



ACCRA
TECHNICAL
UNIVERSITY

Strategic Plan

2026 - 2030



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ATU Strategic Plan

2026 - 2030

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Acknowledgement

Accra Technical University acknowledges with deep 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 entire University community, whose dedication has helped shape a forward-looking framework to guide the institution's growth and transformation over the next five years.

Special recognition is extended to staff, convocation members, union executives, and the Student Representative Council (SRC) for their invaluable inputs throughout the consultative process. We also acknowledge the contributions of key office holders, Deans, Directors, and Heads of Departments and Units, whose active participation through consultations, focus group discussions, and technical sessions provided a strong foundation for defining the University's strategic priorities. The perspectives shared ensured that the Plan is comprehensive, inclusive, and aligned with the University's vision, mandate, and evolving national and global expectations.

The University further expresses its sincere appreciation to the Strategic Planning and Sub-Planning Committees, whose dedication and technical expertise guided the coordination, drafting, and consolidation of the various inputs that informed this document. Their commitment ensured that the planning process was systematic, participatory, and reflective of the institutional aspirations of Accra Technical University.

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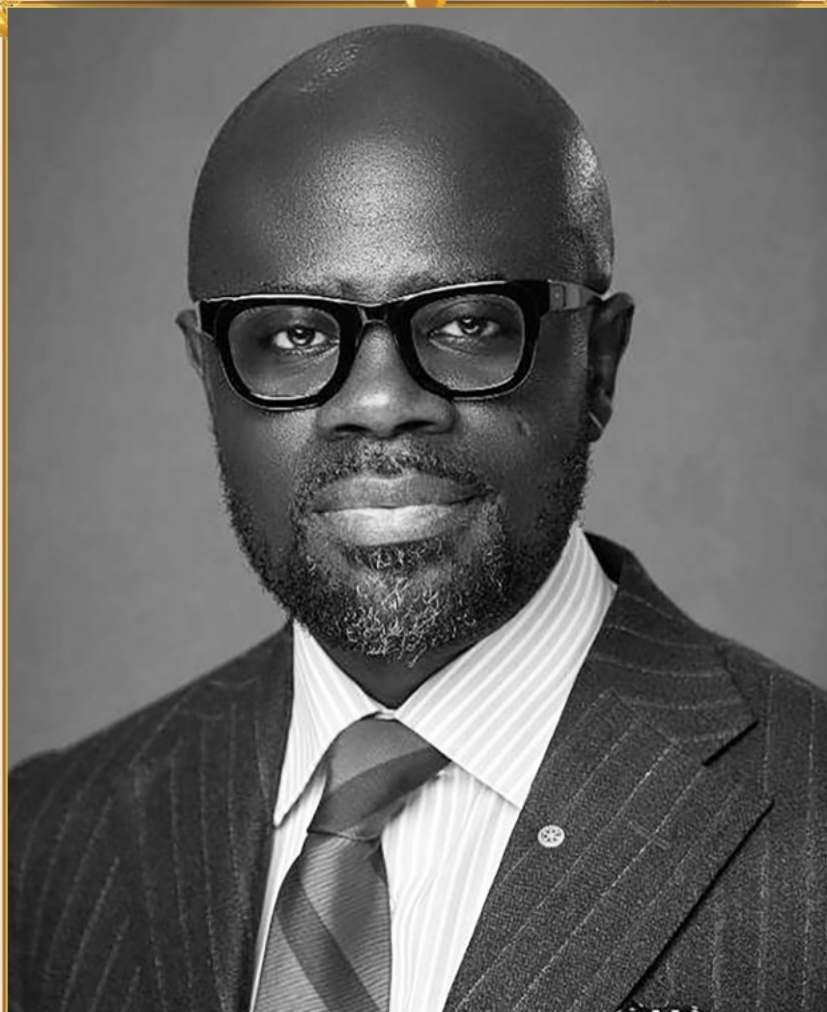
Special appreciation is extended to the Vice-Chancellor and his Management Team for their leadership, strategic direction, and unwavering support throughout the planning process. Their vision and commitment were instrumental in steering the process, ensuring alignment with the University's long-term goals and national development priorities.

Finally, the University appreciates the Governing Council for its guidance, oversight, and continued support in the development of this Strategic Plan. Their contributions have been essential in ensuring that Accra Technical University remains at the forefront of technical and vocational higher education in Ghana and beyond.

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 Fund
CBT	Competency-Based Training
CBOs	Community-Based Organizations
CEIS	Centre for Entrepreneurship and Incubation Services
CPD	Continuous Professional Development
CTVET	Commission for Technical, Vocational Education and Training
DGC	Director, Guidance and Counselling
DGS	Director, General Services
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
DQAAP	Director, Quality Assurance and Academic Planning

SPIMEC	Strategic Plan Implementation Monitoring and Evaluation Committee
SIS	Student Information System
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
WBL	Work Based Learning



HON. HARUNA ABDULSU

(Chairman of The Governing Council-ATU)



ENGR. PROF. AMEYI A. AKPOVI (PhD),

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Vice-Chancellor - ATU



Foreword

The expiration of the Accra Technical University Strategic Plan (2021–2025) marks not simply the conclusion of a planning cycle, but a significant moment for reflection, renewal, and strategic repositioning. It offers the University an invaluable opportunity to consolidate the gains we have made, critically assess our progress, and refine our aspirations as we prepare for the future. The Strategic Plan (2026–2030) therefore represents both continuity and transformation. It builds upon the solid foundations laid by the previous plan while embracing new opportunities and responding to emerging challenges in higher education, industry, and society. Guided by our commitment to excellence in technical and vocational education, this new roadmap positions Accra Technical University to strengthen its impact, expand innovation, and deepen its contribution to national development and global competitiveness.

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 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. Green Technologies and Sustainability**

These pillars are not abstract ideals. They are pragmatic responses to the demands of a fast-evolving and 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 wish to express my profound gratitude to the Governing Council, the Strategic Plan Development Committee, and all stakeholders whose dedication, insight, and collaborative efforts have made the realization of this Strategic Plan possible. Your unwavering commitment and valuable intellectual contributions have been instrumental in shaping a forward-looking roadmap for the University.

With a shared vision, collective determination, and steadfast commitment to excellence, I am confident that Accra Technical University will not only consolidate its position as a leading institution in technical and vocational higher education, but will also emerge as a catalyst for industrial transformation and a beacon of sustainable development within Ghana and across Africa.



Engr. Prof. Amevi Acakpovi

Vice-Chancellor

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 international, continental, and national development frameworks, including 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 is also guided by the Technical Universities Act, 2016 (Act 922) as amended by Act 974 (2018) and relevant policy directions of the Ghana Tertiary Education Commission (GTEC), while supporting national priorities in skills development, industrialization, and innovation-driven growth. It further anticipates the rising national interest in technical and vocational education and supports ATU's renewed vision

“To be the preferred Technical University in 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. It 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

Overview

The permanent campus of the School at Kinbu was officially commissioned by the then Prime Minister Osagyefo Dr. Kwame Nkrumah in May 1957 and renamed Accra Technical Institute.

1949

Accra Technical School commenced operations in temporary accommodation in Accra in January 1949.

1957

1963

The Accra Technical Institute was renamed Accra Polytechnic.

Accra Technical University traces its origins to 1949, beginning as a technical training institution dedicated to developing practical skills for national development. In 1957, it became known as the Accra Technical Institute, and in 1963 it was reconstituted as Accra Polytechnic, reflecting its expanding mandate in technical and professional education. The institution attained tertiary status in 1992, further strengthening its academic standing and capacity for advanced technical training. In 2007, it broadened its academic offerings with the introduction of Bachelor of Technology (BTech) programmes, marking a significant step toward higher-level technical education.

In recognition of its growth and evolving role in Ghana's higher education landscape, the institution was converted into Accra Technical University in 2016 under the Technical Universities Act, 2016 (Act 922), as amended by Act 974 (2018) and Act 1016 (2020). This progressive transformation reflects the University's enduring commitment to skills development, innovation, employability, and job creation, positioning it as a key contributor to Ghana's industrial and technological advancement.

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 programmes and now offers thirteen (13) Master of Technology (MTech) and Master of Science (MSc) programmes. By this, it has established 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-center 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.

of ATU

Accra Polytechnic was elevated to a tertiary status in 1992 by the promulgation of the Polytechnic Law, 1992 (PNDCL 321) to offer Higher National Diploma and other certificate programmes.

Accra Polytechnic was converted into a Technical University by the passage of the Technical Universities Act, 2016 (Act 922) as amended.

1992

2007

2016

Accra Polytechnic began to offer Bachelor of Technology degree programmes in addition to existing programmes, under the Polytechnic Act, 2007 (Act 745) which repealed the Polytechnic Law, 1992 (PNDCL 321).

ATU also earned recognition from both local and international bodies. The Times Higher Education (THE) Sub-Saharan Africa University Rankings placed Accra Technical University (ATU) 4th in Ghana, 1st among Technical Universities in Ghana, and 28th in Sub-Saharan Africa in 2023. ATU did not participate in the 2024 ranking exercise. In the 2025 edition, the University was ranked again and maintained a similar strong position, being placed 4th in Ghana, 1st among Technical Universities in Ghana, and 43rd in Sub-Saharan Africa. 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 Accra Technical University Strategic Plan (ATUSP) 2021–2025 has produced notable progress across the various strategic pillars, while also highlighting areas that require sustained attention and further strategic intervention. The review of the Plan provides a balanced assessment of both the key accomplishments achieved and the challenges encountered during the implementation period. This evaluation therefore presents a clear overview of institutional performance over the five-year period, reflecting the extent to which the planned objectives were realized. The achievement level of each strategic pillar is presented below, expressed as a percentage score out of 100%.

Major Achievements across Strategic Pillars

Enhancing Students' Experience

The University achieved notable progress, recording an implementation score of 76.15%, which reflects a strong level of performance over the review period. Among the key milestones was the accreditation of 29 four-year B.Tech programmes, many of which integrate innovative and emerging technologies aligned with current industry trends and technological advancement. In addition, the University succeeded in developing and accrediting 13 Master's programmes, that are currently operational.

The University also experienced substantial growth in student enrolment, increasing from 18,000 in the 2020/2021 academic year to 29,500 in 2024/2025. This impressive expansion was driven by several strategic initiatives, including the expansion and accreditation of additional STEM-focused programmes, enhanced institutional visibility through targeted advertising and outreach campaigns, and the introduction of a fully automated admissions system. Collectively, these measures improved accessibility, streamlined the admissions process, and strengthened the University's capacity to attract and enroll a larger pool of qualified prospective students.

Notable achievements included the operationalization of the Career and Skills Development Centre, which has significantly strengthened career guidance, employability training, and industry engagement opportunities for students. The University also recorded remarkable success in national, regional, and international skills competitions, demonstrating the high level of practical competencies being developed among students.

In addition, the University expanded extracurricular and student development activities, with students and teams earning prestigious national and international awards across various fields. To further enhance student welfare and academic motivation, the University implemented a Student Financial Support Services Policy, through which a significant



number of students received financial assistance to support their studies. Furthermore, an Honours List Policy was introduced to formally recognize and celebrate outstanding academic achievements among students, thereby encouraging excellence and healthy academic competition.

Together with strengthened innovation and entrepreneurship initiatives, improved internship and industry attachment opportunities, and enhanced student support services, these efforts have contributed to creating a more inclusive, supportive, and engaging learning environment that improves the overall student experience and prepares graduates for the demands of the modern workforce.

Impact Oriented Research and Innovation

The University recorded notable progress in advancing its research and innovation agenda, achieving an implementation score of 67.06% in this strategic area. A key milestone was the development of a comprehensive policy framework for research, innovation, publication, and technology management, including Intellectual Property, Publication, and Authorship guidelines.

To strengthen research capacity, the University organised training programmes for staff in grant proposal writing, research management, technology development, patenting, and intellectual property, leading to the formation of active research teams across departments. The Accra Technical University Research and Innovation Fund (ARIF) was also operationalised to support innovative research projects, while the Early Career Researchers Forum was introduced to mentor emerging scholars.

In addition, financial incentives for publications in journals indexed in Scopus and Web of Science led to a significant increase in high-quality research outputs. The organisation of Applied Research and Technology Conferences further enhanced research collaboration, grant applications, and scholarly publications.

Industry and Community Engagement

This strategic area achieved an implementation score of 66.67%. The University strengthened students' internship and industrial attachment opportunities through both industry-based and virtual internship programmes, thereby enhancing practical training and employability. Industry professionals were actively engaged in course delivery, ensuring



that teaching remains aligned with current industry practices. In addition, an Academic Staff Internship Policy was developed and published to promote staff exposure to industry and strengthen academia–industry collaboration.

The University also expanded its global partnerships, establishing new linkages and signing Memoranda of Understanding (MoUs) with several international universities and institutions to support joint academic programmes, research collaboration, and staff and student exchange initiatives. These efforts have significantly strengthened the University's industry relevance and internationalisation agenda.



Internationalisation and the Visibility of the University

The University recorded increased visibility with an implementation score of 74.32%. This achievement was underscored by the Times Higher Education (THE) rankings, which placed ATU 28th in Sub-Saharan Africa, 4th in Ghana, and the 1st Technical University in Ghana in both 2023 and 2024. The University also hosted public lectures, seminars, and workshops delivered by international scholars, while students distinguished themselves by winning international awards and recognitions.

In addition, the University significantly strengthened its digital presence, with notable growth in social media engagement, followers, and online interactions across its platforms. Strategic outreach programmes to second-cycle institutions further enhanced the University's visibility and contributed to increased student admissions. The University also effectively organized and observed various International Days, using these platforms to showcase its academic strengths, promote global awareness, and engage the broader community.

Availability of Appropriate Infrastructure and Systems

Major infrastructural developments recorded an implementation score of 69.52%, reflecting steady progress in improving the University's physical environment and support facilities. Key initiatives included the development of architectural designs and a comprehensive master plan for the Mpehuasem Campus, as well as plans for the University Library Complex, the redevelopment of the Kinbu Campus, and improvements to the Cantonments Estates. To strengthen campus security and operational capacity, CCTV camera installations (Phase



I and II) were completed and commissioned, while a recording studio was constructed and refurbished to support academic and media-related activities. In addition, the first phase of the University Medical Centre was constructed to enhance healthcare services for students and staff.

Significant renovation and refurbishment works were also undertaken across several facilities, including the K and N Blocks, Cantonments Estates, Fashion Block, Demonstration Block, B.Tech Block, and student hotels. Furthermore, an Innovation Hub was established and made operational on campus, providing a platform for creativity, entrepreneurship, and technological development. Improvements in water supply infrastructure, including the installation of dedicated pipelines from the Ghana Water Company and the drilling of boreholes, further enhanced the reliability of essential campus utilities.

Qualified and Motivated Human Resources and Effective Governance

The University strengthened its governance and human resource management systems, achieving an implementation score of 68.68%. Key initiatives included the development of Human Resource action plans and training needs assessment reports, which informed targeted staff development programmes and sponsorship opportunities to enhance staff capacity and professional growth.

The Strategic Plan Implementation Monitoring and Evaluation framework was actively implemented to track progress and ensure accountability in the execution of strategic initiatives. In addition, the University Statutes and several institutional policies were developed, reviewed, approved, and published, thereby strengthening the regulatory and governance framework of the University.

Furthermore, staff performance appraisal policies were implemented, while management advisory services on compliance assurance were continuously provided using risk-based approaches. The University also made significant improvements in staff promotion processes, ensuring greater transparency, efficiency, and fairness in career advancement.



Financial Resource Mobilisation and Prudent Management

The University recorded an implementation score of 75.65% in strengthening its financial sustainability and management systems. A comprehensive policy on revenue generation, including reward mechanisms, was developed to encourage innovation and enhance institutional income streams. As a result, revenue from grants, sponsorships, and academic fees increased, contributing to improved financial capacity.

In addition, guidelines and schedules for the University's budget preparation were developed and published to promote transparency and effective financial planning. The Ghana Electronic Procurement System (GHANEPS) was also successfully implemented, strengthening procurement efficiency and compliance with national regulations.

Furthermore, risk management policies were developed and operationalized, with risk registers submitted by designated risk owners across the University. These measures demonstrate the University's strong commitment to sound financial governance, accountability, and prudent resource management.

Staff Welfare and Support Services

These services achieved an implementation score of 61.46%, reflecting steady progress in enhancing staff welfare, health services, and campus security. Health services at the ATU Medical Centre were significantly improved, including the organisation of comprehensive medical examinations for staff and the approval of a Private Health Insurance Scheme for both staff and retirees. In addition, the 2021 Conditions of Service for staff were fully implemented, including provisions for the end-of-service welfare system (gratuity).

The University also strengthened leave administration processes to promote better work-life balance for staff. Furthermore, campus safety and security were enhanced, with the recruitment of additional security personnel who received professional training at the Military Academy Training School (MATS). Complementary measures included the installation of CCTV surveillance systems and improved campus lighting, contributing to a safer and more secure environment for staff, students, and visitors.





Challenges and Emerging Gaps

Infrastructure and Facilities

Deficits: Despite the progress achieved, infrastructure development continues to face several challenges. A key concern is the limited student accommodation on the Kinbu Campus, where demand currently exceeds available capacity. In addition, the construction of new laboratories has yet to commence, while some infrastructure projects outlined in the Mpehuasem Campus master plan have experienced delays.

Furthermore, the lack of adequate and functional facilities for non-residential students, coupled with the need to improve the overall campus aesthetics and environment, requires urgent attention. Addressing these gaps is essential to support the University's expanding student population and to provide a more conducive learning and living environment.

Research Output and Innovation Gaps

Although comprehensive policies have been implemented, no innovation products have been patented. This exposes 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. For instance, there is congestion in classrooms due to the increased 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 remains inadequate.

Resource Mobilization and System Enhancement

Securing sufficient GETFund support for infrastructure and equipment development continues to hinder the progress of key projects. Establishment 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 progress and promotion of excellence.



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

Accra Technical University (ATU) believes in providing education and training that equip students with the practical competencies, technical skills, and innovative mindset required to meet the evolving needs of industry and to remain competitive in the global job market. In line with this vision, the University's Educational Philosophy is centered on "Education and Training for Employment and Job Creation." This philosophy underscores ATU's commitment to producing graduates who are not only employable but also capable of creating opportunities and contributing meaningfully to national and global development.

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 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

The University’s strategic priorities are guided by its commitment to academic excellence, innovation, and industry relevance. The following key thematic areas provide the framework for achieving these goals and advancing the University’s development.



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 by the then Ag. Vice-Chancellor, Prof Amevi Acahpovi 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. The seven Strategic Pillars are:

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. Green Technologies and Sustainability

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 the centre of Accra provides proximity to industries, government bodies, and organizations, facilitating internships, partnerships, and practical training. It is easily accessible by transport to students, faculty and staff. 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 programmes across engineering, science, business, and arts. The institution enjoys affiliation, regulatory recognition from GTEC and CTET and reflecting a commitment to academic quality and relevance.

3. Industry-Relevant, Practical Training and Support Systems

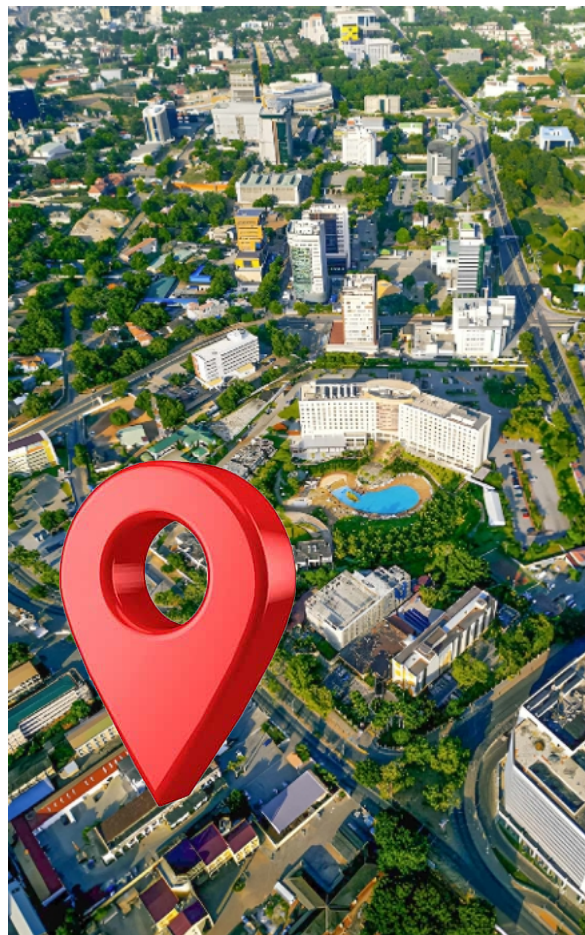
The university embeds hands-on learning, internships, and industry expert engagement into its programmes. This is complemented by operational student support services such as a Career Centre, counselling, mentorship, and an Industrial Liaison Office, all of which contribute to high graduate employability.

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. These include 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 policies, including facilities for improved water supply, sanitation, security, and a functional medical centre are implemented to enhance the overall student experience. Simultaneously, enhanced staff welfare provisions, such as medical insurance and security measures have been set up to support staff motivation. The university also upholds a robust internal quality assurance system. ATU 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 laboratories/workshops.

2. Underdevelopment of the Mpehuasem Campus

The delayed development the Mpehuasem campus limits the university's capacity expansion, decentralization of services, and ability to accommodate future growth in academic programmes, 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's support for infrastructure development has resulted in a heavy reliance on internally generated funds (IGF) to finance critical projects. This impacts negatively on long-term financial sustainability of the University

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 CTNET 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 for research.

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. There are also opportunities for scaling entrepreneurship programmes that empower students to create jobs and tech-driven solutions.

6. Strategic Physical Expansion through Partnerships and Innovative Financing

The growing demand for ATU's programmes and increasing student enrolment present an opportunity to expand the University's physical presence through strategic partnerships and innovative financing mechanisms. This may include donor support, philanthropic contributions, public-private partnerships such as Build-Own-Operate-Transfer (BOOT) arrangements, and the use of internally generated funds (IGF) arising from rising student numbers. Such approaches could facilitate the lease, acquisition, or development of facilities in nearby strategic locations such as Tema, Madina/Adenta, and Kasoa, enabling the University to expand access, strengthen industry engagement, and support the delivery of specialised academic and training programmes.



Threats

1. 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.

2. 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.

3. Competition from Other Institutions

ATU faces increasing competition from both

public and private universities, many of which are expanding their technical and vocational programmes. This growing competition may influence prospective students' choices and could affect student recruitment, enrolment levels, and the University's internally generated funds (IGF) if not strategically managed.

4. 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 these together can severely damage its operations and reputation.



Gap Analysis

This section presents a gap analysis indicating the differences between current performance and goals. It identifies areas requiring improvements and highlights where resources or strategies may be lacking, forming the basis for practical recommendations.

S/N	IDENTIFIED GAPS	IMPLICATIONS	RECOMMENDATIONS
1	No dedicated postgraduate building; hybrid tuition model yet to be fully scaled	Limits the expansion and visibility of postgraduate programmes and constrains technology-enhanced teaching and learning	Secure funding for a dedicated Postgraduate Studies Complex; expand joint doctoral programmes with international partners; strengthen postgraduate supervision and research support frameworks
2	Lecture hall technology under-equipped and research laboratories inadequate	Reduces the quality of teaching, limits practical training, and weakens research output and innovation capacity	Prioritize lecture hall digital upgrades; modernize laboratories with contemporary equipment; integrate emerging technologies such as AI, data science, and advanced simulation tools into curricula
3	Limited infrastructure expansion	Constrains institutional growth, programme expansion, and the adoption of modern digital learning infrastructure	Accelerate infrastructure development through public–private partnerships, donor support, and strategic land acquisition or leasing for satellite facilities
4	Limited access to modern laboratories for students	Affects hands-on training, competency-based education, and industry readiness of graduates	Upgrade and expand laboratory facilities; establish shared industry–university laboratories and technology demonstration centres
5	Limited deployment of e-procurement systems	Leads to procurement inefficiencies, delays in research procurement, and reduced transparency	Fully digitize procurement workflows through expanded GHANEPS deployment; explore blockchain-enabled tracking for improved transparency and efficiency
6	Low utilisation of the Learning Management System (LMS)	Limits adoption of blended and online learning models and reduces the effectiveness of digital education delivery	Strengthen staff and student training in LMS usage; integrate LMS into course delivery requirements; provide incentives and technical support for digital teaching
7	Digital counselling platform yet to be developed	Increased pressure on physical counselling services and limited access to timely student support	Develop and operationalize a student-centred digital counselling system and staff clinical support unit to complement existing services
8	Staffing shortages in academic and administrative units	Leads to staff burnout and delays in academic, administrative, and student support processes	Seek government clearance to recruit additional staff; strengthen workforce planning and capacity development programmes
9	No international hostel and limited multilingual academic support services	Constrains international student recruitment and limits inclusion of non-English speaking students	Develop an international student hostel; establish multilingual academic and administrative support services; strengthen international student integration programmes
10	Digitized KPI appraisal and audit systems yet to be fully scaled	Reduces efficiency in performance monitoring, accountability, and institutional decision-making	Scale up digital KPI management, appraisal, and audit systems across departments to enhance data-driven governance and institutional performance monitoring

STRATEGIC PILLAR

01

Competency-Based Training and Future-Ready Teaching and Learning



STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
1.1 Review and align all academic programmes with national competency-based standards and industry needs.	1.1.1 Conduct periodic curriculum reviews with industry involvement	Organize joint review sessions with industry and faculty via the Programme Advisory Committee (PAC) in each department	Review sessions held every year.	June 2030	Academic HODs, Deans, DQAAP
		Update programme curricula with national qualification guidelines	80% of updated curricula	June 2030	Pro VC, Academic Deans, HODs
		Document stakeholder feedback and approval processes	Stakeholder feedback documented	June 2030	Academic HODs, Deans, DQAAP
		Develop and offer accredited Masters programme and graduate first cohort	At least one accredited MTECH/MSc/MPhil programme per Department	December 2027	HoDs, Academic Deans, DQAAP
		Develop and submit one Doctoral programme that meets industry needs	One PhD/DTECH per Faculty developed	June 2027	HoDs, Academic Deans, DQAAP
		Restructure the organisation of professional programmes	50% increase in professional programmes and enrolment.	June 2030	DBD, Academic HODs, DPA
	1.1.2 Develop and implement outcome-based education (OBE) aligned with national frameworks	Train curriculum developers in OBE principles	Relevant Faculty trained in OBE	June 2027	DQAAP, Academic Deans, HODs
		Develop program learning outcomes based on National Framework of Qualification (NQF) standards	50% of programmes with defined outcomes	June 2027	Academic Deans, HODs
		Pilot and evaluate OBE implementations in relevant Departments	60% OBE implementation success rate	June 2029	Academic Deans, HODs

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
1.2 Promote flexible, modular, and interdisciplinary approaches to teaching and learning.	1.1.3 Develop standardized templates for competency mapping	Create templates for mapping course content to competencies	50% Templates developed	June 2027	Academic Deans, HODs
		Hold workshops on template application across departments	At least one workshop conducted	October 2027	Academic Deans, HODs, DQAAP
		Audit curriculum documents for compliance	60% Compliance score from audits	December 2027	DQAAP, DIA, HODs
	1.2.1 Introduce modular programme structures with credit transfers	Design modular curriculum pathways	Modular pathways developed for relevant BTECH programmes	December 2027	Pro VC, Academic Deans. HODs
		Establish credit transfer policies	Credit transfer policy developed and approved	December 2026	Pro VC, Registrar, DQAAP
		Digitize modular registration systems	Uptake of digital registration	July 2027	DQAAP, HODs, DICT
	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, DQAAP
		Facilitate joint teaching teams	At least one cross-departmental teaching team per faculty	Jan 2029	DQAAP, Academic Deans, HODs
		Assess student interest and feedback	60% Student satisfaction score on interdisciplinary programmes	September 2029	DQAAP, HODs

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
1.3 Enhance faculty capacity in competency-based pedagogy, digital instruction, and assessment strategies.	1.2.3 Implement flexible learning schedules and modes	Improve weekend and evening class schedules	80% of students' satisfaction score attained on weekend and evening class schedules	February 2027	DQAAP, CWS, HODs
			Introduce weekend options for professional programmes	November 2026	Pro VC, CWS, DBD
		Implement short courses, accessible online and offline	At least one course per faculty implemented	August 2027	Academic Deans, HODs, DQAAP, DICT
	1.3.1 Organize professional development on competency-based education (CBE) pedagogy	Conduct workshops on competency-based methods	At least one CBE workshop held annually	June 2029	DQAAP, Academic Deans, HODs
		Facilitate mentorship for new lecturers	80% of new lecturers mentored	November 2027	Academic Deans, HODs
		Conduct Peer Review and faculty teaching performance as scheduled on the academic calendar	At least one teaching peer review conducted	January 2029	Pro VC, DQAAP, Academic Deans, HODs
	1.3.2 Enhance faculty digital literacy and teaching platforms for faculty	Enhance training in the usage of LMS and other digital teaching platforms	At least one training held at faculty level yearly	September 2029	Academic Deans, DQAAP, DICT, HODs
		Provide resources for digital content creation	Digital recording studio operationalised with 50% usage rate	September 2026	DQAAP, DICT, Academic Deans, HODs
			Other relevant digital content creation resources provided	December 2026	DQAAP, DICT, Academic Deans, HODs

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	1.3.3 Develop faculty assessment design skills	Evaluate faculty usage of digital teaching resources	80% usage of LMS and other relevant online teaching platforms by faculty	December 2029	DQAAP, Academic Deans, HODs
		Train faculty in rubric development	At least one rubric development training organised	May 2027	DQAAP, Academic Deans, HODs
		Hold peer review sessions on assessment design	At least one Peer-review session held on assessment design	May 2027	DQAAP, Academic Deans, HODs
		Align assessments with learning outcomes as part of the examination questions moderation documents	80% of assessments aligned with outcomes	December 2027	DQAAP, 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 and procure modern simulation equipment for the simulation laboratories	At least one Simulation laboratory equipped with modern equipment in each faculty.	May 2029	Pro VC, DQAAP, DICT, DOP, DoF,
		Develop simulation-based learning modules	At least one simulation module developed per faculty	June 2028	DQAAP, HODs, DICT,
		Train faculty on simulation usage	Relevant Faculty trained on simulation tools	June 2028	DQAAP, HODs, DICT,
	1.4.2 Strengthen internship and industry attachment systems	Activate existing and operationalise additional MoUs with industry partners	80% MoUs activated and 5 new MoUs operationalised per Department	June 2029	HoDs, DIPIC, DIL

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	Develop internship tracking system	Internship Tracking system developed	May 2027	DIL, DICT	60,000
		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.	At least one programme per department integrated.	June 2029	Academic Deans, HODs
		Organize student project exhibitions	At least one in a year	June 2027	HODs, Dir. 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	implement policies for students to have personal access to digital devices	80% of students with personal digital device	June 2029	Pro VC , DOSA, DICT
		Equip classrooms with tools for digital learning delivery	50% Smart classrooms operationalised	September 2029	DWPD, DICT
		Run training workshops on emerging technology applications	At least one training held at faculty level yearly	June 2027	DQAAP, DICT, Academic Deans
		Introduce basic coding, AI, and digital skills in all programmes	All programmes integrated with basic coding, AI, and digital skills	June 2027	HoDs, DQAAP
	1.5.2 Expand open educational resource (OER) usage	Adopt OER content (BUKU, Coursera, MOOCS)	At least one OER content adopted	June 2027	Library, DQAAP, DICT
		Embed OER in curriculum	50% of students using OER database	June 2027	Library, DQAAP, Academic Deans, HODs

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Train faculty to adopt OER	At least one training organised	November 2026	Library, DQAAP, 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 2027	DQAAP, DICT, Academic Deans
		Integrate e-assessment with feedback systems models	e-assessment integrated	November 2026	Academic Deans, DQAAP, DICT
		Set up digital helpdesks and distribute user guide and toolkits	Digital helpdesk operationalised	November 2026	DICT, DQAAP
1.6 Strengthen student academic counselling, mentorship, and support for lifelong learning.	1.6.1 Establish structured mentorship programmes	Establish mentorship programmes linking students to alumni and career/industry mentors	50% Mentorship coverage attained	September 2027	Aumni Office, DGC, DOSA, DQAAP
		Monitor and evaluate mentorship effectiveness	60% Mentee satisfaction score obtained	September 2027	Aumni Office, DGC, DOSA, DQAAP
		Organize academic coaching and study skills sessions	At least one study skills session organised	March 2027	DGC, HODs, DQAAP,
		Organize leadership boot camps for student leaders	Atleast one leadership bootcamp organized	September 2027	DOSA

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	1.6.2 Strengthen academic counselling frameworks	Train academic counsellors	80% of academic counselors trained	November 2026	DGC, Academic Deans,
		Schedule regular academic counselling meetings to gather feedback	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 counselling support	At least one digital system for counselling services deployed	December 2026	DGC, DRIPTT, DICT
	1.6.3 Promote lifelong learning through the formation of student clubs	Support formation of academic clubs	At least 5 student clubs operationalised	June 2030	DOSA, Academic HODs, DQAAP
		Organize seminars that integrate lifelong learning themes	At least one Lifelong learning seminar held in a year	June 2030	DGC, Coordinator Career Center (CCC)
		Organize regular forums	At least one forum per 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

STRATEGIC PILLAR 1: COMPETENCY-BASED TRAINING AND FUTURE-READY TEACHING AND LEARNING					
OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		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 tracking Systems	Develop and launch an online alumni employability tracking system	Graduate employability tracking system developed and launched	December 2026	DIL, DPA, DQAAP, DICT, HODs
		Engage/orient alumni to undertake online employability surveys	At least 60% employability survey response gathered	December 2026	Planning, DIL, DPA, DQAAP, DICT, HODs
		Analyze and publish employment data and skills gaps, annually	Trend report published annually	June 2030	Planning, DIL, DPA, DQAAP, DICT, HODs
	1.7.3 Integrate feedback into programme review	Share findings with curriculum committees	Feedback sessions held annually	June 2030	DQAAP, HODs, Academic Deans, DIL
		Hold feedback integration workshops	At least one workshop held annually	June 2030	DQAAP, HODs, Academic Deans, DIL

STRATEGIC PILLAR

02

Digital Transformation and Modernised Infrastructure



PILLAR 2: DIGITAL TRANSFORMATION AND MODERNISED PHYSICAL INFRASTRUCTURE					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	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	Assess and upgrade ICT infrastructure	50% increase in internet bandwidth	June 2028	DWPD, DICT
		Deploy digital platforms for teaching and collaboration	Attain 80% network uptime	June 2028	DWPD, DICT
		Implement technology-enhanced assessment systems	20% increase in online/blended assesment	June 2028	DWPD, DICT
2.2 Digitize academic and administrative operations across the university	2.2.1 Automate academic and administrative processes	Implement Enterprise Resource Planning (ERP) Systems	60% of academic and administrative processes digitized	June 2028	DICT, Pro VC, Academic Deans, Academic HODs
		Digitize records and document management activities	Reduced processing time by 50%	June 2028	DICT, Pro VC, Academic Deans, Academic HODs
		Enhance online platforms for student services	60% user satisfaction achieved	June 2028	DICT, Pro VC, Academic Deans, Academic HODs
2.3 Modernize classrooms, laboratories, and workshops to support technology-enabled learning	2.3.1 Build and upgrade physical infrastructure	Build lecture complex, library complex, diagnosis/research centre, and non-residential facility at Kinbu campus	Lecture complex, library complex, diagnostic/research centre, and non-residential facility at Kinbu campus (30% complete for each project)	December 2030	DWPD, DoF, Head, Medical Center, Library

PILLAR 2: DIGITAL TRANSFORMATION AND MODERNISED PHYSICAL INFRASTRUCTURE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Build lecture theater, student hostels, administration block, staff residence, and library complex at Mpehuasem campus	60% completion of physical infrastructure at Mpehuasem campus	December 2027	DWPD, DoF, Deans, HoDs
		Renovate classroom blocks, labs, and offices of Deans and Directors	Two blocks renovated per year	December 2027	DWPD, DoF, Deans, HoDs
		Install interactive tools	80% installation of interactive tools in classrooms and labs	December 2028	DICT, Pro VC, DoF, DWPD
		Ensure power backup systems	80% of power backup systems installed	June 2030	DICT, HOD - Energy Centre, Pro VC, DoF, DWPD
2.4 Introduce emerging technologies to improve efficiency and academic innovation	2.4.1 Integrate modern technologies into relevant courses	Enhance current emerging technologies courses with trends in AI, IoT, VR and AR in all curricula	All emerging technologies courses enhanced with AI, IoT, VR, and AR	December 2027	Pro VC, DQAAP, Deans, HoDs, Curriculum Development Teams
		Establish mini projects related to emerging technologies	At least one mini project established per department	December 2027	Deans, HoDs, Teaching Staff
		Train relevant staff in current emerging technology trends	95% of staff trained	December 2030	DQAAP, Deans, HoDs

PILLAR 2: DIGITAL TRANSFORMATION AND MODERNISED PHYSICAL INFRASTRUCTURE					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
2.5 Promote digital skills and cultivate a technology-oriented culture among staff and students	2.5.1 Build digital capacity and awareness	Organize digital literacy workshops	90% of staff trained in digital skills	December 2030	Pro VC, Academic Deans, Academic HODs, Head – DigiCAP, DICT
		Integrate digital skills in teaching and learning	90% usage of digital skills in teaching and learning in all academic programmes	December 2028	Pro VC, Academic Deans, Academic HODs, Head – DigiCAP, DICT
2.6 Expand digital libraries, innovation hubs, and e-learning resources	2.6.1 Enhance access to digital knowledge platforms	Expand digital library subscriptions	30% increase in the number of digital library subscriptions	December 2027	University Librarian, Head-Mpehuasem, DICT
		Build and upgrade innovation hubs	At least one innovation hub upgraded and another one built at Mpehuasem campus	December 2027	DWPD, DoF, Head-Mpehuasem
		Upgrade e-learning platforms	80% e-library platform upgraded	December 2030	PRO VC, DoF, University Librarian, DICT
2.7 Secure funding and partnerships to support infrastructure development and sustainability	2.7.1 Secure partnerships and funding	Secure funding to support one infrastructural project per faculty	Funding secured by each faculty	December 2028	Academic Deans, Academic HODs, DoF, Alumni Office, DRIPTT

PILLAR 2: DIGITAL TRANSFORMATION AND MODERNISED PHYSICAL INFRASTRUCTURE					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Engage stakeholders for fundraising for infrastructural project	Partnerships established	December 2027	DPA, Alumni Office, SRC
		Explore Public-Private Partnership (PPP) opportunities	Funded projects executed	December 2030	VC, DoF, DIA, DOP

STRATEGIC PILLAR

03

Quality Assurance, Institutional Excellence, and Compliance



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

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
3.1 Institution- alize data-driven planning, monitor- ing, and evaluation across academic and administra- tive functions	3.1.1 Develop and integrate data systems	Develop a centralized institutional data system	100% data system developed	June, 2027	HOD Plan- ning, DICT, Registrar
	3.1.2 Build user capacity for data use	Train users in data analytics and reporting	90% of users trained in data use	June, 2029	Registrar, DICT, DQAAP
	3.1.3 Automate reporting and reviews	Conduct quar- terly data review sessions	50% of reports gener- ated	June, 2029	HoD Planning, DICT, DQAAP
3.2 Deepen indus- try and community partnerships to enhance academic relevance, student development, and graduate employ- ability	3.2.1 Establish and strengthen Programme Advisory Committee (PAC)	Strengthen existing PAC for each department and constitute non-existing ones	Seventeen (17) PAC established	June, 2026	Academic Deans & Academic HoDs, DQAAP, DIL
	3.2.2 Co-de- velop or review curricula in line with industry needs	Collaborate with industry expert on curricula development	80% of running pro- grammes embedded with industry needs	June, 2027	Academic Deans Aca- demic HoDs, DQAAP
	3.2.3 Facilitate experiential learning opportunities	Place students on internships and mentorships programmes	100% of students placed in internships and 70% placed on mentorship pro- grammes	June, 2027	DIL, Aca- demic HoDs, Academic Deans

STRATEGIC PILLAR 3: QUALITY ASSURANCE, INSTITUTIONAL EXCELLENCE, AND COMPLIANCE					
OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Automate students' industrial attachment logbooks	Students' logbook automated	June, 2027	DIL, 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	Develop a comprehensive QA management system	QA management system developed	December, 2027	DQAAP, DICT, DoF, DoP
	3.3.2 Implement student feedback systems	Sensitize and train staff on the QA system	80 % of staff trained	December, 2027	DQAAP, Registry
		Design and implement student feedback surveys	Feedback system implemented	June, 2027	DQAAP, DICT, Academic HoDs , Academic Deans
	3.3.3 Integrate monitoring and evaluation mechanisms for class attendance	Implement an electronic attendance system	80 % of the electronic attendance system operationalized	June, 2027	DQAAP, DICT, Academic HoDs, Academic Deans, DoP
3.4 Promote a culture of compliance through enhanced audits, risk management, and policy enforcement.	3.4.1 Develop new and update existing policies and Standard Operating Procedures (SOPs)	Develop and regularly update SOPs and policies	Review policies/ SOPs a year to expiration for update and approval	June, 2030	Registrar, HROD & DQAAP

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

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	3.4.2 Build staff compliance capacity	Train staff on how to integrate policies and SOPs in operational activities	80% of staff trained yearly	June, 2030	Registrar, HROD & DQAAP
	3.4.3 Conduct audits and enforce accountability	Develop audit plan for each fiscal year and conduct internal audits	100% of planned audits completed and reported	June, 2030	Director Internal Audit & DQAAP,
		Enforce consequence for violation addressed	70% of confirmed policy violations addressed	June, 2030	Director, Internal Audit, DQAAP, D. Legal
	3.4.4 Develop and implement risk management framework	Develop risk management framework	Risk management framework developed	June, 2026	Registrar, Risk Management Committee
		Train staff in risk management tools	80% of staff trained in risk management	December, 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	Develop policies for decentralizing each function (examination, finance, procurement, HR)	Policy for decentralization developed	June, 2027	Registrar, HoD, Examinations, DoF, DoP, DHROD.
		Define roles and responsibilities at faculty/department levels for each function	Roles defined for each function	June, 2027	Registrar, HoD, Examinations, DoF, DoP, DHROD.
		Draft and approve standard operating procedures (SOPs) for each function	SOPs developed and approved	June, 2027	Registrar, HoD, Examinations, DoF, DoP, DHROD.
	3.5.2 Build capacity for decentralized operations	Provide training workshops for faculty/departmental staff on new processes and systems	90% of relevant staff trained	June, 2027	DHROD, DQAAP, DoF, DoP, Deans, HoDs

STRATEGIC PILLAR 3: QUALITY ASSURANCE, INSTITUTIONAL EXCELLENCE, AND COMPLIANCE					
OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Develop tools and templates for each function and operationalize (e.g., exam schedules, procurement forms, HR contracts, finance templates)	Tools and templates developed and operationalized	June, 2027	DHROD, DQA-AP, DoF, DoP, Deans, HoDs, HoD, Examinations
	3.5.3 Monitor and ensure compliance with decentralization frameworks	Implement regular monitoring and evaluation mechanisms (e.g., internal audits, reviews)	Quarterly audit reports	June, 2027	DIA, Registrar, HoD, Examinations, DoF, DoP, DHROD
		Track and report KPIs related to each function	85% compliance rate with decentralization policies	June, 2030	DIA, Registrar, HoD, Examinations, DoF, DoP, DHROD
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 forecasting for all office holders	100% of target participants trained	June, 2030	Budget Committee & DoF
	3.6.2 Implement integrated financial management system	Compliance with GIFMIS core modules (budgeting, accounting, procurement, reporting)	System modules implemented	June, 2028	DoF, DoP, DICT
	3.6.3 Promote accountability and budget alignment	Enforce budget ceilings	70% of budgets are submitted within ceilings.	June, 2030	Budget Committee, DoF

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

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Link strategic plan to budgets	100% linkage of strategic plan to budget	June, 2030	Budget Committee, DoF
3.7 Improve procurement systems through digitization, staff training, and operational streamlining	3.7.1 Digitize procurement processes across the institution	Implement end-to-end e-procurement platform	Procurement processes digitized	December, 2030	DoP, DICT,
	3.7.2 Build capacity for relevant staff	Conduct procurement training for all relevant staff	At least one training event organized per year	June, 2030	DoP, DHROD
	3.7.3 Streamline procurement SOPs and controls	Review and update procurement SOPs	90% of procurement SOPs reviewed and documented	June, 2030	DoP, Registrar

STRATEGIC PILLAR

04

Industry-Driven Applied Research, Innovation, and Entrepreneurship



STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
4.1 Strengthen institutional capacity and infrastructure for applied research	4.1.1 Upgrade and digitalise research infrastructure in key technical areas.	Conduct audit of existing infrastructure	Infrastructure audit conducted and documented	December 2026	DRIPTT, DWPD, DOP, DICT
		Procure and install new equipment	New equipment procured and installed	June 2028	DRIPTT, DWPD, DOP, DICT
		Implement lab and data digitisation platforms	Upgrade computer lab to digital center.	June 2030	DRIPTT, DWPD, DOP, DICT
	4.1.2 Establish central and faculty-level research support departments.	Review the organogram of DRIPTT to include departments of Technology Transfer and Grants and Consultancy	Departments established	June 2026	DRIPTT, DHROD, Academic Deans, Academic HODs
		Develop mandate and structure for research support units	Research support unit created	December 2026	DRIPTT
		Recruit research staff	6 research staff recruited	June 2028	VC, Appointments & Promotions Committee, DHROD, DRIPTT
	4.1.3 Create digital research information management and collaboration systems.	Procure and configure research databases and portals	At least 2 research databases subscribed	June 2026	DICT, DRIPTT, DoP, University Library
		Train students and staff	All faculty trained	June 2027	
		Maintain system and analyse usage statistics	Annual usage statistics report	December 2028	

STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
4.2 Establish innovation labs and entrepreneurship hubs for students and faculty.	4.2.1 Establish a university-industry collaboration framework and partnership database.	Draft framework and guidelines for the development of the partnership database	Framework approved	December 2026	DIPIC, Registry, DQAAP, DIL, DPA Academic Deans and HoDs
		Populate and maintain an active e- database	50 industry partners listed by 2027	June 2027	Registry
		Identify and match potential partners	At least 5 partnerships matched	December 2027	DIPIC, DIL
	4.2.2 Host annual industry-academia research engagement summits.	Plan summit themes	summit held annually	June 2027	DRIPPT, Academic Deans, Academic HODs, DPA, University Library
		Organise industry-academia research engagement summit	partnerships initiated per summit	June 2028	DRIPPT, Academic Deans, Academic HODs, DPA, University Library
		Document proceedings and follow-ups	Proceedings and follow-up documented	December 2030	DRIPPT, Academic Deans, Academic HODs, DPA, University Library

STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	4.2.3 Facilitate faculty-industry joint proposal writing and contract research.	Identify relevant calls and partners for contract	Ten (10) joint proposals submitted by 2030	June 2027	Academic Deans, Academic HODs, DRIPTT, University Library, DIPIC
		Provide proposal writing support	Organise at least two proposal writing workshop	June 2027	DRIPTT, Academic Deans, Academic HoDs
		Track implementation of joint projects submitted	At least 5 joint project report submitted	Annually (2027-2030)	DRIPTT, Academic Deans, Academic HoDs
4.3 Establish functional spaces to support innovation and entrepreneurship development.	4.3.1 Renovate and equip physical spaces for innovation hubs and incubators.	Identify suitable locations for the establishment of the hub at Mpehuasem campus and renovations at Kinbu campus	At least 1 location identified at Mpehuasem campus and 1 building identified at Kinbu campus	June 2026	DWPD, Head-Mpehuasem Campus, CEIS
		Build innovation hub at Mpehuasem campus and renovate spaces with modern infrastructure at Kinbu campus	Innovation hub built/ renovated	December 2028	DWPD, Head-Mpehuasem Campus, CEIS
		Furnish with collaborative tools and technologies	Collaborative tool and technologies procured and installed.	June 2029	DWPD, DoP
	4.3.2 Establish business development support desks at the innovation hubs.	Define services offered	Support desks functional	September 2026	BDD, CEIS
		Staff desks with trained advisors	50 student startups assisted per year	June 2027	BDD, CEIS
		Run regular clinics on startup support and registration	Clinics on startup support report	December 2030	BDD, CEIS

STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	4.3.3 Develop guidelines for the operationalisation of the innovation infrastructure.	Draft and validate guidelines	Guidelines approved	December 2026	Registry, BDD, CEIS
		Approve at academic board	Approved document	June 2027	Registry, BDD, CEIS
		Disseminate and monitor adherence	80% compliance achieved	December 2028	DQAAP, DIA
4.4 Enhance faculty and staff skills in research, innovation, and grant acquisition.	4.4.1 Conduct annual training on research methods, innovation, and grant writing.	Identify training needs	Training needs identified	June 2026	Academic Deans, Academic HODs, DRIPTT
		Engage trainers	At least 1 workshop held by each faculty	Annually (2026-2030)	Academic Deans, Academic HODs, DRIPTT
		Organise workshops for targeted faculty	At least 200 staff trained	2026-2030	Academic Deans, Academic HODs, DRIPTT

STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	4.4.2 Develop and implement a research mentorship programme.	Develop a Research mentorship policy	Research mentorship policy published	December 2026	DRIPPT, Academic Deans, Academic HODs
		Establish research teams in all departments	At least 2 research teams per department	December 2026	DRIPPT, Academic Deans, Academic HODs
		Monitor mentorship effectiveness	At least 2 publications per research team	December 2029	DRIPPT, Academic Deans, Academic HODs
	4.4.3 Update the online research repository with research and grant resources	Upload curated resources for internal access only	Portal updated	December 2026	DRIPPT, University Library, DICT, DPA
		Promote usage of the platform	300 users by 2028	December 2028	DRIPPT, University Library, DICT, DPA
4.5 Encourage the translation of research outputs into commercially viable products.	4.5.1 Operationalise the Technology Transfer Department	Recruit and train staff	Department operationalized.	June 2027	VC, Appointments & Promotions Committee, DHROD, DRIPPT
		Launch and promote department services	5 products commercialised	December 2027	DRIPPT, BDD
	4.5.2 Develop a university-wide Intellectual Property (IP) Policy	Benchmark best practices to develop IP Policy	At least 3 institutions benchmarked and IP Policy developed	December 2027	VC, Registrar, DLA, DRIPPT
		Train staff & students on IP Policy	At least 70% of staff & student trained	September 2027	DRIPPT, Academic Deans, Academic HoDs
		Operationalise IP Policy	IP policy operationalised	December 2027	DRIPPT, Academic Deans, Academic HoDs

STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
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.	Compile and categorise funding sources	Database live	December 2026	DRIPTT, Directorate of ICT, University Library
		Build searchable digital platform	80% of active researchers subscribed by 2028	June 2028	DRIPTT, Directorate of ICT, University Library
		Issue quarterly alerts	Quarterly alerts published	December 2028	DRIPTT, Directorate of ICT, University Library
	4.6.2 Establish Internal Grant Review and Support Committee	Develop terms of reference and appoint committee members	Committee constituted and functional	December 2026	DRIPTT, Grant Review Committee
		Develop review procedures	90% of proposals reviewed within 14 days	December 2030	DRIPTT, Grant Review Committee
	4.6.3 Build faculty capacity in proposal writing and donor engagement.	Conduct annual proposal writing training.	At least 1 training programme organised per faculty/department annually	December 2030	DRIPTT, Academic Deans, Academic HODs
		Organise donor roundtables	At least 1 roundtable meeting held	June 2028	DRIPTT, Academic Deans, Academic HODs

STRATEGIC PILLAR 4: INDUSTRY-DRIVEN APPLIED RESEARCH, INNOVATION, AND ENTREPRENEURSHIP

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Provide mentorship on funding strategy	30% increase in grant submissions	December 2028	VC, DoF
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.	Run multimedia campaigns	Campaign launched	December 2026	DRIPTT, DPA, Academic HODs
		Publish faculty success stories	At least 2 Faculty stories published	December 2028	DRIPTT, DPA
		Organise research open days	At least 2 open day events organised	December 2030	DRIPTT, DPA, Academic HoDs
	4.7.2 Integrate community challenges into final-year projects.	Liaise with MMDAs, MDAs and NGOs/ CBOs to solicit for community challenges	Community challenges solicited and integrated into final year projects	December 2030	Academic Deans, Academic HODs, Project/thesis Supervisors, DPA
		Publish list of projects addressed challenges annually	At least 5 projects aligned with community needs per department	December 2030	Academic Deans, Academic HODs, Project/thesis Supervisors, DPA

STRATEGIC PILLAR

05

Staff Development, Motivation and Welfare



STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
5.1 Increase staff strength and enhance opportunities for staff development and progression across all categories of staff.	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, DHROD
		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 conducted	March 2030	DHROD, HODs
		Organise effective Continuous Professional Development (CPD) and training for all staff	50% of staff enrolled on CPD and training annually	December 2030	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
	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	VC, Appointments & Promotions Committee, DHROD
		Implement mandatory and comprehensive orientation for new staff	100% of new staff successfully orientated	June 2030	Registrar, DHROD

STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	5.1.3 Automate staff performance reviews	Develop an online portal for performance reviews	Online portal for performance review developed	December 2027	DHROD, DICT
5.2 Improve the psychosocial support systems for 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
		Train wellness champions for psychosocial support	At least one wellness champion trained in every directorate/faculty/department/office	June 2027	DHROD, DGC, DGS
		Implement emergency financial aid schemes	Financial aid scheme implemented	September 2027	DoF, DHROD
		Launch staff welfare satisfaction surveys	Staff welfare satisfaction surveys launched	August 2027	DHROD, DQAAP
		Introduce staff wellness, fitness, sporting programmes and peer support networks	At least two staff wellness event organised annually	June 2030	DHROD, Chairperson Health and Safety Cttee, Head, Sports and Recreation, DGS
		Organize retirement coaching sessions for staff	At least one session held annually	June 2030	DHROD, DGC

STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	5.2.2 Improve the staff physical and work environment	Provide sustainable long distance transport services for senior (below principal) and junior staff	Sustainable transport services provided	June, 2027	DGS, DoF
		Provide sufficient PPEs for all categories of staff	Sufficient PPEs provided	September 2027	DHROD, HOD-Environment
		Ensure a secure and safe working environment	80% reduction in thefts and incidences	February 2028	Head, Security, DGS
	5.2.3 Enhance staff grievance reporting channels	Improve staff grievance redress mechanism	80% Resolution rate of documented grievances	June 2030	DLA, Registrar
5.3 Upgrade staff accommodation, recreational and health facilities.	5.3.1 Provide and upgrade staff residential and office accommodation	Renovate staff residences at Kinbu campus and build staff residences at Mpehuasem campus	60% of staff residences renovated at Kinbu and at least 1 staff residence built at Mpehuasem	June 2030	DWPD, DGS, Head of Environment and Sanitation
		Increase well-furnished staff office accommodation	80% of staff provided with well-furnished office accommodation	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 kitchenette provided per identified block	June 2030	DWPD, DGS

STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	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	Operationalise the new ATU Medical Centre with antenatal and specialist services	New ATU Medical Centre operationalised	May 2027	Chairperson Health and Safety Cttee, DWPD, DoF, DOP
		Provide 24-hour health services at the ATU Medical Centre	24-hour health services provided at ATU Medical Centre	December 2026	Chairperson Health and Safety Cttee, DGS
		Organise the annual comprehensive medical examination for staff and include relevant vaccinations	Comprehensive medical examination for staff organised biennial	October 2030	Chairperson Health and Safety Cttee, DGS
		Operationalise the private health insurance scheme for staff and retirees	Private health insurance scheme operationalised and premium paid annually	Jan 2026	DoF, Chairperson Health and Safety Cttee, DHRD, DGS
		Establish and operate a sickbay at Mpehuasem Campus	Sickbay operationalised at Mpehuasem	May 2028	Head-Mpehuasem, DWPD, Chairperson Health and Safety Cttee, 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	Disability policy implemented	June 2030	VC, Registry, DGS, DOSA

STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	5.4.2 Enhance inclusive and supportive capacity of staff	Conduct inclusivity training for academic and administrative staff	80% of staff trained	September 2029	DHROD, HoDs, Directors and Deans, “Differently-abled office”
	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 infrastructure, devices and software provided	July 2028	DWPD, DoP, Development Committee, DICT GSC, HoD, Examinations
		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 web platforms meet accessibility standards	80% of web platforms meet accessibility standard	March 2027	DICT, DPA
5.5 Develop structured well-being and mental health support systems across all campuses.	5.5.1 Develop structured wellbeing and mental health support systems	Establish mental health clinics with trained professionals on campuses	Mental health clinic established	October 2027	Director of Medical Services, DGC, Chairperson Health and Safety Cttee, Academic Counsellors

STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	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 held yearly	May 2030	DGC, Chairperson Health and Safety Cttee
		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 Institution-alise staff recognition initiatives that foster a positive work environment.	5.6.1 Constitute staff recognition committee	Appoint and publish staff recognition committee	Committee Mem-bers appointed	September 2026	Registrar
		Develop and approve the staff awards and recognition framework and guidelines	Guidelines approved and published	December 2026	Registrar
	5.6.2 Recognise initiatives and performances to foster a positive work environment	Create quarterly recognition dash-board to highlight outstanding performance at the directorates, faculties, departments and offices	Recognition dash-board created	October 2027	DHROD, HODs, Directors
	5.6.3 Organise annual staff recognition events.	Host university-wide annual excellence awards for faculty and, administrators	Committee Mem-bers appointed. End of year awards night organised	September 2030	PRO VC, DHROD

STRATEGIC PILLAR 5: STAFF DEVELOPMENT, MOTIVATION AND WELFARE

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSI- BILITY
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 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 and professional progression of staff	Partner with external institutions for scholarship funds	50% of applications successful annually	May 2030	Pro VC, Academic Deans, DRIPTT, Registrar

STRATEGIC PILLAR

06

Strategic Partnerships and Increased Visibility



STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSI- BILITY
6.1 Strengthen partnerships with national and international academic institutions, industries, and agencies.	6.1.1 Develop and implement a partnership policy framework.	Develop partnership policy	Policy developed and approved	June 2027	Registrar, DRIPTT, DQAAP, DIPIC
		Conduct stakeholder validation	Stakeholder consultations held	September 2027	Registrar, DRIPTT, DIPIC
		Launch and review implementation plan	Implementation plan launched and periodically reviewed	December, 2030	Registrar, DRIPTT, DIPIC
	6.1.2 Sign and operationalise MoUs with strategic institutions and companies.	Identify priority institutions and sectors	Relevant institutions and sectors identified	June 2026	Registrar, DIPIC, DPA, DLA
		Facilitate MoU signings	25 MoU's signed and 15 operationalised	December 2027	VC, Registrar, DIPIC, DPA, DLA
		Monitor and review implementation annually	Annual Implementation Report Submitted.	December 2030	Registry, DPA, DIL
	6.1.3 Enhance Global Partnerships.	Review existing partnerships	Review all partnership agreements	June 2026	Registrar, DIPIC, DLA
		Map departments to responsibilities in the partnership agreement	Departmental responsibilities mapped	December 2030	DRIPTT, Deans, HoDs
	6.2.1 Participate in international education fairs and marketing campaigns.	High-potential markets identified and documented	List of identified high-potential markets	June 2027	DIPIC, DPA, DAA
6.2 Increase international student enrolment and provide targeted support services.		Prepare ATU promotional materials	ATU promotional materials prepared	September 2026	DPA, DIPIC, DAA
		Attend 2+ international fairs per year to increase student enrollment	International student enrolment increased by 20%	December 2030	DIPIC, DPA, DAA

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSI- BILITY
	6.2.2 Launch multilingual and culturally sensitive content on ATU's platforms.	Translate key information on university website	Multilingual site live	December 2026	DPA, DICT, Dir., Lan- guage Center
		Develop content tailored to target regions	Drop down for multi-language selection developed on university website	December 2027	DPA, DICT, Dir., Lan- guage Center
		Track visitor engagement and feedback on the university's website	Visitor's engagement and feedback tracked	June 2029	DPA, DICT
	6.2.3 Enhance international student orientation and support services.	Enhance orientation programme	Orientation programme enhanced	September 2026	DOSA, DIPIC, DPA
		Appoint support liaison officers	Liaison officers appointed	June, 2026	DIPIC, DIL, DOSA
		Organise orientation and feedback sessions	90% satisfaction rating in annual survey	September 2027	DOSA, DIPIC, DQAAP
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.	Approve branding guidelines	Brand guide published	December 2026	VC, Registrar

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSI- BILITY
		Train staff on the usage of approved guideline	70 % staff trained	March 2027	DPA
		Monitor consistent usage	60% of staff compliant	December 2027	SPIMEC
	6.3.2 Promote ATU through international digital rankings and benchmarking platforms.	Register and submit data to QS, THE, and UI GreenMetric and others	Ranked by at least 1 Global/Sub-Saharan Ranking Institutions, annually	December 2030	DQAAP, Ranking Committee, University Library, DRIPTT, DPA
		Track and improve ranking indicators	Ranking scores improved by 20% annually	December 2030	DQAAP, Ranking Committee, University Library, DRIPTT, DPA
		Promote rankings through digital media	Rankings displayed through digital media	December 2030	DQAAP, Ranking Committee, University Library, DRIPTT, DPA
	6.3.3 Launch an ATU mobile app and virtual campus tour.	Design and develop app features	App and tour launched	December 2027	DPA, DICT
		Create 360° virtual tour content	Virtual tour content created	June 2027	DPA, DICT
		Promote on web and social media	10,000+ downloads tracked	September 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.	Gather stories and impact data	Annual report generated	December, 2030	DPA, DRIPTT, DICT, DRIPTT, Deans, HoDs

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Design and publish report	Report published	December, 2030	DPA, Deans, HoDs
		Share with partners and stakeholders	1,000+ views per year; 5 shared reports with partners and stakeholders	December, 2030	DPA, DRIPTT, DICT, DRIPTT, Deans, HoDs
	6.4.2 Partner with national media for regular university features and campaigns.	Collate inputs for activity calendar	Annual activity calendar developed	June 2026	DPA
		Draft media calendar	Media calendar developed	September 2026	DPA
		Produce content	Content produce	December 2026	DPA
		Secure airtime and publication slots	10 national features annually; Reach of 100,000 viewers/ readers annually	December, 2030	DPA
	6.4.3 Install digital notice boards across campuses for real-time updates.	Procure and install boards	2 boards installed in Kinbu campus and 1 board installed at Mpehuasem campus	December 2027	DPA, DOP
		Feed boards with updated information on the academic calendar and other relevant information	Boards linked with updated academic calendars and relevant information	March 2028	DPA, DICT, DAA, Planning Department
		Monitor content and uptime	95% uptime monitored annually	December, 2030	DPA, DICT, DAA, Planning Department

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
6.5 Leverage alumni networks and initiatives for mentorship and institutional development.	6.5.1 Create and manage an online ATU Alumni Mentorship Hub.	Develop hub portal	Hub launched	December 2026	Alumni Office, DOSA, DIPIC, DPA
		Match mentors and mentees	Mentors-mentees matched	March 2027	Alumni Office, DOSA, DIPIC, DPA
		Evaluate success through surveys	At least 50 alumni-mentee matched	December 2030	Alumni Office, DOSA, DIPIC, DPA
	6.5.2 Involve alumni in policy and infrastructure development processes.	Engage alumni in advisory committees	80% of Alumni consulted for major projects	June 2026	Registrar, Alumni Office, DOSA, DIPIC, DPA
		Host alumni forums	At least 2 alumni forums hosted	June 2027	Registrar, Alumni Office, DOSA, DIPIC, DPA
		Invite contributions to projects	At least 5 alumni-led contributions	December 2030	Registrar, Alumni Office, DOSA, DIPIC, DPA
	6.5.3 Launch alumni media features and content campaigns.	Record alumni stories and interviews	30+ alumni media features	December 2027	DPA, Alumni Office
		Publish on YouTube, and other identified social media	Recording published	March 2028	DPA, Alumni Office

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Track engagement	5,000+ views per feature tracked	December 2030	DPA, DICT, 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.	Plan summit themes and logistics annually	Summit planned	December 2026	CEIS, DRIPTT, DIPIC, DPA, DF
		Invite national and international stakeholders	At least 200 participants per event	June 2027	CEIS, DRIPTT, DIPIC, DPA, DoF
		Publish summit proceedings	1 summit hosted annually	December 2030	CEIS, DRIPTT, DIPIC, DPA, DoF
	6.6.2 Organise a yearly ATU National Skills Exhibition.	Get Departments to prepare exhibits for exhibition	1 exhibition held annually	December 2030	CEIS, DPA, Academic Deans, Academic HODs
		Engage industry and youth agencies	Industry and youth agencies engaged	December 2030	CEIS, DPA, Deans, HODs
		Document and broadcast highlights	At least 10 departments represented each year	December 2030	DPA, DICT

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	6.6.3 Develop and publish digital content series on departmental innovations.	Record short video documentaries	At least 10 innovation videos produced	December 2030	DPA, DICT
		Upload to official platforms	Videos uploaded on official platforms	December 2030	DPA, DICT
		Track viewer engagement	50,000 views cumulatively	June 2030	DPA, DICT
6.7 Expand community engagement and service-learning initiatives that align with the university's mission.	6.7.1 Establish partnerships with local assemblies and civil society for community projects.	Identify priority development needs	5 active community partnerships identified	December 2027	DPA, Deans, HODs
		Sign agreements with local partners	Agreements with local partners signed	June 2030	VC, Registrar, DPA
		Launch and complete pilot projects	5 projects completed	December 2030	VC, DoF, DWPD, Deans, HODs
	6.7.2 Integrate service-learning initiatives as part of the work base learning.	Train faculty on integration methods	Service-learning integrated in 30% of programmes	September 2027	DIL, DQAAP
		Monitor outcomes and student participation	80% student participation	December 2030	DIL, Deans, HoDs, DQAAP

STRATEGIC PILLAR 6: STRATEGIC PARTNERSHIPS AND INCREASED VISIBILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
	6.7.3 Launch mentorship and support programmes for girls in STEM and boys with interest in female dominated disciplines	Partner with schools and NGOs	At least 10 Partnership agreements secured	December 2028	DPA, Deans, HODs
		Recruit mentors	100 girls and boys mentored	June 2030	DPA, Deans, HODs
		Organise annual training and outreach events	5 outreach events held	June 2028- June 2030	DPA, Deans, HODs



STRATEGIC PILLAR

07

Green Technologies and Sustainability

STRATEGIC PILLAR 7: GREEN TECHNOLOGIES AND SUSTAINABILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
7.1 Promote green campus and environmentally sustainable practices across campus	7.1.1 Integrate green campus into operations	Develop green campus policy	Green campus policy developed	June 2027	DWPD, Registrar, DQAAP
		Conduct environmental audits	Environmental audits conducted annually	December 2028	DWPD, DQAAP
		Implement resource conservation measures from audit reports	60% reduction in resource wastage	June 2028	DWPD, DQAAP
7.2 Incorporate sustainability and climate-related content into academic programmes	7.2.1 Embed sustainability in teaching and learning	Train staff in sustainability and climate-related issues	All staff trained in sustainability and climate change	December 2027	DQAAP, Deans, HODs
		Revise curricula to include sustainability and climate-related courses	One programme updated per department	December 2027	DQAAP, Deans, HODs
		Offer short courses in sustainability and climate change	Five short course offered, one per faculty	June 2028	DQAAP, Deans, HODs
		Promote interdisciplinary research	Five research projects initiated	September 2029	DRIPT, DQAAP, Deans, HODs
7.3 Adopt renewable energy solutions and energy-efficient technologies	7.3.1 Transition to clean and efficient energy systems	Install solar panels on high consuming buildings	50% solar panels installed	December 2027	DWPD, HOD - Energy Centre

STRATEGIC PILLAR 7: GREEN TECHNOLOGIES AND SUSTAINABILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Upgrade to the usage of efficient systems and appliances	20% energy cost reduction	June 2028	DWPD, HOD, Energy Centre
		Train relevant staff and monitor energy consumption	70% staff trained and energy consumption monitored	June 2028	DWPD, HOD, Energy Centre, DHRD
7.4 Improve waste management systems and encourage recycling	7.4.1 Enhance waste reduction and recycling efforts	Organize awareness creation programmes and symposium on effective waste segregation	At least one sensitization programme organized annually	December 2030	HOD - Environment, DPA, DOSA, DQAAP
		Launch waste management clubs	Waste management club launched	December 2026	HOD - Environment, DPA, DOSA, DQAAP
		Implement waste segregation systems	Waste segregation point identified and bins provided for 60% of points identified	December 2027	HOD - Environment, DPA, DOSA, DQAAP
		Partner with waste management firms	Partnership established with at least two waste management firms for recycling	December 2028	HOD - Environment, DPA, DOSA, DQAAP
7.5 Implement a sustainable paperless system	7.5.1 Train, deploy and comply with paperless system	Train staff on use of paperless platform	80% of staff trained	December 2027	DICT, DHRD, Registrar

STRATEGIC PILLAR 7: GREEN TECHNOLOGIES AND SUSTAINABILITY

OBJECTIVES	STRATEGIES	TASKS/ ACTIVITIES	KEY PERFORMANCE INDICATORS (KPI)	TIMELINE	RESPONSIBILITY
		Deploy paperless platforms	80% Paperless platform functional	March 2028	DICT, DHROD, Registrar
		Comply with paperless system	60% compliance rate obtained	December 2030	DICT, DHROD, Registrar
7.6 Establish research and innovation hubs for green technologies	7.6.1 Create platforms for green technology development	Establish research centers	Research hubs established	December 2028	DRIPTT, Deans, HODs
		Support student projects	Green projects supported	January 2029	DRIPTT, Deans, HODs
		Collaborate with industry experts	50% Industry expert collaborations secured	September 2029	DRIPTT, Deans, HODs
7.7 Strengthen partnerships with industry and agencies	7.7.1 Leverage external partnerships for green development	Formalize partnerships	Partnerships formed	September 2027	DRIPTT, DIPIC, Deans, HODs, DoF
		Join green initiatives	50% of green networks joined	December 2028	DRIPTT, Deans, HODs
		Seek project funding	At least 50% of project funding secured	June 2030	DRIPTT, Deans, HODs



Risk Matrix For Pillar 1

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 Commission for Technical and Vocational Education and Training (CTVET)/ Ghana Tertiary Education Commission (GTEC) 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 Student Information System (SIS) for credit banking; brief advisors and students each term	Policy document; pilot reports; SIS configuration notes; briefing decks; student uptake stats
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 Continuous Professional Development (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 Work Based Learning (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 Open Educational Resource (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; Learning Management System (LMS) analytics

Risk Matrix For Pillar 1

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
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 with programme-level outcomes	Tracer reports; matched data extracts; employer survey results; public outcomes dashboard; data Standard Operating Systems (SOPs)

Risk Matrix For Pillar 2

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
2.1	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 Internet Service Providers (ISPs) with failover, install Uninterrupted Power Supply (UPS) and hybrid power on critical nodes, agree service-level terms with vendors	ICT audit report, network topology and capacity plan, ISP contracts and Service Level Agreement (SLAs), uptime dashboard, maintenance logs
2.2	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 Enterprise Resource Planning (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
2.3	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 preventive maintenance, conduct health and safety audits and fix findings	Approved specs, framework agreements, acceptance test certificates, preventive maintenance schedule, Health and Safety (H&S) audit reports and closure notes
2.4	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 Multi-Factor Authentication (MFA) and device hardening, track benefits before scaling	Pilot reports with Key Performance Indicators (KPIs), Data Protection Impact Assessment (DPIA) and ethics approvals, sandbox access logs, cybersecurity audit results, benefits realisation reviews

Risk Matrix For Pillar 2

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
2.5	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
2.6	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 bandwidth for learning systems at peak times, monitor usage and renew based on evidence	Consortium agreements, OER repository stats, caching and offline access configuration, bandwidth schedules, usage analytics and renewal records
2.7	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

Risk Matrix For Pillar 3

No.	Objectives	Potential Risk/Hazard	Effect	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 Quality Assurance (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 Management Information System (MIS) and dashboards. Run quarterly data quality checks. Issue data standards and Standard Operating Procedures (SOPs)	Data governance charter. Live dashboards. Data quality audit logs. Published data 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 budget holders	Medium Term Budgetary Framework (MTBF) documents. Finance system configuration notes. Quarterly variance reports. Budget holder training records
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

Risk Matrix For Pillar 3

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
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 recognition scheme	KPI cascade maps. Appraisal completion reports. Governance training materials and attendance. Published recognition outcomes
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 Customer Relationship Management (CRM). Review outcomes each semester	Framework and templates. Advisory board minutes, CRM or register of partners and placements. Semester outcome reports and actions

Risk Matrix For Pillar 4

No.	Objectives	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; up-time 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 Intellectual Property (IP) terms	Few joint projects, missed funding, and stalled contracts	Medium	Use standard Memorandum of Understanding (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 entrepreneurship 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	Technology Transfer Office (TTO) charter; approved IP and revenue-share policy; market study briefs; licence/Special Purpose Vehicle (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, electronic data interchange (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

Risk Matrix For Pillar 4

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
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

Risk Matrix For Pillar 5

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-credentials, run line-manager development plans, introduce small recognition grants linked to outputs	CPD policy and annual plan, promotion calendar and outcomes, training enrolment and completion records, manage personal development plans (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-compliance in facilities	Slow upgrades to hostels, clinics and recreational spaces, higher incident risk	Medium	Approve a phased upgrade plan with costed packages, use framework contracts for speed, require H&S audits before handover, set preventive maintenance schedules, explore PPP and sponsorship options	Approved project plan and Gantt, framework agreements and purchase orders, audit findings and closure notes, maintenance logs, Public-Private Partnership (PPP) or sponsor MOUs

Risk Matrix For Pillar 5

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
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, Assistive Technology (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 directory and activities, Employee Assistance Programme (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 feedback to refine schemes	Calendar and criteria, panel membership and scoring sheets, budget lines and expenditure reports, published awardee list and citations, feedback summaries

Risk Matrix For Pillar 6

No.	Objectives	Potential Risk/Hazard	Effect	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 housing options with providers, track conversion by market	Web analytics and campaign reports, agent agreements, orientation schedules and feedback, helpdesk ticket stats, housing MOUs, 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 Quacquarelli (QS), Times Higher Education (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 and data protection	Policy document, approvals tracker, published impact report, partnership letters, training attendance and materials
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

Risk Matrix For Pillar 6

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
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, push digital clips on owned channels	Events calendar, sponsorship contracts, attendance and satisfaction reports, published proceedings, video views and engagement stats
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

Risk Matrix For Pillar 7

No.	Objectives	Potential Risk/Hazard	Effect	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 technologies across the university.	Funding gaps, grid limits, and weak maintenance planning	Renewable energy roll-out stalls and savings do not materialise	High	Deliver solar Photovoltaic (PV) in phases using grants and PPAs, run annual energy audits, replace lighting with Led Emitting Diode (LED) and add controls, put maintenance under service contracts, meter major buildings and track results	Grant and Public Procurement Act (PPA) documents, audit reports, 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 communications plan, survey awareness and act on feedback	Event reports, participation statistics, ambassador roster, comms calendar, survey results and action notes

Risk Matrix For Pillar 7

No.	Objectives	Potential Risk/Hazard	Effect	Likelihood of Risk	Risk Mitigation Measure	Evidence of Action
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 dashboard of outcomes	Partner registry, signed MoUs, joint workplans, quarterly review minutes, outcome dashboard and project case studies

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 following structures shall oversee the implementation of the Strategic Plan shall:

- **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 the implementation of monitoring and evaluation processes and collates reports for Management and Governing Council.

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 room for 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 DQAAP.
- 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.

Strategic Plan Committee

Strategic Plan Development Committee (SPDC)

• Prof. Amevi Acakpovi	Vice-Chancellor	Chairperson
• Prof. Felix Y. H. kutsanedzie	Pro Vice-Chancellor	Member
• Mr. Adu- Adjei Mensah	Registrar (AG)	Member
• Mr. Frank Owusu Boateng	Director of Finance	Member
• Mr. Godsway Oyiadzo	Director of Internal Audit	Member
• Dr. Florence Plockey	University Librarian	Member
• Ing.Mubarak K. Abubakar	Director of Works	Member
• Prof. Phyllis Naa Yarley Otu	Director, DQAAP	Member
• Ms. Fausta Kilian Ganaa	Director, PAD	Member
• Mrs. Linda Tormeti Director,	HROD	Secretary

Strategic Plan Development Sub-Committee (SPDSC)

• Prof Phyllis Naa Yarley Otu	Director, DQAAP	Chairperson
• Prof Alice Mensah	Head, Mpehuasem Campus	Member
• Dr. Peter Nyanor	Director, DRIPTT	Member
• Prof Peter Arhenful	Dean, DIPIC	Member
• Dr. Tina Wemegah	Dean, Faculty of Engineering	Member
• Prof Nana Yaw Asabere	Dean, Faculty of Applied Sciences	Member
• Prof Frank Opuni Frimpong	Dean, Graduate School	Member
• Dr. Henry Kwadwo Hackman	HOD, Medical Lab. Technology	Co-opted Member
• Dr. Hanson Obiri-Yeboah	HOD, Purchasing and Supply Dept.	Member
• Ms. Rebecca Baffoe	Deputy Internal Auditor	Member
• Ms. Salimat Froko	Assistant Registrar, PAD	Member
• Ms. Genevieve E. Akuamoah	Assistant Registrar, DQAAP	Member/Secretary



