usage in the LMS	Training calendar, enrolment and completion data, issued micro-credentials, LMS analytics on tool usage, help-desk trend reports
1.6	Expand digital libraries, innovation hubs, and e-learning resources.	High licence costs and bandwidth limits for digital libraries and maker hubs	Limited access to learning resources and intermittent service	Medium	Join consortia for better pricing, expand open educational resources, implement content caching and offline access, schedule	Consortium agreements, OER repository stats, caching and offline access configuration,

					bandwidth for learning systems at peak times, monitor usage and renew on evidence	bandwidth schedules, usage analytics and renewal records
1.7	Secure funding and partnerships to support infrastructure development and sustainability.	Over-reliance on a few funders and weak pipeline of projects	Funding gaps delay infrastructure upgrades and service roll-out	High	Build a diversified funding pipeline with an annual call schedule, map donors and priority themes, prepare investment cases with cost and benefit, use PPP and sponsorship frameworks, review pipeline quarterly	Funding pipeline tracker, submitted proposals and success rates, investment case documents, signed MoUs and sponsorship letters, quarterly review minutes

No .	Objectives	Potential Risk/Hazard	Risk	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
3.1	Strengthen the university's internal quality assurance mechanisms and ensure consistent academic standards.	Inconsistent quality assurance practices and slow programme reviews	Non-compliance with standards and uneven academic quality	Medium	Approve a QA policy and annual review calendar. Use external examiners and double marking. Standardise moderation and assessment rubrics. Train programme leaders on QA procedures	Approved QA policy. Published review calendar. External examiner reports. Moderation records and rubric bank. Training attendance sheets
3.2	Institutionalise data-driven planning, monitoring, and evaluation across academic and administrative functions.	Fragmented data systems and weak data governance	Poor decisions and unreliable performance reporting	Medium	Establish data governance with owners and stewards. Deploy an integrated MIS and dashboards. Run quarterly data quality checks. Issue data	Data governance charter. Live dashboards. Data quality audit logs. Published data standards and SOPs

					standards and SOPs	
3.3	Promote a culture of compliance and accountability through enhanced audits, risk management, and policy enforcement.	Outdated policies, weak controls, and audit backlogs	Compliance breaches and financial or reputational loss	Medium	Publish a policy register with review cycles. Approve a rolling internal audit plan. Maintain unit risk registers and mitigation logs. Operate a confidential reporting channel	Policy register with review dates. Approved audit plan and completed reports. Risk registers and action trackers. Whistleblowing channel statistics
3.4	Enhance planning, budgeting, and financial discipline through capacity-building and integrated systems.	Planning not linked to budgets and manual financial processes	Budget overruns and late financial reports	Medium	Align plans to a medium-term budget framework. Implement an integrated finance system with commitment controls. Run quarterly variance reviews. Train	MTBF documents. Finance system configuration notes. Quarterly variance reports. Budget holder training records

					budget holders	
3.5	Improve procurement systems through digitisation, staff training, and operational streamlining.	Slow or non-compliant procurement and weak specifications	Delays, higher costs, and audit queries	High	Use annual procurement plans and framework agreements. Move to e-procurement for approvals and tracking. Standardise technical specs and evaluation criteria. Train procurement and end-users	Approved procurement plan. Framework contracts. e-Procurement logs. Standard spec library and evaluation sheets. Training attendance
3.6	Promote institutional excellence through performance-based staff development, recognition, and governance reforms.	Unclear KPIs, uneven appraisals, and limited governance capacity	Low performance and weak accountability	Medium	Set unit KPIs and cascade to staff goals. Apply a structured appraisal cycle. Provide governance and leadership training for Council and management. Run a transparent	KPI cascade maps. Appraisal completion reports. Governance training materials and attendance. Published recognition outcomes

					recognition scheme	
3.7	Deepen industry and community partnerships to enhance academic relevance, student development, and graduate employability.	Partnerships managed ad hoc and not tied to curricula or outcomes	Limited relevance and weak employability gains	Medium	Approve a partnership framework with due diligence and MoU templates. Seat programme advisory boards with employers. Track WBL, internships, and community projects in a simple CRM. Review outcomes each semester	Framework and templates. Advisory board minutes. CRM or register of partners and placements. Semester outcome reports and actions

No .	Objective	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
4.1	Strengthen institutional capacity and infrastructure for applied research.	Ageing labs, limited equipment, and unstable power	Poor data quality, delays, and safety incidents in applied research	Medium	Run a baseline audit; phase upgrades of priority labs; add backup power and surge protection; schedule preventive maintenance; enforce lab SOPs and safety drills	Audit and asset registers; upgrade plan and handover certificates; uptime logs; calibration records; H&S audit reports
4.2	Promote collaboration between the university and industry for joint research initiatives.	Weak industry trust, slow legal reviews, unclear IP terms	Few joint projects, missed funding, and stalled contracts	Medium	Use standard MoU and IP templates; set service targets for the liaison desk; map and prioritise partners; host sector roundtables and project scoping clinics	MoU/IP templates; signed MoUs; response-time dashboard; partner map; roundtable minutes; joint project pipeline

4.3	Establish functional spaces to support innovation and entrepreneurs hip development.	Delays fitting out maker/incubation spaces; low user uptake	Under-used hubs and poor return on space and kit	Medium	Deliver fit-out in phases tied to programmes; co-locate hubs near key departments; run a published events calendar; set up a booking and utilisation tracker; recruit external mentors	Fit-out Gantt and handover notes; utilisation dashboard; events calendar; mentor roster; user feedback reports
4.4	Enhance faculty and staff skills in research, innovation, and grant acquisition.	Limited staff time and incentives for skills growth	Weak proposals, poor project management, and low grant success	Medium	Issue a CPD plan with protected hours; offer tiered short courses and micro-credentials; create an internal peer-review panel; pair early-career staff with mentors	CPD plan; training attendance and certificates; peer-review logs; mentorship pairings; course evaluation summaries

4.5	Encourage the translation of research outputs into commercially viable products.	No clear route from prototypes to market; IP disputes; weak market fit	Few licences, spin-outs, or paid pilots	Medium	Stand up a tech transfer desk; approve IP and revenue-sharing policy; fund early market validation and prototyping; build a network of investors and adopters	TTO charter; approved IP and revenue-share policy; market study briefs; licence/SPV register; prototype grant awards
4.6	Increase the university's access to national and international research funding opportunities.	Thin grant pipeline, short notice on calls, compliance gaps	Low award rate or grant rejections	Medium	Publish a rolling grant calendar and alerts; set up an internal review committee; keep boilerplate sections (ethics, EDI, data plans); run finance and audit checks before submission	Grant calendar and alert stats; submissions tracker; review comments; compliance checklists; award and rejection letters

4.7	Promote a university-wide culture of applied research that responds to societal needs.	Low participation in applied research events; weak comms and recognition	Fragmented efforts and limited impact on societal needs	Medium	Hold an annual research and enterprise week; offer small seed grants; run a recognition scheme; set departmental targets and publish outcomes across channels	Event reports; seed-grant award list; recognition citations; departmental KPI dashboard; newsletters and web posts
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No .	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
5.1	Expand access to academic advising, mentorship, scholarships, and career services for students.	Adviser capacity is low, services are fragmented , scholarship funds are limited	Students struggle to access advising, mentoring, scholarships and career services	Medium	Set adviser caseload caps and publish assignments , launch a one-stop advising and careers portal, schedule termly career clinics and fairs, create a scholarship fund with clear eligibility and timelines, track reach and outcomes in a dashboard	Adviser lists and caseload reports, portal analytics, clinic and fair schedules with attendance, scholarship call and award lists, placement and internship statistics
5.2	Enhance opportunities for staff development, progression, and motivation across all categories of staff.	Limited CPD budget and time, unclear promotion criteria, weak recognition of effort	Low staff motivation , slow progression and retention challenges	Medium	Approve a CPD policy with protected hours, publish promotion criteria and timelines, offer tiered learning modules with micro-	CPD policy and annual plan, promotion calendar and outcomes, training enrolment and completion records,

					credentials, run line-manager development plans, introduce small recognition grants linked to outputs	manager PDPs, recognition grant awards and summaries
5.3	Improve the physical and psychosocial support systems available to both staff and students.	Under-resourced counselling and long waiting times, weak referral pathways, stigma around help-seeking	Poor uptake of psychosocial support and unresolved cases	Medium	Hire additional counsellors and extend hours, launch a confidential 24-7 helpline, publish referral protocols with service partners, run anti-stigma campaigns and peer support groups, monitor waiting times and resolution rates	Counsellor roster and clinic schedule, helpline reports, referral logs and MOUs, campaign calendar and materials, monthly waiting time and closure metrics
5.4	Upgrade staff and student accommodation, health, and recreational facilities.	Capital funding gaps, procurement delays, safety non-	Slow upgrades to hostels, clinics and recreational spaces,	Medium	Approve a phased upgrade plan with costed packages, use	Approved project plan and Gantt, framework agreement

		compliance in facilities	higher incident risk		framework contracts for speed, require H&S audits before handover, set preventive maintenance schedules, explore PPP and sponsorship options	s and purchase orders, audit findings and closure notes, maintenance logs, PPP or sponsor MOUs
5.5	Promote inclusive and supportive policies for differently-abled and vulnerable groups within the university.	Accessibility gaps in buildings and systems, limited assistive technology, staff lack disability inclusion skills	Exclusion of differently-abled and vulnerable groups	Medium	Complete an accessibility audit of campuses and systems, retrofit ramps lifts signage and accessible toilets, procure screen readers captioning and hearing support, adopt a disability policy and reasonable-adjustment procedures, train front-line staff each semester	Audit report and action tracker, completion certificates for works, AT procurement records, policy and procedures, training attendance and assessments

5.6	Develop structured wellbeing and mental health support systems across all campuses.	Low awareness of wellbeing services, confidentiality concerns, absence of crisis protocols	Limited use of services and poor response to critical incidents	Medium	Run a termly wellbeing communication plan, establish a peer wellbeing ambassador scheme, contract a confidential EAP provider, approve crisis response protocols, review anonymised utilisation and outcomes each quarter	Comms plan and reach metrics, ambassador or directory and activities, EAP contract and usage summaries, approved protocols, quarterly review minutes
5.7	Institutionalise staff and student recognition initiatives that foster a positive academic and work environment.	Awards are ad hoc, selection lacks transparency, budgets fluctuate	Perceived unfairness and weak engagement with recognition initiatives	Low	Publish a yearly recognition calendar and criteria, seat selection panels with clear scoring rubrics, allocate modest ring-fenced budgets, announce winners publicly with citations, collect	Calendar and criteria, panel membership and scoring sheets, budget lines and expenditure reports, published awardee list and citations, feedback collect

					feedback to refine schemes	summarie s
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No .	Objectives	Potential Risk/Hazard	Risk	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
6.1	Strengthen partnerships with national and international academic institutions, industries, and agencies.	Fragmented partner liaison, slow legal review, unclear value for partners	Low number of active MoUs and weak delivery on joint work	Medium	Use standard MoU and IP templates, assign account leads for priority partners, agree annual joint workplans, set legal review turnaround targets, track all partnerships in a simple CRM	Approved templates, partner account list, signed workplans, legal review log with timelines, CRM dashboard and status reports
6.2	Increase international student enrolment and provide targeted support services.	Limited marketing reach, visa hurdles, weak pre-arrival support, tight housing	Low international applications and conversion and poor retention	Medium	Launch multilingual website pages and campaigns, attend targeted overseas fairs and vet agents, run pre-arrival and arrival orientation, set up a one-stop helpdesk, secure	Web analytics and campaign reports, agent agreements, orientation schedules and feedback, helpdesk ticket stats, housing MOUs,

					housing options with providers, track conversion by market	conversion and retention reports
6.3	Enhance the global visibility and branding of the university across multiple platforms.	Inconsistent brand use, low content output, weak data for rankings	Poor visibility across platforms and weak performance in benchmarks	Medium	Publish a brand guide and train focal persons, run a quarterly content calendar, submit complete data to QS THE and GreenMetric, build media relationships and brief editors	Brand guide and compliance checks, content calendar and posts, data submission receipts, media mentions and placement log
6.4	Promote ATU's institutional achievements through national and international media and publications.	Limited editorial capacity, slow approvals, privacy or legal risks	Missed coverage and reputational harm	Medium	Adopt a media and publications policy, set a fast internal approvals workflow, publish an annual impact report, sign content partnerships with national outlets, train staff in storytelling	Policy document, approvals tracker, published impact report, partnership letters, training attendance and materials

					and data protection	
6.5	Leverage alumni networks and initiatives for mentorship and institutional development.	Outdated alumni database and low engagement	Few mentorship matches and low fundraising support	Medium	Launch an alumni platform and update records, segment campaigns by cohort and field, run alumni ambassador and mentorship schemes, hold regional and virtual alumni events	Platform analytics and updated records, campaign performance reports, mentor-mentee match list, event attendance and feedback
6.6	Showcase ATU's innovations and technical strengths through exhibitions, summits, and digital platforms.	Event fatigue, weak logistics, low sponsorship and media reach	Low turnout and limited impact of exhibitions and summits	Medium	Publish an annual events calendar with clear themes, develop sponsor packages and sign early commitments, co-host with sector bodies, produce proceedings and broadcast highlights,	Events calendar, sponsorship contracts, attendance and satisfaction reports, published proceedings, video views and engagement stats

					push digital clips on owned channels	
6.7	Expand community engagement and service-learning initiatives that align with the university's mission.	Weak links with local authorities, staff workload, safety concerns in the field	Few service-learning projects and poor outcomes for communities	Medium	Sign MoUs with local assemblies and NGOs, make service-learning credit-bearing in selected programmes, complete risk assessments and supervision plans, collect community feedback and act on findings	Signed MoUs, module outlines with credit, risk registers and supervisor logs, project reports, community feedback summaries

No .	Objectives	Potential Risk/Hazard	Risk	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
7.1	Promote environmentally sustainable practices across campus operations.	No clear policy, weak metering, limited behaviour change	High utility use and uneven adoption of sustainable practices	Medium	Approve a Green Campus policy, appoint sustainability champions in all units, install smart meters and set yearly reduction targets, add green procurement rules, run quarterly audits and fix findings	Approved policy, list of unit champions, metering dashboards , procurement checklists, audit reports and closure notes
7.2	Incorporate sustainability and climate-related content into academic programmes.	Slow curriculum updates and limited staff capability	Sustainability content stays marginal across programmes	Medium	Map all courses to identify gaps, insert core sustainability modules and case studies, train lecturers through short CPD sessions, invite external experts for guest lectures and projects	Curriculum mapping matrix, revised syllabi, CPD attendance and certificates, guest lecture schedules and reports
7.3	Adopt renewable energy solutions and energy-efficient	Funding gaps, grid limits, and weak	Renewable energy roll-out stalls and savings	High	Deliver solar PV in phases using grants and PPAs, run annual energy	Grant and PPA documents , audit reports,

	technologies across the university.	maintenance planning	do not materialise		audits, replace lighting with LED and add controls, put maintenance under service contracts, meter major buildings and track results	LED procurement records, maintenance contracts, building-level energy reports
7.4	Improve waste management systems and encourage recycling initiatives.	Few segregation points and poor contractor compliance	Low recycling rates and unsafe handling of hazardous waste	Medium	Approve a waste management policy, deploy colour-coded bins across sites, let contracts with clear KPIs, set SOPs for hazardous storage and disposal, run awareness drives and a composting pilot	Policy document, bin deployment map, signed contracts with KPIs, waste manifests, training logs, diversion rate dashboard
7.5	Build awareness and engagement on sustainability among students and staff.	Low student and staff participation, message fatigue	Limited culture change and weak results from campaigns	Medium	Hold an annual Sustainability Week, run challenges with simple rewards, launch a Green Ambassadors scheme, publish a termly	Event reports, participation statistics, ambassador roster, comms calendar, survey results and action notes

					communications plan, survey awareness and act on feedback	
7.6	Establish research and innovation hubs dedicated to green technologies.	Space and equipment delays, low external funding, unclear IP rules	Green research hubs under-deliver and outputs remain unused	Medium	Allocate dedicated space and shared kit, provide seed grants for pilots, co-design projects with agencies and firms, approve an IP and revenue-share policy, schedule open access hours for shared gear	Hub launch note, seed grant award list, MoUs with partners, approved IP and revenue-share policy, usage logs and project briefs
7.7	Strengthen partnerships with industry and environmental agencies to support green campus development.	Goals between the university and partners do not match, data sharing is slow	Few active projects and limited community impact	Medium	Build a partner registry and prioritise targets, use a standard MoU and a one-page workplan with outputs and dates, review progress each quarter, publish a simple	Partner registry, signed MoUs, joint workplans, quarterly review minutes, outcome dashboard and project case studies

					dashboard of outcomes	
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STRATEGIC PLAN COMMITTEE

Strategic Plan Development Committee (SPDC)

Members

S/N	Name	Designation	Position
1.	Prof. Amevi Acakpovi	Vice-Chancellor (AG)	Chairperson
2.	Prof. Felix Y. H. kutsanedzie	Pro Vice-Chancellor (AG)	Member
3.	Mr. Adu- Adjei Mensah	Registrar (AG)	Member
4.	Mr. Frank Owusu Boateng	Director of Finance	Member
5.	Mr. Godsway Oyiadzo	Director of Internal Audit	Member
6.	Dr. Florence Plockey	University Librarian	Member
7.	Ing.Mubarak K. Abubakar	Director of Works	Member
8.	Prof Phyllis Otu	Director, DQAAP	Member
9.	Ms. Fausta Kilian Ganaa	Director, PAD	Member
10.	Mrs. Linda Tormeti	Director, HROD	Secretary

Strategic Plan Development Sub-Committee (SPDSC)

Members

<u>S/N</u>	<u>Name</u>	<u>Designation</u>	<u>Position</u>
<u>1.</u>	<u>Prof Phyllis Otu</u>	<u>Director, DQAAP</u>	<u>Chairperson</u>
<u>2.</u>	<u>Prof Alice Mensah</u>	<u>Dean, Mpehuasem Campus</u>	<u>Member</u>
<u>3.</u>	<u>Dr. Peter Nyanor</u>	<u>Director, DRIPTT</u>	<u>Member</u>
<u>4.</u>	<u>Dr. Peter Arhenful</u>	<u>Dean, DIPIC</u>	<u>Member</u>
<u>5.</u>	<u>Dr. Tina Wemegah</u>	<u>Dean, Faculty of Engineering</u>	<u>Member</u>
<u>6.</u>	<u>Prof Nana Yaw Asabere</u>	<u>Dean, Faculty of Applied Sciences</u>	<u>Member</u>
<u>7.</u>	<u>Prof Frank Opuni Frimpong</u>	<u>Dean, Graduate School</u>	<u>Member</u>
<u>8.</u>	<u>Dr. Henry Kwadwo Hackman</u>	<u>HOD, Medical Lab. Technology</u>	<u>Co-opted Member</u>
<u>9.</u>	<u>Mr. Hanson Obiri Yeboah</u>	<u>HOD, Purchasing and Supply Dept.</u>	<u>Member</u>
<u>10.</u>	<u>Ms. Rebecca Baffoe</u>	<u>Deputy Internal Auditor</u>	<u>Member</u>
<u>11.</u>	<u>Ms. Salimat Froko</u>	<u>Assistant Registrar, Public Affairs</u>	<u>Member</u>
<u>12.</u>	<u>Ms. Genevieve E. Akuamoah</u>	<u>Assistant Registrar, Directorate for Quality Assurance and Academic Planning</u>	<u>Member/ Secretary</u>