



THE UNIVERSITY OF ZAMBIA

STRATEGIC PLAN FOR FY2008 - 2012

“Restoring Excellence in Teaching, Research and Public Service”

July, 2008

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EXECUTIVE SUMMARY

The University of Zambia's Strategic Plan for 2008 – 2012 addresses various challenges that the institution has faced over the years. These are directly related to the core functions of the University, the most critical ones being the following:

Teaching and Learning Environment

The undergraduate student enrolment has expanded from a total of 7,558 (4,993 male and 2,565 female) in 2003 to a total of 10,102 students during the first semester of the 2007 academic year. The University of Zambia has also had a steady increase in postgraduate student enrolment. For example in 2007 there were a total of 52 Master's degree programmes, offered by all the nine (9) Schools, with a total student enrolment of 312 (213 male and 99 female). In addition, there were 24 doctorate degree programmes offered by 7 schools, 24 students (17 male and 7 female) enrolled. The institution also offered postgraduate diplomas, with an enrolment of 33 students. There were, therefore, a total of postgraduate 284 students (188 male and 96 female) in the University.

The steady rise in student enrolment, at all levels, to accommodate the ever increasing demand for university education and the consequential increase in enrolments, has taken place in a situation of lack of physical expansion in facilities and also neglected infrastructure. The University must halt the dilapidation and deterioration of its physical infrastructure and create a more favourable teaching and learning environment. In addition, the University needs to expand the physical infrastructure and optimise its use.

Lecturers to student ratios have also suffered due to the increased enrolments. During the past four years most of the academic and administrative departments have operated below 50% of their approved establishments. The resulting poor staff student ratios, especially lecturer to student ratios, need to be reversed. The plan aims to achieve the desired 1:10 ratio, but recognises that in isolation the target does not ensure quality, and it has thus been complemented with a revised and more comprehensive quality assurance framework to regulate quality of academic activities. Additionally, the staff development system and the retirement policy both require strengthening in order to recruit new academic and retain experienced academic staff.

These measures articulated above will be important to reverse the public perception that academic standards are declining at UNZA and restore public confidence in the Institution.

Research

The lack of funding for research activities, experienced during the larger part of the second strategic plan period (2002-2006) has made it difficult for the University to be at the frontier of knowledge and effectively play its essential role as a centre of creativity, innovation and invention. During the planning period the University intends to develop the coordination of research to make it more effective.

Institutional mechanisms for storage, retrieval and dissemination of the research outcomes will receive the attention they need to ensure that they become adequate. The University plans to develop staff skills in research methodologies, a plan for undertaking national priority-oriented research and development plan for postgraduate programmes.

Funding

The University of Zambia is a public university and the government will continue to be a key stakeholder both in policy direction and financing. Nevertheless, this plan aspires to reduce UNZA's over-dependence on GRZ financing, which accounts for over ninety percent of the University's total income. GRZ financing is in the form of grants and bursary remittances for GRZ-sponsored students-the majority of students at UNZA. The disbursements of both the GRZ grants and bursary remittances, however, have not been without challenges. The table below shows an analysis of grants received against the budgets during the last three years. The negative budget variance, usually accompanied by delayed disbursements, have in the past negatively impacted the management of UNZA.

Table showing Grants received against budgets for the last three (3) years, 2005 – 2007

A	B	C	D	E = B – C	F = E/C	G = C - D	H = G/C
	UNZA	Approved					
	Budget	Budget	Actual				
	Submission	Yellow Book	Releases	Budget Variance		Actual Releases Var.	
Year	K'000	K'000	K'000	K'000	%	K'000	%
2005	133,891,000	56,759,172	52,305,486	(77,131,828)	-136%	(4,453,686)	-8%
2006	316,791,024	66,751,529	66,751,529	(250,039,495)	-375%	-	0%
2007	427,500,152	74,966,722	74,966,722	(352,533,430)	-470%	-	0%

Source: Bursar's Office, UNZA

Therefore, UNZA must optimise existing income generating undertakings and also seek new ones. The business ventures that UNZA has, that is, York Farm, ZAMNET, Liempe Farm, University Horticultural Nursery, University Printer, University Health Services and Marshlands Guest House, need to be revitalised so that they can earn meaningful returns. Additionally, broadening of the income from fees from, for example, running parallel degree programmes, short courses, affiliation and underwriting should be pursued more vigorously. Furthermore, income from funded research/projects and consultancy needs to be maximised. This can be achieved by building capacity in academic staff so that can author winning grant proposals.

UNZA's debt burden is a colossal Kwacha 262 billion, as of 31st December 2007. The liquidation of this debt, at 20% per annum, is considered decisive in turning around the fortunes of UNZA.

Public Service

UNZA needs a clear strategy for maximising the participation of staff in public service activities. Image building mechanisms will promote greater interaction with industry and community, necessarily; these depend on an effective and comprehensive policy on consulting services. Such a strategy will increase UNZA's revenue and enhance the image of the University. This has not received due attention before and is addressed in this plan.

Institutional Management

The University of Zambia has governance and management structures that have not evolved to meet emerging challenges efficiently and effectively. This strategic plan proposes more decentralised and flexible organisation structures to improve effectiveness and efficiency.

The financial control systems similarly have not evolved and have been reviewed to promote timely procurement of goods and services, especially for schools and units that mobilise sufficient funds and also have adequate and accountable financial systems.

Staff welfare

The conditions of service at UNZA continue to fail to attract and retain staff in order to maintain adequate numbers in its establishment for academic, technical and professional ranks. Due attention must be paid to this crippling situation as it impacts quality of teaching, research and public services. The situation is also, in part, responsible for the volatile labour-relations atmosphere.

Student welfare

The increase in student enrolment over the years has outstripped the capacity of the University to accommodate all the enrolled students. The University hostels are congested and in a state of disrepair. More than 50 percent of students are not accommodated and many live in crowded places that are not conducive to serious academic work. Other student welfare amenities are also in poor state.

The Way Forward

Despite the above challenges the UNZA has shown remarkable ability to survive. The number of graduates increased from 906 in 2003 to 1,741 in 2007. A number of other achievements were recorded during the second strategic plan period (2002 – 2006). The notable ones include:

1. Development of a road map for the development of physical infrastructure

2. Implementation of inclusive admission policies aimed at increasing learning opportunities for girls and students from rural areas
3. Development of some draft institutional policies (on HIV and AIDS, Staff Development, ICT and Research).
4. Acquisition of new library books
5. Improvement in the staff development augmented by linkages with international sponsors
6. Rehabilitation of some physical facilities
7. Increased participation in regional and continental programmes

The consensus of the stakeholders was that UNZA was in decline at many fronts, such as, its international and national reputation in provision of high quality education and in research output. The theme of this strategic plan is “Restoring Excellence in Teaching, Research and Public Service.” This strategic plan, which builds on the experience of UNZA to date, outlines a systematic approach for addressing the challenges that UNZA faces. Several strategic directions were developed to remedy the decline and restore UNZA as a leading higher education centre in the country and region.

The strategic plan also takes into account the prevailing Ministry of Education Strategic Plan (MOE-SP), Vision 2030, the Fifth National Development Plan (FNDP) and other relevant and appropriate national and institutional policies. The strategic planning process has been conducted through a bottom-up consultative process and financially supported by University of Zambia and the Triple S Project.

Vision Statement

The University of Zambia will be a leader in provision of higher education in the region, celebrated for providing comprehensive and rigorous teaching-learning, research and scholarly programmes that are responsive to the needs of the individuals, industry and society.

Mission Statement

The University of Zambia is a centre of excellence in higher education for individuals, industry, and society through the provision of quality education, research, and scholarly programmes for strategic human resource development, in order to promote national and regional development, through relevant and appropriate partnerships.

Shared Values

- | | |
|------------------|----------------------------|
| • Equity | • Excellence |
| • Accountability | • Critical Thinking |
| • Transparency | • Academic Freedom |
| • Social justice | • Search for new knowledge |
| • Integrity | • Service |
| • Inclusiveness | • Innovativeness |

Keys Indicators

For the broad purpose of monitoring actions in the context of restoring excellence and service delivery, 9 indicators have been agreed upon. These are:

1. Lecturer to Student ratio improved to 1:10 during the course of the strategic plan.
2. Proportion of staff who have completed University Teaching and Learning Improvement Programme (UTLIP) courses increased to 30%.
3. Number of publications by University staff in peer reviewed academic journals increased by 50%.
4. Percentage of University income independent of Government (GRZ) financing increased to 50%.
5. Liquidation of University debt burdened maintained at 20% per annum for the duration of the plan.
6. Percentage of University income generated and retained by Schools/Units increased to 25%.
7. Accommodation bed space increased by 30% and office space by 20%.
8. Library seating space increased by 40%
9. Number of University closures/calendar disruptions during the course of the strategic plan maintained at zero.

For detailed monitoring and evaluation of interventions in this strategic plan 72 indicators shall be used in technical and administrative programmes.

The University Strategic Plan incorporates a monitoring framework. Routine supervision and monitoring of the Plan will be carried out by the Strategic Plan Implementation Committee supervised by the Vice Chancellor and served by the office of the University Strategic Plan Manager. The University Council will be responsible for the overall oversight of the implementation of the strategic plan and will receive quarterly reports.

The total budget required for the implementation of this strategic plan is approximately, K290,457,260,000. It is envisaged that a dedicated strategic plan budget will be mobilised. This is critical to successful implementation of this plan. The preceding plan suffered serious setbacks due to lack of a dedicated strategic plan budget. The operational budgets, together with actual amounts disbursed in brackets, over the previous three years 2005, 2006, and 2007 respectively were as follows: K133,891,000,000 (K52,305,486,000); K316,791,024,000 (K66,751,529,000); and K427,500,152,000 (K74,966,722,000).

STRATEGIC DIRECTIONS AND OBJECTIVES

4.9.1 STRATEGIC DIRECTION 1: Promote and Maintain Excellence in Teaching and Learning.

Objective 1: By December 31, 2009 the UNZA will have instituted university – wide curricula reforms that will enable the institution to offer relevant, socially and economically important programmes.

Objective 2: By June 30, 2009 the University will have developed and implemented mechanisms for improving the quality of teaching and learning.

Overall Indicators for Strategic Direction 1

1. Number of courses newly established or revised on account of needs of industry.
2. Proportion of courses offered that have an external examiner appointed.
3. Percentage of academic staff who have completed University Teaching and Learning Improvement Programmes (UTLIP) or equivalent.
4. Proportion of schools that have implemented school-wide student evaluation of courses including evaluation of teaching contribution of lecturers.
5. Proportion of courses that have evaluated their assessment system for validity and reliability.
6. Number of staff trained in the use of ICT for teaching and learning
7. Number of courses with distinct components of ICT delivery methods
8. Number of staff rewarded for their excellence in using innovative methods and ICT tools.
9. Number of schools offering distance education programmes

4.9.2 STRATEGIC DIRECTION 2: Improve the Quality and Output of Research and Consultancy

4.9.2.1 - Research

Objective 1: By December 31, 2012 the University will have strengthened its human and financial capacity to undertake quality research.

Objective 2: By June 30, 2009 the University will have developed an improved framework for efficient coordination of research activities.

Objective 3: By December 31, 2012 UNZA will have restored its standing as a centre of excellence in research.

Objective 4: By June 30, 2010 UNZA will have developed a system for ensuring that excellence in research enhances teaching and learning

Objective 5: By December 31, 2012 UNZA will have improved the research culture in its undergraduate and postgraduate programmes.

Indicators for 4.9.2.1 - Research

1. Number of academic staff trained in research methodologies
2. Number of research projects completed within the institution per year
3. Number of collaborative research projects undertaken per year
4. Number of staff presenting research papers per year
5. Number of research papers presented at international conferences per year
6. Number of publications in international refereed journals
7. Functional database on result output
8. Number of curriculum reviews using research output
9. Research policy disseminated
10. Research policy implemented
11. Number research-based documents used in teaching and learning
12. Number of departments offering research methodology courses
13. Number of junior staff mentored
14. Number of students undertaking postgraduate studies

4.9.2.2 - Consultancy

Objective 6: By June 30, 2009 the University will have strengthened human and financial capacity to undertake quality consultancy.

Objective 7: By June 30, 2009 the University will have will have established a central consultancy unit and improved the internal and external coordination of consultancy by UNZA and its staff.

Indicators for 4.9.2.2

1. Number of academic staff trained in consultancy skills
2. Number of consultancies completed within the institution per year
3. Functional database on consultancies done by UNZA and UNZA staff
4. Consultancy policy disseminated
5. Consultancy policy implemented
6. Number of junior staff mentored by senior academic staff in consulting

4.9.3 STRATEGIC DIRECTION 3: Strengthen Financial Management and Diversify Sources of Income

Objective 1: By December 31, 2011, UNZA will have implemented an improved financial accounting and management system that allows for budget planning, efficient and accurate management, and timely reporting of annual expenditures and accurate financial auditing.

Objective 2: By December 31, 2011, UNZA will have obtained at least 50 percent of total revenue from self-generated sustainable sources including consultancy. (e.g. more effective collections of tuition fees, extra tuition fees from new parallel programmes, increased income from competitive project/research grants, improved

and expanded collections from affiliation and underwriting fees, improved collections from consultancy, and increased capital gains from investments).

Overall Indicators for Strategic Direction 3

1. Up to date audited financial reports in place (correlation of year of publication of audited reports to financial year under report)
2. Percentage of debt cleared
3. Number of qualified accounting staff recruited
4. Percentage of controlling officers and accounting staff trained
5. New financial management regulations and guidelines in place.
6. Percentage of income from self-generated sustainable sources (e.g. capital gains from investments, research grants, projects, affiliation and underwriting fees).
7. Number of audited financial reports published according to schedule (correlation of year of publication of audited reports to financial year reported).

4.9.4 STRATEGIC DIRECTION 4: Strengthen the Management System.

Objective 1: By December 31, 2009, UNZA will have designed and implemented mechanisms that promote “bottom-up” flow of development planning and participatory decision making.

Objective 2: By December 31, 2009, UNZA will have built capacity of Schools and Units in development planning, financing and financial management, coordinating, decision-making and provide a policy and institutional framework to support decision-making at School and Unit level

Objective 3: By December 31, 2008, UNZA will have developed and implemented a policy and institutional framework that entitles Schools and Units to adequate financial resources of their own, distinct from those of Central Administration, and provides mandate to allocate such resources within the School and Units.

Objective 4: By December 31, 2008, UNZA will have increased transparency and accountability in resource allocation and utilization in Schools and Units.

Overall Indicators for Strategic Direction 4

1. Revised current division of responsibilities of the VC, DVC, Registrar, and Bursar (Finance Director).
2. Number of development and resource allocation plans from Schools and Units approved.
3. Percentage of UNZA’s income mobilised by Schools and Units.
4. Percentage of income mobilised and retained by Schools and Units.
5. Percentage of University Schools, Institutes, Directorates, and Units publishing annual financial reports.
6. Number of staff trained in human resource and financial management

4.9.5 STRATEGIC DIRECTION 5: Improve Staffing Levels

Objective 1: By August 30, 2008, UNZA will have reviewed and disseminated the desired establishment levels for academic and support staff.

Objective 2: By December 31, 2011, the UNZA will have improved its ability to recruit and retain academic and other staff and reach a lecturer to student ratio of 1:10.

Objective 3: By December 31, 2008, UNZA will have developed and implemented a new retirement policy.

Objective 4: By December 31, 2011, the University will have fully reviewed implemented the new staff development policy.

Overall Indicators for Strategic Direction 5

1. Staffing levels to staff establishment ratio.
2. Percentage of staff recruited and retained in the period of the strategic plan.
3. Lecturer to student-ratio over the period of the strategic plan.
4. Percentage of academic staff upgraded to PhD.
5. Ratio of academic to support staff.

4.9.6 STRATEGIC DIRECTION 6: Increase the Scope and Maintenance of Physical Infrastructure

Objective 1: By December 31, 2011 the University will have increased student bed space by 30% and new office space by at least 20%.

Objective 2: By December 31, 2011 the University will have increased its capacity to maintain the physical infrastructure.

Overall Indicators for Strategic Direction 6

1. Percentage growth of student bed spaces.
2. Percentage growth of office space.
3. Percentage budgetary allocation for maintenance of infrastructure.
4. Number of technical staff undergone tailor-made training
5. Percentage of external resources to budgetary requirements
6. Number of designated smoking areas

4.9.7 STRATEGIC DIRECTION 7: Improve the State of the Library and ICT Facilities

4.9.7.1 – State of the Library

Objective 1: By December 31, 2011, the University will have improved the physical and technical capacity of the Library and the library reading space for the entire university will have been increased by 40%.

Objective 2: By December 31, 2012, the University will have incorporated ICT in library service delivery that meets the emerging needs of staff, students and other users. Academic, professional and administrative staff and students will have access to electronic library resources.

Objective 3: By December 31, 2012, the University will have established the University Archive.

4.9.7.2 – ICT Facilities

Objective 4: By December 31, 2011, the University will have developed and implemented an integrated ICT system for management, academic and scholarly activities, that is functionally reliable.

Indicators for 4.9.7.1

1. Percentage increase in the seating capacity of the library.
2. Second library built at main campus.
3. Establishment of medical library at Ridgeway campus.
4. Number of new satellite libraries established
5. Percentage increase in electronic publications
6. Percentage increase in the number of staff, students and other users with access to the electronic library resources.
7. Number of additional hardware and soft ware facilities provided
8. Number of new workstations in the library with electronic and Internet access.
9. Number of filled positions in the Library staff establishments
10. Archive established.

Indicators for 4.9.7.2

1. Percentage of units of the University with intranet and Internet access.
2. Proportion of positions filled for the new establishment of the computer centre.
3. Administration, management and academic systems hosted on an electronic platform that is functional at least weekly for the whole year.
4. Number of staff and students trained in ICT.

4.9.8 STRATEGIC DIRECTION 8: Ensure the Stability and Continuity of the University Calendar

Objective 1: By June 30, 2009, the University will have instituted mechanisms for ensuring stability and continuity of the University calendar.

Overall Indicators for Strategic Direction 8

1. Number of undisturbed academic sessions.
2. Number of sensitization workshops
3. Number of persons participating in sensitisation workshops
4. Proportion of staff participating in industrial relations and workers education programmes
5. Number of team building activities
6. Number of meetings of the CPRLC

SUPPORTING STRATEGIES

Access and Equity

Goal: Increase access to and promote equity in provision of university education by maintaining admission policies and systems that encourage the participation of students from diverse backgrounds related to age, culture, gender, physical disability, nationality, race creed, sexual orientation or religion.

Quality Assurance

Goal: Develop a quality assurance framework to ensure that all the functional units in the institution adhere to set standards in the provision of their services in all key areas, namely teaching, research and management.

Governance and Organizational Structures

Goal: Foster greater efficiency and effectiveness in the management of the institution through reorganized governance, organizational/management and academic structures.

Security

Goal: Provide adequate and efficient security services.

Image of the Institution

Goal: Enhance the visibility and reputation of the University.

Student Welfare

Goal: Increase the diversity and efficiency of student welfare services.

Collaboration/International Linkages

Goal: Increase UNZA's participation in continental and regional activities.

Gender Equity

Goal: Increase the proportion of female students and staff and mainstream gender equity and equality in all areas of the strategic plan including provision of designated facilities for parents and babies.

HIV and AIDS

Goal: Institutionalize HIV and AIDS programmes.

Competition from Mushrooming Universities

Goal: Restore excellence in teaching, research, and public service to augment UNZA's goodwill and reputation to provide the competitive advantage among higher education institutions.

STRATEGIES AND ACTIONS

Strategies and actions are provided in detail for each strategic objective and supporting strategy.

ACRONYMS AND ABBREVIATIONS

AU	-	African Union
AAU	-	Association of African Universities
AIDS	-	Acquired Immune-Deficiency Syndrome
ECCDE	-	Early Childhood Care, Development and Education
FNDP	-	Fifth National Development Plan
GDP	-	Gross Domestic Product
GRZ	-	Government of the Republic of Zambia
HDI	-	Human Development Index
HIV	-	Human Immune Virus
MoE	-	Ministry of Education
MoESP	-	Ministry of Education Strategic Plan
ICTs	-	Information and Communication Technologies
NQF	-	National Qualifications Framework
PRSP	-	Poverty Reduction Strategy Paper
R&D	-	Research and Development
RISDP	-	Regional Indicative Strategic Development Plan
SARUA	-	Southern African Regional Universities Association
SADC	-	Southern Africa Development Community
SMART	-	Specific, Measurable, Achievable, Relevant, Time Bound
TNDP	-	Transitional National Development Plan
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
UNZA	-	University of Zambia
ZQA	-	Zambia Qualifications Authority

DEFINITIONS OF KEY TERMS

<i>Strategic Planning</i>	Strategic planning involves getting insights about where an organisation is (now), gathering information that identifies where the organisation should be in the future and generating the decisions that are intended to bridge the gap.
<i>Operational Planning</i>	Is usually carried out on an annual, semi-annual, or quarterly basis and is concerned with resource allocation and action planning related to the achievement of short and medium-term goals and objectives that are in turn related to the longer term strategic plans and objectives.
<i>Mission Statement</i>	The Mission Statement is a broad description of WHAT the organisation does, with and for WHOM the organisation does WHAT it does, and WHY the organisation exists (the ultimate end). Mission conveys a sense of “fundamental purpose.”
<i>Vision Statement</i>	Future-oriented statement of the ‘ideal’, describes the future the organisation intends to create. The Vision Statement provides direction and inspiration for organisational goal-setting and conveys a sense of “future direction.”
<i>Values Statements</i>	Values describe how an organisation intends to operate, on a day-to-day basis, as it pursues its vision and mission. Values are normally ethical considerations and are best expressed in terms of behaviour. “How do we go about doing our work?” If we behave as we should, what would an observer see us doing? How would we be thinking?
<i>Strategic Direction (Goal) Objective</i>	<p>Is a statement of the medium or long-term result that the organisation or institution will achieve in pursuit of its mission.</p> <p>Is a statement of specific shorter-term results which contributes to the achievement of a goal. It should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).</p>
<i>Strategy</i>	Is a course of action or an approach (usually involving a group of activities) adopted by an organisation to achieve its goals, and thus fulfil its mission, in the face of existing and anticipated constraints, opportunities and resources.
<i>Activity</i>	An action or series of actions undertaken by the responsible person in order to implement or achieve an objective.
<i>Output</i>	The result of activities
<i>Indicator</i>	Is usually a measure by which means performance over time is assessed (could be a numeric value, a ratio, or a rate)

1.0 BACKGROUND

1.1 Historical Perspective

The University of Zambia, the first public university in the country, was established by the University of Zambia Act of 1965 and consequently opened in 1966. The University had an initial challenge of producing professional and trained human resources to meet the needs of the rapidly growing economy that characterised the post – independence period.

The University has undergone a number of transformations regarding its governance and operations since the first University of Zambia Act (No.66) of 1965. Among the provisions of the Act, the Chancellorship of the university was vested in the Head of State. The Chancellor, under the Act, was given the authority to appoint the Vice Chancellor and the Deputy Vice Chancellor. The University started with three Schools in 1966, namely Education, Humanities & Social Sciences and the Natural Sciences. In its first academic year, 1966, the University enrolled 312 students.

As facilities developed and needs were recognised, new schools were added, namely Law (1967), Engineering (1969), Medicine (1970), Agricultural Sciences (1971), Mines (1973), Business & Industrial Studies (1978 at Ndola Campus), Environmental Studies (1981 at Ndola Campus) and Veterinary Medicine (1983).

With the expansion of academic programmes and consequently the rising numbers of student enrolments, the University of Zambia main campus in Lusaka could not provide adequate facilities to accommodate the high demand for higher education. Therefore, in 1975 it was decided that the University be developed on a federal basis with three constituent institutions, one at Lusaka, one at Ndola on the Copperbelt and the third at Solwezi in North Western Province. The Solwezi Campus was, however, never established. A new University of Zambia Act (No. 17) that came into operation in 1979 provided a definitive constitution for this federal structure.

The University of Zambia Act of 1979 was reviewed and repealed, in 1987. This was largely because the Nyirenda Commission of Inquiry of 1981 concluded that the centralized administrative system created by the federal system was too cumbersome, top heavy, too bureaucratic and inefficient. The subsequent new University Acts (Nos 19 and 20) of 1987 created two independent Universities: the University of Zambia and the Copperbelt University.

After the 1991 transition to the multi-party system of political governance, the University Acts of 1987 were repealed and replaced by the University Act of 1992. The Chancellorship of the universities changed, for the first time, from the Head of State to citizens that had distinguished themselves in their professional careers and contribution to national development.

The University Act of 1992 reduced the powers of the Minister of Education over the governance of the public universities to matters of general policy on higher education. It made serious efforts to reassert the autonomy of public universities.

The University Act of 1992 was repealed and replaced by the University Act No. 11 of 1999, which is in current use. Under this Act, the Minister of Education has considerable powers over the operations of both the public as well as private universities.

1.2 Functions of the University of Zambia

The University of Zambia is a post independence creation, whose major mandate was to produce the nation's high level human resource. The *University Act No. 11 of 1999* provides a legal framework for university education in Zambia and defines, broadly, the purposes of a public university, which are to: (a) provide university education, promote research and advancement of learning; (b) disseminate knowledge and, without discrimination, to hold out to all persons, who meet all the stipulated academic or professional qualifications, the opportunity of acquiring university education; (c) to provide facilities, appropriate to a University of the highest standing, for the pursuit of learning and research and for the acquisition of both liberal and professional education, which is responsive to the needs of Zambia; (d) to make those facilities available to persons equipped to benefit from the use of the facilities on such terms and conditions as Council may determine.

Within this context the major functions of the University of Zambia are teaching-learning, research and public service.

(a) Teaching-Learning

Teaching and learning are central to the University of Zambia functions. It is a critically important part of its mandate of providing education to appropriately qualified persons. Historically the quality of graduates from the University of Zambia has stood the test of time as these graduates have found job markets widely thus benefiting public and private sectors/industry both locally in the region and abroad. Due to the ever changing environment in the job market, demand on professional upgrading of individuals from industry and public sector is increasing and the University of Zambia is committed to meeting this need from the society.

(b) Research

In addition to learning, the University of Zambia is expected to provide an environment in which one is able to discover, create and innovate. It is the University's major responsibility to create knowledge through various research activities the results of which are crucial in making informed decisions and policies by the public, industry, government and society at large. Research is also expected to generate knowledge, which should inform teaching and learning.

The University supports various types of research including postgraduate, commissioned and responsive research in various crucial areas such as education, agriculture, health, environment and natural resources, energy and poverty reduction, which contribute immensely to national development.

(c)Public service

The University of Zambia provides a variety of services to its various stakeholders through its consultancy, outreach and extension activities. The stakeholders in consultancy services include the private sector/industry, non governmental organisations and the government at large. Outreach services normally operate on partnership basis with communities who are responding to a particular need. Extension services are normally offered to the communities which require introduction to, or upgrading of, particular new knowledge and skills that enhance their development endeavours in their environment.

For the purpose of carrying out its functions, the University of Zambia provides facilities appropriate to a university of the highest standing through various functional units. It offers various undergraduate programmes through its nine schools, namely the School of Agricultural Sciences, School of Education, School of Engineering, School of Humanities and Social Sciences and School of Law. Others are School of Medicine, School of Mines, School of Natural Sciences and School of Veterinary Medicine.

Postgraduate programmes offered by the various schools are coordinated by the Directorate of Research and Graduate Studies while the Directorate of Distance Education coordinates distance learning courses offered by the Schools of Education, Humanities and Social Sciences and Natural Sciences.

The Institute of Economic and Social Research is a full-time research unit of the University of Zambia. It is a multidisciplinary research establishment, which has contributed immensely to the development of the country through both basic and applied research in over 30 years of its existence.

There are five (5) support units, namely the Computer Centre, the Library, Technology Development and Advisory Unit, the University Press and the University Printer.

1.3 University Governance

A Council is responsible for the governance, control and administration of the University of Zambia. The Chancellor is appointed by the President of the Republic on recommendation of the Minister of Education from among eminent Zambian citizens. She/he presides at all ceremonial assemblies of the University and confers all degrees and other academic titles and distinctions of the University. The Senate is the supreme academic authority of the University. The principal officers of the University are the Vice Chancellor, Deputy Vice Chancellor, Registrar, Librarian, Bursar and Dean of Students. All schools and directorates/units are headed by Deans and Directors, respectively.

2.0 STRATEGIC PLANNING CONTEXT

“The University must become a primary tool for Africa’s development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights; and enable African academics to play an active part in the global community of scholars.” Kofi Anan, United Nations Secretary – General, 2000

The University of Zambia is part of the global, international university community. Its Strategic Plan should therefore be located in the broader context of global trends in the development of higher education and should take into account continental and regional developments in this area of educational development.

2.1 Global Trends

It is acknowledged worldwide that higher education institutions, in general and universities in particular, play an important role in socio – economic development. In both developed and developing countries higher education is recognised as an essential driving force for national development, particularly in its knowledge producing and disseminating functions, within the context of globalisation and knowledge economies.

Because of wide and rapid changes in all areas of human development, globally, society has become increasingly knowledge-based. Consequently, higher education activities (teaching, research and extension/community service) now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities, and nations. The innovations related to the information and communication technologies (ICTs), with emphasis on the role of the market economy, which is an important characteristic of the knowledge society have implications for the development of higher education.

The emergence of globalisation has economic, social and cultural implication for higher education, which in its universal and international dimensions can be seen as both an actor and reactor to the phenomenon of globalisation. Higher education is increasingly being characterised by the emergence of new providers such as multi – national companies, corporate universities, and media companies, new forms of delivering education including distance learning, virtual and new face – to – face and greater diversification of qualifications and certificates. Other trends in the development of higher education worldwide are increasing mobility of students, programmes, providers and projects across national borders, more emphasis on lifelong learning, which in turn increases demand for post – secondary education; and the increasing amount of private investment in the provision of higher education.¹

These development have important implications for the development of higher education in terms of quality, access, diversity and funding and should be considered

¹ Note to be added

in the context of the specific roles and functions of the universities/higher education institutions in modern society which are²:

- to seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;
- to provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;
- to provide the society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals imbued with a sense of social purpose;
- to strive to promote (e)quality and social justice, and to reduce social and cultural differences through diffusion of education; and
- to foster in the teachers and students and through them in the society generally, the attitudes and values needed for developing the 'good life' in individuals and society.

These functions and roles have been underscored by the UNESCO International Commission on Education in the 21st century³, which states, in part, that higher education serves to prepare students for research, provide highly specialised training courses adapted to the needs of the economy and social life, open to all, so as to cater to the many aspects of life long learning in the widest sense, promote international cooperation through internalisation of research, technology, networking, and free movement of persons and scientific ideas.

Despite the fact that higher education has proved its viability over the centuries and of its ability to change and to induce change and progress in society, it has been confronted "with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality".⁴

The challenges facing higher education institutions worldwide were, in the recent past compounded by the belief that tertiary education had little role to play in poverty alleviation. Higher education was viewed as an inefficient and expensive service. This view was strengthened when the World Bank that promoted the thinking that primary and secondary education are more important than tertiary education, especially for poverty alleviation. This caused international development organizations to encourage African countries in particular to pay less attention to higher education. Consequently, the World Bank's worldwide education – sector spending dropped from 17 percent between 1985 and 1989 to 7 percent between 1995 and 1999. As a result higher education in Africa suffered from reductions in financial resources.

² Kothari Commission of India

³ UNESCO, 1996 (full reference to be added).

⁴ *ibid*

2.2 Continental Trends

Although Africa has been able to increase the numbers of universities, the majority of them lack the capacity to provide enough places for all qualified candidates. In fact many African countries have been struggling to maintain even the low levels of enrolments (5 percent). Consequently, the research outputs have been the lowest in the world.⁵ UNESCO has noted the following about higher education in Africa: many universities in Africa lack the public resources required in order to guarantee quality teaching and research.

African universities will not be able to meet the increasing demands if their capacity is not strengthened urgently. They need to be able to adapt to changes brought about by the emergence of a global knowledge society and information-driven economic growth. At the same time, higher education institutions in Africa today must address a whole range of other issues, which include better access for certain groups such as women and the poor, intellectual property rights, research methodology, the brain drain, and the threat posed by HIV/AIDS.

The privatization and commercialization of higher education, as well as the proliferation of open and distance learning opportunities pose challenges. Responding to these, effectively, involves innovations not only in course provision to ensure relevancy, but also in revenue generation, quality assurance, institutional governance, and human resource management.

However, there are a number of important positive developments that in a large measure could help address the above challenges. In recent years the World Bank and major donor agencies/governments have begun to reconsider their exclusive focus on primary education and are now reaching out to tertiary education as a means of contributing to poverty reduction and growth promotion. Development assistance strategies have been adjusted accordingly. The need for innovative policies to strengthen higher education systems is being acknowledged.

Higher education is now seen as an essential complement to other levels as well as to national initiatives to boost innovations and performance across economic sectors. The World Bank in particular has acknowledged and incorporated this understanding in its *African Action Plan for Africa 2006 – 2008*. This is an important development in view of the efforts of the African Union in promoting the development of higher education.

The African Union's *Second Decade of Education for Africa (2006 – 2015) Plan of Action* notes that support for higher education has been on the decline since the 1990s. It, however, recognizes the renewed interest driven by the new vision of the African Union, "an acknowledgement of the role of knowledge and innovation in the world economy, and the role of higher education as a core resource base for the attainment of the Millennium Development Goals. In particular higher education has the potential of providing African - led solutions to African problems in the spirit of Africa's collective Vision".

⁵ African Union Second Decade of Education for Africa (2006 – 2015) Plan of Action

In this context the goal of the African Union's *Second Decade of Education for Africa (2006 – 2015) Plan of Action* for higher education development is:

complete revitalisation of higher education in Africa, with the emergence of strong and vibrant institutions profoundly engaged in fundamental and development oriented research, teaching and community outreach and enrichment services to the lower levels of education, and functioning in an environment of academic freedom and institutional autonomy, within an overall framework of public accountability⁶.

Therefore, the Plan focuses on promotion of research and original knowledge production in Higher Education development and assurance of quality in African Higher Education in all its dimensions, including the development and ratification of the Regional and Continental Qualification Frameworks (such as the Arusha Convention) to facilitate mobility of students and staff, increased involvement of universities in the content's development efforts, including the development of the lower levels of education, and ensuring appropriate levels of funding for Higher Education.

The African Union's *Second Decade of Education for Africa (2006 – 2015) Plan of Action*⁷ proposes a systems approach to addressing the above issues, which should be developed on the following bases:

- A new social contract between Higher Education in Africa and African states that advances academic freedom with responsibility, institutional autonomy, public accountability, improves access, stakeholder participation and adequate resourcing;
- The development of appropriate policies to address issues of global significance and impact, including cross – border education, and the privatisation of provision;
- Recognition of the need for differentiation, with sub – sectors responding to particular issues and challenges of the country or region;
- Identification and strengthening of networks of Centres of Excellence to enhance the capacity of Africa to contribute to the global pool of knowledge and innovation;
- Improved contribution of higher education to education quality enhancement, particularly teacher education and curriculum and educational materials development;
- The promotion of indigenous knowledge production among role players and other stakeholders;
- The development of dialogue, networks, cooperation, collaboration and partnerships between Africa Higher Education and public, civil society and corporate sectors;
- The building of partnerships and networks among African institutions and organizations, and with those in South and North, while recognising the need to harmonise and rationalise the existence and work of such structures;
- Improvement of institutional leadership, including management and governance of institutions;

⁶ African Union Second Decade of Education for Africa Plan of Action, 2006-2015

⁷ *ibid*

- Mobilization of funds for investment in infrastructure, human resources, and teaching/research facilities, including ICTS.

2.3 Regional Developments

2.3.1 SADC Initiatives

Developments in the Southern Africa Development Community (SADC) region have had direct and indirect effect on the development of member countries. It is widely recognised that the reconstruction and development of the region is crucially dependent on education. Two policy documents show SADC's commitment to educational development.

(a) The SADC Regional Indicative Strategic Development Plan (SADC RISDP)

Its main concern is the need to increase economic growth, create employment opportunities and improve working conditions, especially for young people. The SADC RISDP, which provides Member States with long – term economic and social policies identifies a number of cross–sectoral intervention areas, namely HIV/AIDS, gender equity and development, science and technology, information and communication technologies, environment and sustainable development and private sector development.⁸

The RISDP recognises the serious challenges in the education sector across the region. It identifies access, equity, quality, efficiency, relevance and democracy as major policy challenges in the SADC Member Countries.

(b) SADC Protocol on Education and Training

Its main focus is to promote regional integration and harmonization of education systems, especially with regard to access, equity, relevance and quality of education interventions. Its principles include equitable participation, balance and mutual benefit in regional co-operation, maximising the effective utilisation of existing regional expertise, institutions and other, resources for education and training in the Region, in order to ensure long-term sustainability of the co-operative effort, reduction and eventual elimination of unnecessary and costly duplication of effort in provision of education and training and in particular, at tertiary and professional training levels, and establishment and promotion of regional Centres of Specialisation and Centres of Excellence as a major instrument for providing efficient and effective education and training and research in the Region.

Other principles that underpin the protocol are active involvement and participation of all key stakeholders in education and training at the level of Member States and regionally, including in institutions executing regional education and training programmes, guaranteeing academic freedom in institutions of learning and research as it is the *sine qua non* for high quality education and training and research and as it ensures freedom of enquiry, experimentation and critical and creative thinking;

⁸ African Development Fund Appraisal Report

The SADC Protocol on Education and Training provides a number of policy objectives and specifically encourages universities to:

- Ensure that the content, quality and relevance of their undergraduate degrees shall be acceptable to graduate schools and employers in the Region for further study or employment;
- Provide, where necessary, resources to enable their universities to develop high quality undergraduate (and postgraduate) programmes through the provision of the necessary teaching and research requisites such as qualified staff, physical infrastructures, library holdings, equipment and in particular scientific and information equipment.

In the area of research it is recognised by Member States that research, especially in science and technology is expensive and the attendant need to allow access and to jointly develop and share research facilities. The protocol stresses the need to strengthen research capacities in Member Countries by allocating adequate resources to universities and research institutes to enable them to pursue socio – economic and technological research.

The SADC Protocol on Education and Training also stresses the need to strengthen libraries and to promote the development of distance education. It recognises that distance education can improve access to education and training, reduce the inequalities in the acquisition of education and training and can reduce the cost of education and training by maximising on the economies of scale offered by distance education.

2.3.2 Southern African Regional Universities Association (SARUA)

SARUA provides a framework for the development of university education in the region. It acknowledges the major issues facing universities in the region, notably the significant increase in the number of entrants and demographic changes; stakeholder demands for accountability; economic needs juxtaposed with social responsiveness; the consolidation of globalisation; and exponential revolutionary advances in technology.

The SARUA strategic development plan identifies a number challenges facing universities in the region, including weak investment from national governments, continuing ‘competition’ with universal primary education for popularity and extremely limited resources, migration of good quality staff and researchers , overseas or to private sector, increasing age and retirement of senior and experienced staff with decreasing candidates for replacement, low interest and too few graduates in science and technology and poor levels of quality research and publications.⁹

In an effort to address the above challenges SARUA’s main goal ‘is to achieve regional success and excellence in higher education teaching and research that makes a significant contribution to national and regional poverty eradication, good

⁹ SARUA Strategic Implementation Plan 2007 – 2012 p7.

governance, peace and security, and multi – culturalism”¹⁰. There are two main objectives within this goal:

- To improve, strengthen and increase higher education, training and research through expanded inter – institutional collaboration across the region; mobilising and securing increased resources; and developing and consolidating international partnerships
- To ensure that universities are recognised as major contributors to national, and regional socio – economic development; in particular, through improving the number and quality of graduates in the region, increasing the number of trained leaders and scientists, and encouraging a competitive knowledge economy.

2.4 National Context

The development and implementation of the Strategic Plan (2008 –2012) should take into account and respond to the national socio – economic environment, the national policy context as well as institutional policies and development during the 2002 – 2006 Plan period.

2.4.1 Socio – Economic Context

Zambia’s socio – economic status dramatically changed from being one of the most prosperous countries in Sub Saharan Africa during the first decade of independence to being one of the least developed countries in the world during the last thirty years. The economic challenges of the 1970s and 1980s have had a negative effect on the overall economic growth rate.

According to the 2005 Human Development Report, Zambia ranked 166th (out of 177 countries) on the basis of its Human Development Index (HDI). The key aspects of this composite index are life expectancy at birth, adult literacy, school enrolment and GDP per capita.

However, Zambia’s economy began to record considerable improvement during the implementation of the *Poverty Reduction Strategy Paper (PRSP) and the Transitional National Development Plan (TNDP)* from 2004 to 2005. During that period Real GDP growth averaged 4.8 percent per year, which was an improvement from an annual average of 2.2 in the preceding four years. The specific real GDP rates during that period were 5.1 percent (in 2003); 5.4 percent (in 2004) and 5.1 percent (in 2005).¹¹

Despite the considerable improvements in Zambia’s economy in recent years, the economic decline of the past decades still has had a negative effect on educational provision, as evidenced by the fact that Government funding to education in 2005 was 3.4 percent of GDP while that in the sub – region ranged from 5 to 6 percent. Total education expenditure as a percentage of GDP was 4.2 percent in 2005, while the regional average was 5.5 to 6.0 percent of GDP. Between 2003 and 2005 the external funding levels represented about 1.5 percent of the GDP.

¹⁰ SARUA Strategic Implementation Plan 2007 – 2012 p12

¹¹ Fifth National Development Plan

As a share of GDP, Zambia's public spending on education declined from 5 percent to 4.7 percent per annum between 1965 and 1986 to an average of 2.3 percent of GDP between 1987 and 2000. This compares unfavourably with countries such as Botswana (5.4) percent and South Africa (5.4 percent).¹² In 2005 it was 5.1 percent. As a percentage of total Government budget the Ministry of Education received 15 percent in 2007.

The comparatively limited investment in education is largely manifest in the limited and unsatisfactory provision of educational facilities. Thus the increases in enrolment at the two public institutions do not necessarily reflect their capacity to deliver their services efficiently. The high intake levels have led to over-crowded halls of residence, lecture rooms and laboratories. The two universities do not have adequate financial, human and materials resources. The severe under-funding since 1970s has led to overcrowding, dilapidated infrastructure, high student-lecturer ratios, lack of expansion in facilities, high level of indebtedness and inadequate education materials and ICT

The shortage of staff has been caused by the universities' failure to recruit and retain academic staff. It has been particularly serious at UNZA where 230 lecturers left the university between 1990 and 2000. Partly as a result of shortage of academic staff, postgraduate training has not developed to the desired levels.¹³

2.4.2 Policy Context

There are a number of policy documents that have direct implications for the development of UNZA's Strategic Plan:

(a) National Policy on Education: Educating Our Future

This policy acknowledges the central importance of education to the economic and social development in the country. Consequently, one of the Ministry's (of Education) policy framework for publicly funded universities is that their teaching and research programmes be responsive to the real needs of society and that these should be of such high standard that, on merit, they win the respect of the university world. Another important policy objective is that universities should establish suitable quality assurance and public accountability systems. Note

Other, equally important objectives of national policy on education are that the financing of higher education will be on a shared basis between the Government, the institutions themselves, and the students. Higher education institutions will develop strategies for widening their resource base and diversifying their sources of revenue; and that Government support for students in higher education institutions will be in the form of loans that will be recovered during the students' subsequent working life.¹⁴

¹² Vision 2030

¹³ Fifth national Development Plan

¹⁴ National Policy on Education Educating

The strategies of the national policy on education include the establishment of a Higher Education Authority (yet to be established), which will be responsible for coordinating and harmonizing policy and practice in the higher education sector. Another important strategy is that the Ministry of Education will support the initiatives of private organizations and individuals in the establishment of private universities.¹⁵

*(b) National Policy on Science and Technology. The main goals of this policy include the following*¹⁶

- Enhancing linkages between research institutes, the private as well as public sector in order to encourage demand – driven research and development;
- Developing and sustaining a national scientific and technological capacity and providing highly skilled human resource for increased productivity in the economy;
- Fostering national and international linkages for enhanced technology transfer; and
- Facilitating the acquisition, adaptation and utilization of foreign technology.

The broad policy for science and technology is to embed science and technology as part of the culture of the key sectors for promoting competitiveness in the production of a wider range of quality goods and services

(c) National Information and Communication Technology Policy

This policy provides for universities and research institutions to collaborate with the public and private sectors to play a significant role in this area by expanding and consolidating the use of ICTs in scientific research and development (R&D) initiatives, developing the nation’s critical human and technical expertise as well as its scientific and industrial research capacity, active participation in fundamental, applied and cutting-edge ICT-related industrial and scientific research as well as applying the results of these efforts to facilitate Zambia’s development and mainstreaming the teaching of ICTs in all aspects of the education and training curricula of universities and colleges.

(d) Vision 2030 and Fifth National Development Plan (FNDP)

The Government of Zambia recognizes the critical importance of education in enhancing the country’s socio-economic development through the improvement of people’s abilities in terms of skills and the ability to receive and process information for livelihood choices. It aims to realize this through its long-term development objectives in the *National Vision 2030*. The National Vision is “*to become a prosperous middle income country by the year 2030.*”

In addition to, and within the context of, *Vision 2030*, the Government has developed the *Fifth National Development Plan (FNDP) 2006 – 2010*, which, among other priorities, aims to significantly shift towards interventions that increase the quality of education and enhance skill development, which is in critical short supply.

¹⁵ Ministry of Education, 1996

¹⁶ MSTVT, 1996 (full reference to be added)

The following are the broad objectives of the education and training sector during the FNDP period:

- To strengthen or establish institutional frameworks to coordinate provision of education and training through government, community and private institutions;
- To introduce policy changes reflective of the current educational requirements;
- To promote use of alternative modes of education and training provision;
- To promote innovative methodologies in learning institutions;
- To promote use of responsive monitoring of standards and assessment tools; and
- To enhance provision of teaching/learning materials and equipment.

With specific reference to university education the policy sector objectives include the following:

- Design a comprehensive and diversified curriculum with relevant linkages to other educational levels and to the needs of socio – economic development;
- Develop, produce and distribute materials for students;
- Review and develop the internal mechanisms for assessment, including methods of continuous assessment;
- Establish the criteria for the operations and management of ZQA and NQF within the context the SADC framework;
- Train qualified teachers with high school teacher competencies in order to reallocate those qualified grade 8 – 9 teachers currently teaching in Grades 10 – 12 to basic education;
- Provide and expand infrastructure in order to increase access to university education;
- Rehabilitate and maintain universities, including hostels, libraries and laboratories;
- Develop an effective framework to coordinate provision of open and distance learning;
- Identify and utilise appropriate methodologies and technologies for facilitating distance and open learning;
- Encourage sustainable scientific and technological development through research;
- Implement and/or strengthen programmes on attachments to and exchange of students and staff between tertiary institutions and industry.

The Fifth National Development Plan sets expenditure priorities that have been conditioned by the major development challenges especially the high poverty levels and the inadequate access to social services, which in turn has a negative effect on human development. Therefore the FNDP expenditure priorities are agriculture, infrastructure, health sector, education and skills development, water and water and Sanitation and public order and safety.

2.5 Institutional Policies

The achievements of the University of Zambia during the 2002 – 2006 Strategic Plan period included the development of a number of policies, concept papers and draft unit strategic plans on various aspects of university life and development. These provided an important framework for the development and proposed implementation of the 2008 – 2012 Strategic Plan. They therefore informed the university strategic planning process.

2.5.1 The HIV and AIDS Policy

The UNZA HIV and AIDS draft policy has been developed within the context of the *National HIV/AIDS/STI/TB Intervention Strategic Plan* objectives developed in 2005, by the National Aids Council (NAC).

It was informed by a survey conducted in Lusaka involving 1,228 students, aged 16 to 24 years, from 12 institutions of higher learning, including first-year UNZA students, which clearly suggested a need for valuable information that would help towards achieving some change in sex behaviour among students.

The main objectives of the University of Zambia HIV and AIDS Policy are:

- a) To establish guidelines for decision-making, coordination, and action on HIV and AIDS related matters in the University
- b) To provide a safe learning and working environment that will be stimulating, supportive and free from discrimination
- c) To guarantee learning and employment by observing the legal rights of persons living with HIV and AIDS in the University
- d) To encourage sensitivity to and understanding for students, members of staff and their dependants infected or affected by HIV and AIDS
- e) To provide information, education, counselling, and supportive care services, which promote the personal and professional well being of students, members of staff and their dependents who are infected or affected by HIV and AIDS.
- f) To contribute to the community efforts in mitigating the impact of HIV and AIDS

The UNZA HIV and AIDS Policy addresses such issues as obligations of the University Council; responsibility of UNZA Central Administration; rights of members of staff; rights of students; responsibilities of members of staff and students; teaching and research; information, education and communication; counselling and supportive care; and community engagement. Thus the Policy re-affirms UNZA's commitment to providing admission and employment for people with HIV and AIDS.

2.5.2 Staff Development Policy

The staff development policy builds on the comprehensive staff development programme aimed at accelerating Zambianisation of the staff of the University that was instituted in 1969 by the Council of the University of Zambia. The Staff Development Programme facilitated training for Senior Administrative, Professional and Technical Staff

The University Council has continued to emphasize that academic and professional standards be kept as high as possible so that the appointment and promotion of staff conforms to universally acceptable professional standards. The staff development programme needs to continue to train staff in order to retain qualified indigenous staff required to run the University. There is need to continue with the Programme in a modified format in order to impart new skills and to meet the challenges of the changing environment

The thrust of the revised staff development policy therefore is in line with the emphasis in the University of Zambia Strategic Plan 2002 – 2006 on enhancing the effectiveness of the staff development programme in order to meet the changing needs of the institution and changing skills and demands of the work environment.

The staff development policy provides guidelines and regulations on all aspects of the UNZA staff development programmes including the functions of the Staff Development Committee and conditions of training awards. It also highlights some of the challenges in this area, which include the provision of PhD level training because the majority of the academic staff are at Masters level, conducting research with a low number of staff holding PhD degrees and inadequate funding

These challenges entail that UNZA must recruit, develop and maintain the required senior academic staff in order to realize the objective of strengthening local postgraduate programmes and must be addressed by the new strategic plan.

2.5.3 Draft ICT Policy

The University of Zambia is in the process of developing an Information and Communication Technology (ICT) policy, which is expected to be finalised in 2008. The draft policy is informed by the 2002 – 2006 Strategic Plan and is an attempt to fill the void that has been created by a lack of policy guidance in the areas of human resource development, ICT services, information access and use, student information access and use, Internet resources, academic and financial information management and use. Other areas are ICT management and security including acquisition and disposal, and general use of ICT in administration and management of the university.

The draft policy seeks to address a number of challenges in these areas, which include

- High cost of technology acquisition, thus making ICT technology and skills development economical, academic and social programmes inaccessible to most of University community
- High cost of access to ICT tools and services whenever available;
- Inadequate local content to support research activities;
- Inadequate awareness on the benefits of utilizing the integrated ICT systems in sharing and delivering research resources locally, regionally and internationally;
- Limited financial and technological resources required to build a local, regionally and internationally linked system that allows sharing of materials; and
- Lack of ICT knowledge, which is used as an enabler and cross-cutting tool in all areas of work.

It is hoped that the ICT policy will be finalised during early 2008.

2.5.4. Research Policy

The University of Zambia has embarked on a major programme of bringing about a more conducive environment for learning, teaching and research. As a result the University aims to increase internally generated funds from various activities including research. UNZA has therefore developed a research policy, which has been conditioned by the following factors:

- The growth of both research programmes and funding needs;
- The need for a more formal research administrative infrastructure to efficiently and effectively support the expanding program of research;
- The increasing regulatory and oversight environment, which mandates a more sophisticated response to compliance issues related to the scientific, ethical, fiscal and administrative management of research activities;
- The need to accelerate the development of research that ultimately results in improved decision-making for the betterment of the living standards of many Zambians;
- The need for strong infrastructure and mechanism to support more effective collaboration and partnerships with other universities within the SADC region and beyond.

The overall objective of the policy is provide guidelines that will promote and foster the academic and managerial environment conducive for research in order to improve the social, technological, economic and political decision-making for the enhancement of the living standards of the Zambian people. The specific objectives are:

1. To enhance the research capacities and competencies of the academic members
2. To build effective systems for compliance in issues related to the scientific and ethical management of research
3. To provide suitable research equipment, facilities and infrastructure
4. To improve systems for documentation, storage and retrieval of research data;
5. To enhance publication and dissemination of research findings.
6. To recognize and reward outstanding performance in research
7. To provide Total Quality Management (TQM) system for all research activities;
8. To provide adequate funding for research
9. To create and ensure an effective, efficient and supportive management system for research activities
10. To develop quality postgraduate programmes that will equip students with requisite and adequate research skills

3.0 SITUATIONAL ANALYSIS

The development of the University's Strategic Plan: 2008 – 2012 is a commitment to addressing various challenges that the institution has faced over the years. The development of the University has been conditioned by external developments, which the first (1994 – 1998) and second (2002 – 2006) strategic plans attempted to respond to. The second strategic plan was more transformative than the first one. It aimed at making the university more responsive to the diverse forces of change, within and outside of the institution.

In this context it is important to assess the environment in which the third strategic plan is being developed. This section therefore analyses the current situation with regard to the core functions of the University, namely, teaching and learning, research and public service. It also assesses the situation in terms of other aspects of university life such as institutional management, and the welfare of students and staff

3.1 Teaching & Learning Environment

One of the challenges that the second strategic plan addressed is the deterioration in the teaching and learning environment, which has not improved much despite the increase in student enrolments. The undergraduate student enrolment has expanded from a total of 7,558 (4,993 male and 2,565 female) in 2003 to a total of 10,102 students during the first semester of the of the 2007 academic year. The majority of the students, 5,994 (59.3 percent) were male and 4,108 (40.7 percent) were female). The distance student enrolment of 1, 763 (894 male, and 869 female) constituted 17 percent of the total university enrolment during the first semester of the 2007 academic when the university also had a small number, 164 (117 male and 47 female) of part – time students.

The University of Zambia has had a steady increase in the postgraduate enrolment. For example in 2007it had a total of 52 Master's degree programmes, offered by all the nine (9) Schools, with a total student enrolment of 312 (213 male and 99 female). The institution also offered postgraduate diplomas, with an enrolment of 33 students. There were nine (9) PhD students in 2007. There were a total of 284 students (188 male and 96 female). In addition, there were 24 doctoral students (17 male and 7 female), offered by seven Schools.

The expansion in the student enrolments, at all levels, has taken place in a situation of lack of physical expansion in facilities to accommodate the ever increasing demand for university education and the consequential increase in enrolments. The university has continued to experience dilapidation and deterioration of the physical infrastructures making it very difficult to have favourable teaching and learning environment.

The situation has been compounded by the shortage of academic staff. During the past four years most of the academic and administrative departments have operated below 50 percent of their approved establishments. This has led to excessively high lecturer: student ratios. In such a situation the quality of teaching and learning tends to be compromised, especially given the inadequate library facilities and limited use of information and communication technologies (ICT) in the development and delivery

of instructional resources. The University is yet to develop solid foundation of ICT infrastructure and lacks a sound fiscal planning that guarantees the state-of-art maintenance of the infrastructure at all levels.

The University also lacks a comprehensive quality assurance framework to regulate quality of its academic activities. The staff development system has been ineffective and measures instituted to recruit and retain experienced academic staff have not been effective. The University' retirement policy has not contributed much to the retention of senior academics. Low morale of staff as a result of the deterioration in their working environment has been evident. There is therefore a discernable loss of public confidence in the institution as a result of the declining academic standards.

3.2 Research

Research is a crucial aspect of academic life and yet this has been one of the weak areas in the development of the University of Zambia in recent years. The lack of funding for research activities, experienced during the larger part of the second strategic plan period has made it difficult for the University to be at the frontier of knowledge and effectively play its essential role as a centre of creativity, innovation and invention.

In addition the coordination of research has not been very effective. Consequently, teaching schools and other units have conducted research in an uncoordinated manner resulting into a lack of clear institutional and collective research focus in the university. Furthermore, whilst there has been a lot of research going on, the lack of coordination means that it has not been possible to have a central database of all the research projects taking place throughout the entire university. Thus documenting the combined, institutional research output remains a key challenge. In this regard, the library should play a major role as a centre of storage and retrieval of research and literature.

Institutional mechanism for storage, retrieval and dissemination of the research outcomes are inadequate and need attention. UNZA has not had a coherent research policy document to guide and regulate the conduct of research for both academic members of staff and postgraduate students. As a result of this, most of the research outputs have not fed into national development, and have not enhanced teaching and curricula development in the university.

Another challenge is lack of skills in research methodologies, lack of a plan for undertaking national priority-oriented research and a comparatively underdeveloped postgraduate programme.

3.3 Funding

Government grants constitute more than ninety percent of the total income for the University. This makes the University heavily dependent on government funding. The government grants have always been insufficient to sustain University academic and management activities. During the last three years the grants received from government were far below the submission to Government. Table 1 shows an analysis

of Grants received against the budgets during the last three years. Inadequate funding and the slow pace of release of funds to which the University is entitled have had a negative impact on the University life.

Table 1: Analyses of Grants received against budgets for the last three (3) years, 2005 – 2007

A	B	C	D	E = B - C	F = E/C	G = C - D	H = G/C
	UNZA	Approved					
	Budget	Budget	Actual				
	Submission	Yellow Book	Releases	Budget Variance	Actual Releases Var.		
Year	K'000	K'000	K'000	K'000	%	K'000	%
2005	133,891,000	56,759,172	52,305,486	(77,131,828)	-136%	(4,453,686)	-8%
2006	316,791,024	66,751,529	66,751,529	(250,039,495)	-375%	-	0%
2007	427,500,152	74,966,722	74,966,722	(352,533,430)	-470%	-	0%

Source: Bursar's Office, UNZA

The University has a number of business ventures, which are intended to reduce dependence on Government funding. These are York Farm, ZAMNET, Liempe Farm, University Horticultural Nursery, University Printer, University Health Services and Marshlands Guest House. However, the returns from these ventures have been negligible. In recent years returns from business ventures has constituted about 2 percent of the total income while consultancy services contribute less than 5 percent of the total annual income.

The University therefore receives from Government less than what it requires to run the institution. In addition UNZA has huge debt that needs to be liquidated. It owed various organizations/institutions a total of K261, 317,260,000 as at 31st December, 2007. Table 2 shows UNZA's indebtedness at the end of 2007.

Table 2: UNZA Debts as at 31 December 2007

	K'000
1 Zambia Revenue Authority 1997 - 2007	111,968,479
2 ZSIC Ltd - Superannuation Nov. 1997 - July 2003	20,889,395
3 Deceased Estates Benefits Mar. 2004 – 31 Dec. 2007	15,341,172
4 Live Retirees Terminal Benefits Jan 2003 – Dec. 2007	93,381,203
5 Contract Gratuity Nov. 2005 – Dec. 2007	15,003,137
6 Long-service bonus April 2007 – Dec. 2007	2,444,563
7 Terminal Baggage (Repatriation Allowances) Nov. 2005 – Dec. 2007	2,289,511
Total debt	261,317,460

Source: Bursar's Office, UNZA

3.4 Public Service

Many academic members of staff participate in a variety of national activities related to their professions. However, the impact of the University in this area is diminished by lack of a clear strategy for maximising the participation of staff in public service activities. UNZA does not have adequate image building mechanisms for promoting

greater interaction with industry and community and has yet to implement, effectively, a comprehensive policy on consultancy services, which has great potential in increasing the revenue base and enhancing the image of the University.

3.5 Institutional Management

The University of Zambia has a governance structure and management system, which were established during the early years of its existence. The structure and system cannot support efficient and effective management of the increasing number of students (10,102 in 2007), 526 academic and research staff and 1,244 technical/professional, administrative and other support staff.

The University has a highly centralised management system with an organization structure that is rigid and inflexible, making the operations very ineffective and inefficient. UNZA's academic system is over centralised and slow moving, with decision making concentrated in the University Senate. Administrative procedures are lengthy, making it difficult for Schools to respond rapidly to emerging national needs.

The financial structure exhibits the same weaknesses. The financial control system is highly centralised and leads to long and costly delays in the procurement of goods and services, even when Schools and Units have sufficient funds.

The institutional management system also suffers from varied quality of personnel in a situation of a comparatively weak performance monitoring and appraisal system. This is compounded by weak leadership at departmental and School levels because of shortage of experienced staff. It is not uncommon to have departments headed by junior academics.

3.6 Staff welfare

The University of Zambia does not offer conditions of service that are sufficiently attractive enough for the institution to recruit and retain adequate numbers of qualified and experienced academic, technical and professional staff. The following are some of the main challenges related to staff welfare:

- comparatively poor salaries which have contributed greatly to the mass exodus of academic staff and industrial unrest in the University.
- a serious shortage of residential accommodation for its staff, resulting in large numbers of staff remaining unaccommodated for many years.
- inadequate health services for the large number of staff, students and the University clinic does not cater for complex medical conditions.
- lack of loan facilities, which has also contributed to the exodus of staff.
- lack of money to pay retirees, which has contributed to failure to improve student ; staff ratio and has proved costly because many retirees remain on the pay roll for many years before they are paid their terminal benefits.

3.7 Student welfare

The expansion in student enrolments without any corresponding expansion of physical facilities and social services has been one of the major challenges in the management of the University. The increase in student enrolment over the years has outstripped the capacity of the University to accommodate all the enrolled students. The University hostels are congested and in a state of disrepair. More than 50 percent of students are not accommodated and many live in crowded places that are not conducive to serious academic work.

Student counselling and orientation services are not adequate mainly because of shortage of qualified staff and lack of resources and equipment. Recreational facilities are limited.

Despite the above challenges the UNZA has shown remarkable ability to survive under severe challenges. For example the graduation rate has continued to increase. The number of graduates increased from 906 in 2003 to 1,741 in 2007. UNZA has, since its inception, conferred 25,575 Bachelors degrees, 189 postgraduate certificates, 148 postgraduate diplomas, 692 Masters degrees and 15 doctorate degrees. In addition the University has conferred nearly 1,000 undergraduate certificates and about 1,500 undergraduate diplomas.

A number of other achievements were recorded during the second strategic plan period (2002 – 2006). The notable ones include:

1. Development of a road map for the development of physical infrastructure
2. Implementation of inclusive admission policies aimed at increasing learning opportunities for girls and students from rural areas
3. Development of some draft institutional policies (on HIV and AIDS, Staff Development, ICT and Research).
4. Acquisition of new library books
5. Improvement in the staff development augmented by linkages with international sponsors
6. Rehabilitation of some physical facilities
7. Increased participation in regional and continental programmes

4.0 THE STRATEGIC PLAN

4.1 Introduction

This Strategic Plan begins with a rationale for development. Its Vision and Mission are intended to provide a framework for addressing challenges that have persisted for some years. The framework is a radically new approach for resolving old challenges, and it recognises the fact that the University has some strengths on which future developments can be built, opportunities that should be exploited and weaknesses and threats that need to be addressed.

4.2 Strategic Rationale

From its inception in 1966 the University of Zambia has been committed to extending the benefits of university education to the greatest number of people and to the promotion of the highest standards in its core functions of teaching and learning, research and public service.

The challenges brought about by the rapidly increasing demand for higher education, inadequate funding, lack of physical expansion and shortage of academic staff, among others, have shaped the evolution of the University in the last 20 years. This has necessitated the adoption of strategic planning to guide the development and management of the institution.

The 2008-2012 Strategic Plan is therefore aimed at guiding all stakeholders on the University's prioritised objectives so that activities are effectively and efficiently carried out to bring about desired results in the stated timeframe. In virtually all successful higher education institutions being at the cutting edge of creating and disseminating new knowledge is intrinsic in their strategic planning process. Strategic planning is an invaluable process for identifying strengths and weaknesses, pointing out critical needs and helping determine how best to meet those needs. Such planning helps to overcome many obstacles and gives tools to protect and enhance the valuable resources of the university.

4.3 Strategic Theme

The challenges that UNZA faces have, over the years, tended to erode its essential character as an institution of high academic standing and have impeded the realisation of its motto: "Service and Excellence". Therefore the theme of the 2008 – 2012 Strategic Plan is "***Restoring Excellence in Teaching, Research and Public Service***". This is intended to reflect the institution's strong desire and commitment to restoring its lost glory and international reputation as a leading higher education institution in the region that is founded on excellence in delivery of services.

4.4 Strategic Focus

While the University's core business remains teaching and research inadequate funding from the Government has been the greatest threat to the University's survival and provision of services to the level that reflects its motto of "*Service and Excellence*". There is therefore an urgent need to diversify its funding sources and institute prudent management of financial resources. The strategic plan will, therefore, support or provide a platform for mobilising the much needed funds required for the running of the various programmes and delivery of quality service to its stakeholders. While financial resources are not the only solution to the challenges that the University faces, they make other challenges tractable.

In order to restore excellence in teaching, research and public service and to achieve the University's vision of being a leader in higher education provision in the region, eight areas of focus have been identified as strategic priorities during the strategic plan period. They are crucially important in promoting excellence in teaching, research and community service. The priority areas are therefore considered to be important components of UNZA's overall strategy of providing comprehensive and rigorous teaching-learning, research and scholarly programmes that are responsive to the needs of the individuals and society.

Each priority area constitutes a strategic direction underpinned by specific strategic objectives, strategies and actions to support the achievement of goals as well as performance indicators.

In addition, from a review of global, continental and trends in higher education development as well as national and institutional policy environment eight areas have been identified as supporting the strategic priority areas.

4.5 The Process

The University Management appointed a Committee to steer the development of the strategic plan whose terms of reference were:

- To under take a review of the 2002-2006 UNZA Strategic Plan with respect to overall performance indicators and benchmarks that were identified for each strategic activity. The review included, among other things interviews of internal and external stakeholders.
- To identify the constraints that adversely affected the performance of the 2002-2006 UNZA Strategic Plan and recommend possible solutions so that the performance of the next Strategic Plan will not be affected by the same constraints
- To develop 2008-2012 UNZA strategic plan based on the review and further consultations with internal and external stakeholders. In developing the strategic

plan specific attention should be taken to ensuring that the objectives for the next five (5) years are simple, measurable, and achievable within the time period. The Committee adopted a participatory planning process, which involved the participation of key stakeholders within and outside the University in developing the new strategic plan. This was intended to achieve a wider sense of ownership and deep sense of commitment to the implementation of the 2008-2012 Strategic Plan.

As part of the process, Schools and Units were involved in the review of their visions, missions, goals and performance in relation to 2002-2006 Strategic Plan so that their input into the 2008-2012 Strategic Plan could be relevant and appropriate. The process involved the use of questionnaires, interviews, meetings and workshops.

A two day workshop, involving nearly 200 representatives from all academic and non-academic units, including Unions, was held in August, 2007. The main purpose of the workshop was to provide an opportunity to undertake a collective scan of the internal and external environment in order to identify factors that were likely to have an impact on the functioning and management of the University of Zambia and to agree the next steps in the development of the new Strategic Plan. The workshop identified factors that affected the implementation of the 2002 – 2006 Strategic Plan, drew lessons from the implementation of the 2002 – 2006 Strategic Plan, undertook a SWOT analysis, identified major challenges the University faces and proposed broad strategies for the 2008 – 2012 Strategic Plan. Key issues identified for this strategic plan were distilled from SWOT analysis and assessment of the local, regional and international contexts.

4.6 Vision Statement

The University of Zambia will be a leader in provision of higher education in the region, celebrated for providing comprehensive and rigorous teaching-learning, research and scholarly programmes that are responsive to the needs of the individuals, industry and society.

4.7 Mission Statement

The University of Zambia is a centre of excellence in higher education for individuals, industry, and society through the provision of quality education, research, and scholarly programmes for strategic human resource development, in order to promote national and regional development, through relevant and appropriate partnerships.

4.8 Shared Values

- Equity
- Accountability
- Transparency
- Excellence
- Critical Thinking
- Academic Freedom

- Social justice
- Integrity
- Inclusiveness
- Search for new knowledge
- Service
- Innovativeness

The University sees the following as the most important elements of its work:

Teaching and Training

- Comprehensive portfolio of undergraduate and postgraduate programmes
- Quality and depth of instruction
- Highly qualified instructors
- Life-long learning
- Use of Information and Communication Technologies
- Provide opportunities for holistic education and development of individuals

Research and Scholarship

- Support rigorous individual and group research
- Promote scholarly publications
- Address national priorities in its research agenda
- Promote knowledge translation for use by policy-makers, industry, and society
- Ethical responsibility

Constructive engagement with Industry and Society

- Respond to the needs of the industry and society
- Respect industry and society as key stakeholders
- Equitable and fair access to university education
- Encourage public-private partnerships (with industry and communities)
- Service to Industry and Society

The Constituent Units of the University

- Recognise the relationship of Schools, Directorates, and Central Administration as fundamental to the structure of the University.
- Promote decentralised functions to enhance efficiency and responsiveness to the local needs.
- Create opportunities for staff and students to share high quality experiences as members of the University

University Staff

- Recognise all categories of staff as key assets of the University
- Recognise and reward meritorious achievements
- Support staff in professional and personal development
- Promote academic freedom
- Support staff welfare

Management

- Transparent decision-making and management of resources
- Respect for autonomy
- Open communication among all categories of staff and other stakeholders
- Collegial relationships
- Efficiency
- Flexibility

4.9 STRATEGIC DIRECTIONS AND OBJECTIVES

During this strategic plan formulation process, the various organisational, environmental and policy assessments revealed that the UNZA is at crossroads facing eight core challenges:

1. Low staffing levels of academic and support staff.
2. Low research output and poor quality of research.
3. Inadequate budget support for its functions and growth.
4. Weak financial management systems.
5. A highly centralised organisational structure and decision-making framework.
6. Inadequate and dilapidated physical infrastructure, research, teaching, and learning resources.
7. The poor state of the library and ICT facilities.
8. Disruptions of the University calendar.

This strategic plan, which builds on the experience of UNZA to date, outlines a strategic approach to prompt UNZA to address its challenges. The theme of this strategic plan is “**Restoring Excellence in Teaching, Research and Public Service.**” The consensus of the stakeholders was that the principal drivers that would remedy the declining status of UNZA as a centre of excellence in higher education were: to

1. Improve the complement of staffing levels.
2. Promote and maintain excellence in Teaching and Learning.
3. Strengthen the research capacity.
4. Strengthen the financial management and income diversity.
5. Strengthen the management of the University.
6. Increase the scope and maintenance of physical infrastructure, research, teaching and learning resources.
7. Improve the state of the library and ICT facilities.
8. Ensure the continuity of the University calendar.

The strategic plan also takes into account the prevailing University Act, Ministry of Education (MOE) Strategic Plan, the national Vision 2030, Fifth National Development Plan (FNDP) and other relevant and appropriate national and institutional policies. The strategic planning process has been conducted through a consultative process and financially supported by the University of Zambia and Triple “S” project.

4.9.1 STRATEGIC DIRECTION 1: Promote and Maintain Excellence in Teaching and Learning.

Context/Strategic Rationale

Teaching and learning are core activities of the University and are a major determinant of the extent to which UNZA is able to fulfil its mandate of helping overcome the social, economic and scientific challenge, that Zambia faces, through the provision of high quality, high level human resources to manage the economy. Therefore the University has, since inception, been committed to providing programmes of study and teaching and learning experiences that are intended to meet the needs of the students, the economy and society as at large.

However, the teaching quality and standards have over the years deteriorated chiefly because of the shortage of academic staff and the consequential poor lecturer: student ratios; inadequate teaching and learning resources; dilapidated physical facilities and overcrowded classrooms. In addition the frequent university closures have had a negative impact on the quality of learning and academic standards in general.

There have been concerns about the inability of the University to prepare its graduates adequately for industry. Employers expect the University to produce graduates who are enterprising, critical thinkers and lifelong learners who are able to adapt to the complex and rapidly changing work environment and employers' changing requirements. In addition, the Government, which is the main source of funding will always want to be assured that the huge investment in teaching and learning produces valuable outcomes efficiently and effectively.

Strategic Objectives, Strategies and Indicators

Objective 1: By December 31, 2009 the UNZA will have instituted university – wide curricula reforms that will enable the institution to offer relevant, socially and economically important programmes.

Strategy:

- a) Provide responsive curricula

Actions

1. Undertake market research to establish the relevance of courses offered by various Schools.
2. Prioritize programmes and courses along the value adding chain.
3. Increase the participation of key stakeholders in the development of the curricula.

Responsible Officers:

- Deputy Vice Chancellor
- Deputy Registrar - Academic
- Director Directorate of Research & Graduate Studies
- Deans & Directors

Objective 2: By June 30, 2009 the University will have developed and implemented mechanisms for improving the quality of teaching and learning.

Strategies

- a) Strengthen the external examiner system
- b) Improve the quality of teaching contribution by academic staff
- c) Create comprehensive linkages for quality assessment including human resource, teaching/learning facilities, and consumables.
- d) Integrate the use of information and communication technologies (ICT) in teaching and learning
- e) Ensure that academic staff have necessary knowledge, skills and expertise to use ICTs and other innovative tools in teaching and learning.

Actions

1. Appoint at least one external examiner for all degree programmes of the University.
2. Disseminate reports from all external examiners to Senate.
3. Link external examiner reports and professional body reports, where relevant.
4. Develop teaching and learning programmes with ICT components
5. Conduct training workshops for academic and relevant support staff in the use of ICT and other innovative tools in teaching and learning.
6. Revive the University Teaching and Learning Improvement Programme (UTLIP)
7. Conduct training and sensitisation programme for students in the use ICT based resources in their learning activities.
8. Review the students' assessment system to enhance validity and reliability.
9. Introduce evaluation of lecturers by students to assess quality of teaching contributions.
10. Review the criteria for selecting supervisors for postgraduate students
11. Develop and offer – learning courses/online courses.
12. Increase the use of ICTs in the development and delivery of distance learning courses/programmes, including learner support services.
13. Train relevant staff in all aspects of distance education
14. Establish well equipped and sufficiently resourced learning centres for distance students.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Deans & Directors
- Heads of Department/Units

Overall Indicators for Strategic Direction 1

1. Number of courses newly established or revised on account of needs of industry.
2. Proportion of courses offered that have an external examiner appointed.

3. Percentage of academic staff who have completed University Teaching and Learning Improvement Programmes (UTLIP) or equivalent.
4. Proportion of schools that have implemented school-wide student evaluation of courses including evaluation of teaching contribution of lecturers.
5. Proportion of courses that have evaluated their assessment system for validity and reliability.
6. Number of staff trained in the use of ICT for teaching and learning
7. Number of courses with distinct components of ICT delivery methods
8. Number of staff rewarded for their excellence in using innovative methods and ICT tools.
9. Number of schools offering distance education programmes

4.9.2 STRATEGIC DIRECTION 2: Improve the Quality and Output of Research and Consultancy

Context/Strategic Rationale

Research is one of the core functions of the University. It is the engine of knowledge creation and facilitates international academic institutional collaboration.

It generates knowledge that informs and enhances teaching and learning, contributes to the store of human knowledge. The outcome of research is the knowledge and innovations that contribute to the generation of wealth, thereby improving the quality of life of the people. In this way research makes a great contribution to national development.

With many development and social problems, Zambia needs evidence-based information for public policy development and programme implementation. The University of Zambia therefore needs to produce research outcomes/outputs that contribute to both local and international scholarly work and national development.

However the contribution of the University of Zambia in this area has, over the years, been limited by the inadequate and diminishing capacity. Lack of funding for research activities makes it difficult for the University to be at the frontier of knowledge and effectively play its essential role as a centre of creativity, innovation and invention. This is compounded by inadequate resource capacity; lack of prioritisation of research and weak mechanisms for coordination of research. In addition institutional mechanism for storage, retrieval and dissemination of the research outputs/outcomes are weak.

4.9.2.1 - Research

Strategic Objectives, Strategies, and Indicators

Objective 1: By December 31, 2012 the University will have strengthened its human and financial capacity to undertake quality research.

Strategies:

- a) Improve the research competences of academic and research staff.

- b) Increase the participation of junior staff in research activities.
- c) Strengthen the financial base of research programmes
- d) Promote collaborative research with other institutions within and outside the region

Actions

1. Train staff in research methodologies and skills.
2. Train trainers in research methodologies.
3. Develop a system in which senior academics and researchers mentor junior researchers.
4. Develop a system for recognising and rewarding merit or excellence in research.
5. Mobilise financial resources for research activities
6. Recruit experienced researchers
7. Improve the research infrastructure
8. Develop inter- and intra-institutional linkages for promoting efficient utilization of research facilities and expertise

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Registrar
- Director Directorate of Research & Graduate Studies
- Deans & Directors
- Research Board

Objective 2: By June 30, 2009 the University will have developed an improved framework for efficient coordination of research activities.

Strategy:

- a) Strengthen coordination of research activities
- b) Strengthen the activities of the Research Board.
- c) Improve compliance to research ethics.

Actions

1. Review current coordination of research activities
2. Formulate clear institutional policies or strategies to guide and support research programmes and activities
3. Disseminate the new research policy
4. Strengthen the school research committees.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Registrar

- Director Directorate of Research & Graduate Studies
- Deans & Directors
- Research Board

Objective 3: By December 31, 2012 UNZA will have restored its standing as a centre of excellence in research.

Strategies:

- Provide opportunities for researchers to participate in international research conferences and other fora.
- Enhance international research profile and impact.
- Ensure proper research methodology and compliance to research ethics.
- Enforce research quality control

Actions

- Establish database for research output
- Provide adequate funding for academic staff to present their research findings at national and international conferences.
- Disseminate information about research opportunities within and outside of the University.
- Facilitate publication of research findings in international refereed journals.
- Establish research audit and monitoring committee in line with research policy.
- Adherence to appropriate research methodology.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Director Directorate of Research & Graduate Studies
- Deans and Directors
- Editors of Academic Journals
- Academic Societies (E.g. Foundation 50 Academic Society)

Objective 4: By June 30, 2010 UNZA will have developed a system for ensuring that excellence in research enhances teaching and learning

Strategies:

- Ensure that teaching programmes benefit from research
- Encourage and support academic staff to use research findings in their teaching and development of teaching and learning resources

Actions

- Review and develop curricula, periodically based on new research findings
- Develop teaching materials based on research findings
- Facilitate use of research publications in teaching and learning.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Director Directorate of Research & Graduate Studies
- Deans & Directors
- Heads of Department/Units

Objective 5: By December 31, 2012 UNZA will have improved the research culture in its undergraduate and postgraduate programmes.

Strategy

- a) Promote development of positive attitudes and inculcation of research skills in undergraduate and postgraduate programmes.
- b) Establish a system of recognition for outstanding research.

Actions

1. Develop a mentoring system in postgraduate programmes.
2. Offer research methods courses in all postgraduate programmes.
3. Promote mentoring of junior academic staff by senior academic staff.
4. Award prizes for outstanding research.
5. Promote the dissemination of student research projects/papers.

Responsible Officers:

- Deputy Vice Chancellor
- Director Directorate of Research & Graduate Studies
- Deans & Directors
- Professors.

4.9.2.2 - Consultancy

Objective 6: By June 30, 2009 the University will have strengthened human and financial capacity to undertake quality consultancy.

Strategy:

- a) Improve the competences of academic staff to undertake consultancy work.
- b) Increase the participation of junior staff in consultancy activities.
- c) Establish a central consultancy office with linkages to schools/units and the external world.

Actions

1. Train staff in consulting skills.
2. Develop a system in which senior staff mentor junior staff in consultancy.

3. Develop a system for recognising and rewarding merit or excellence in consultancy.
4. Improve the consultancy infrastructure.

Responsible Officers:

- Vice Chancellor
- Registrar
- Director Directorate of Research & Graduate Studies
- Deans & Directors

Objective 7: By June 30, 2009 the University will have established a central consultancy unit and improved the internal and external coordination of consultancy by UNZA and its staff.

Strategy:

- a) Operationalize the consultancy policy
- b) Improve coordination mechanism for consulting services.

Actions

1. Disseminate the consultancy policy
2. Create a structure for implementing the policy
3. Implement the policy
4. Formulate clear institutional strategies to guide and support consultancy activities.
5. Establish a consultancy office.
6. Conduct training in consultancy skills
7. Promote mentorship of junior staff by senior staff in consulting
8. Create a database for consultancies.

Responsible Officers:

- Vice Chancellor
- Registrar
- Director Directorate of Research & Graduate Studies
- Deans & Directors

Overall Indicators for Strategic Direction 2

Indicators for 4.9.2.1 - Research

1. Number of academic staff trained in research methodologies
2. Number of research projects completed within the institution per year
3. Number of collaborative research projects undertaken per year
4. Number of staff presenting research papers per year
5. Number of research papers presented at international conferences per year
6. Number of publications in international refereed journals

7. Functional database on result output
8. Number of curriculum reviews using research output
9. Research policy disseminated
10. Research policy implemented
11. Number research-based documents used in teaching and learning
12. Number of departments offering research methodology courses
13. Number of junior staff mentored
14. Number of students undertaking postgraduate studies

Indicators for 4.9.2.2 - Consultancy

1. Number of academic staff trained in consultancy skills
2. Number of consultancies completed within the institution per year
3. Functional database on consultancies done by UNZA and UNZA staff
4. Consultancy policy disseminated
5. Consultancy policy implemented
6. Number of junior staff mentored by senior academic staff in consulting

4.9.3 STRATEGIC DIRECTION 3: Strengthen Financial Management and Diversify Sources of Income

Context/Strategic Rationale

The University of Zambia has three ways in which it gets its funding and these are referred to as the institution's streams of income. The first major stream is in form of government grants and bursaries for GRZ-sponsored students. The second stream is the resources the University is able to generate through its own ventures. The third stream is the resources which the University receives from donations.

Government contributions constitute more than 90 percent of the total income for the University (49% from grants and 48% from GRZ bursaries). This makes the University heavily dependent on government funding. The University is not only under-funded by the government but the grants are not released on time thereby making it difficult for the University to effectively plan for its activities. In addition the Government owed the University about K4 billion in form of unpaid tuition and accommodation fees as at 30th December, 2007.

On the other hand the University is not able to meet its financial obligations to other organizations/institutions. The University had a debt of K261,317,460,000, which it owes various organizations/institutions and in terms of contractual obligations to its members of staff and retirees, as at 31st December, 2007. The University is unable to pay this debt mainly because the government does not provide sufficient funds and the extent to which the University has generated resources from its own ventures has not been impressive.

To achieve excellence in its programmes and promote sustainable operations and development, UNZA needs to diversify its income revenue and manage its financial resources more efficiently. Increased financial accountability engenders goodwill from potential funding and cooperating partners.

Strategic Objectives, Strategies, and Indicators

Objective 1: By December 31, 2011 UNZA will have implemented an improved financial accounting and management system that allows for budget planning, efficient and accurate management, and timely reporting of annual expenditures and accurate financial auditing.

Strategy:

- a) Improve financial accounting, management and auditing system.
- b) Liquidate the debt burden

Actions:

1. Purchase and install improved financial accounting, management and audit system.
2. Train and induct controlling officers and accounting staff
3. Provide support for academics with no financial expertise who are put into management positions.
4. Review the minimum qualifications for all categories of accounting staff
5. Appoint a Finance Director reporting directly to the Vice Chancellor.
6. Review reporting channels of the Chief Internal Auditor such that he/she reports directly to Council (Chairperson of the Audit Committee) too, rather than to the VC.
7. Review and update the financial regulations
8. Develop a University wide financial strategy to be implemented once the accounts are up to date (audit).
9. Liquidate existing debt burden at 20% per annum for the plan period.

Responsible Officers:

- Vice Chancellor
- Bursar
- Chief Internal Auditor

Objective 2: By December 31, 2011 UNZA will have obtained at least 50 percent of total revenue from self-generated sustainable sources including consultancy. (e.g. more effective collections of tuition fees, extra tuition fees from new parallel programmes, increased income from competitive project/research grants, improved and expanded collections from affiliation and underwriting fees, improved collections from consultancy, and increased capital gains from investments).

Strategies:

- a) Develop revenue framework that increases the scope and magnitude of revenue.
- b) Expand Income-generating Activities (IGA).

Actions:

1. Streamline, to make more effective, collections of tuition fees.

2. Increase income from tuition fees by introducing more parallel degree programmes and short courses/trainings in schools.
3. Increase income from affiliation and underwriting fees by expanding affiliation programmes and reinforce collection of fees.
4. Increase income from funded research and projects by developing Grantsmanship capacity of academic staff.
5. Reinforce coordination and better enforce collection of research, project and consultancy overhead fees.
6. Establish a Consultancy Coordinating Office.
7. Maximise returns on investment from UNZA business ventures by establishing an investment directorate.
8. Review investment portfolio.
9. Improve controls on excessive expenditure by better managing sources of high utility costs and unnecessary allowances for staff performing work they are employed to do.

Responsible Officers:

- Vice-Chancellor
- Deans & Directors
- Heads of Department/Units

Overall Indicators for Strategic Direction 3

1. Up to date audited financial reports in place (correlation of year of publication of audited reports to financial year under report)
2. Percentage of debt cleared
3. Number of qualified accounting staff recruited
4. Percentage of controlling officers and accounting staff trained
5. New financial management regulations and guidelines in place.
6. Percentage of income from self-generated sustainable sources (e.g. capital gains from investments, research grants, projects, affiliation and underwriting fees).
7. Number of audited financial reports published according to schedule (correlation of year of publication of audited reports to financial year reported).

4.9.4 STRATEGIC DIRECTION 4: Strengthen the Management System.

Context/Strategic Rationale

The existing operational framework at UNZA promotes dependency on the Central Administration for resource allocation, decision-making and marginalises the roles of the individual Schools and Units in institutional management. The long chain of bureaucratic steps, at School/Unit level, Registrar’s office, Senate, and Council result in unnecessary delays, unacceptable response times to urgent and important issues, causing frustration and de-motivation. The decentralised systems of service will improve management of UNZA in the following ways: improved efficiency and equity in resource allocation based on activities; improved efficiency in decision-making; better responsiveness from UNZA to the various demands from stakeholders;

and more effective development planning and resource mobilization. This approach brings closer to the operational units (points of delivery of most of the services) greater participation in the management of the University.

Strategic Objectives, Strategies, and Indicators

Objective 1: By December 31, 2009 UNZA will have designed and implemented mechanisms that promote “bottom-up” flow of development planning and participatory decision making.

Strategies:

- a) Develop framework for clearer differentiation of roles and responsibilities at VC, DVC, Registrar and Bursar (Finance Director) level.
- b) Devolve planning and management functions
- c) Develop reporting mechanism for Schools and Units.

Actions:

1. Review the current division of responsibilities of the VC, DVC, Registrar and Bursar (Finance Director).
2. Identify management functions to be devolved
3. Develop a new reporting structure and guidelines
4. Disseminate guidelines for reporting mechanisms for development plans and allocation.
5. Sensitise staff on the new reporting structure and guidelines.
6. Include consideration of development plans and resource allocation on Council Calendar of activities.
7. Determine needs and allocate resources.
8. Report approved development plans and resource allocation to wider University community.
9. Devolve some of the Senate and general management functions

Responsible Officers:

- Vice Chancellor
- Registrar
- Deans & Directors
- Heads of Departments/Units

Objective 2: By December 31, 2009 UNZA will have built capacity of Schools and Units in development planning, financing and financial management, coordinating, decision-making and provide a policy and institutional framework to support decision-making at School and Unit level

Strategy:

- a) Develop protocols for independent, decentralised, decision-making in Schools and Units.

Actions:

1. Assess management training needs.
2. Draft protocols and policy framework for independent decision-making.
3. Disseminate and build consensus at Board of Studies levels.
4. Advertise, tender and procure training consultancy services.
5. Train key staff (e.g. Deans/Directors, Heads of Department/Unit) in management (development planning and budgeting, resource allocation and utilisation and human resource management).
6. Monitor the performance of Schools and Units.

Responsible Officers:

- Vice Chancellor
- Registrar
- Deans & Directors
- Heads of Department/Units

Objective 3: By December 31, 2008 UNZA will have developed and implemented a policy and institutional framework that entitles Schools and Units to adequate financial resources of their own, distinct from those of Central Administration, and provides mandate to allocate such resources within the School and Units.

Strategy:

- a) Develop policies and frameworks that promote financial autonomy and incentives for resource mobilisations utilisation for Schools and Units.

Actions:

1. Draft financial autonomy policy.
2. Build consensus on financial autonomy policy.
3. Obtain Council approval and implement policy.

Responsible Officers:

- Vice Chancellor
- Registrar
- Bursar
- Chief Internal Auditor

Objective 4: By December 31, 2008 UNZA will have increased transparency and accountability in resource allocation and utilization in Schools and Units.

Strategy:

- a) Institutionalise quarterly financial reports for Schools and Units.

Actions:

1. Disseminate research and project budgets held by Schools and Units to wider University community.
2. Train staff in financial reporting systems.
3. Design and implement financial reporting systems for Schools and Units.
4. Disseminate financial reports to management structures.

Responsible Officers:

- Vice Chancellor
- Registrar
- Bursar
- Chief Internal Auditor

Overall Indicators for Strategic Direction 4

1. Revised current division of responsibilities of the VC, DVC, Registrar, and Bursar (Finance Director).
2. Number of development and resource allocation plans from Schools and Units approved.
3. Percentage of UNZA's income mobilised by Schools and Units.
4. Percentage of income mobilised and retained by Schools and Units.
5. Percentage of University Schools, Institutes, Directorates, and Units publishing annual financial reports.
6. Number of staff trained in human resource and financial management

4.9.5 STRATEGIC DIRECTION 5: Improve Staffing Levels*Context/Strategic Rationale*

The University has suffered substantial loss of highly qualified personnel to internal and external migration (brain-drain) and fails to attract talented and qualified personnel to its ranks. At the time of developing this strategic plan the University had 526 academic staff the majority of them (about 80 percent) below the rank of senior lecturer. Additionally, the majority of academic staff were at masters level qualification.

The shortage of academic staff results in poor lecturer-student ratios (currently 1:20), which impact the quality and level of supervision and teaching in the University. The few staff working in the University are burdened with excessive teaching loads and administrative duties that leave them with little time for other scholarly activities, such as research and writing for publication. Shortage of professional, technical and other staff also negatively impacts the quality of teaching at the University. Additionally, the comparatively unattractive conditions of service encourage University employees to seek extra income from extra jobs and commitments that result in continued absence of staff from the University. These factors reduce the quantity and quality of contributions made to the University's scholarly functions by its employees.

Strategic Objectives, Strategies, and Indicators

Objective 1: By August 30, 2008 UNZA will have reviewed and disseminated the desired establishment levels for academic and support staff.

Strategy:

a) Determine required staff establishments in all Schools, Directorates, and Units.

Actions:

1. Collate information from Schools and Units on required establishment.
2. Collate information from Council on approved establishment.
3. Collate information on the actual establishments from Schools and Units.
4. Determine the ratio of full-time to part-time academic staff.
5. Disseminate establishment information to key stakeholders.

Responsible Officers:

- Deputy Vice Chancellor
- Registrar
- Deans & Directors
- Heads of Units

Objective 2: By December 31, 2011 the UNZA will have improved its ability to recruit and retain academic and other staff and reach a lecturer to student ratio of 1:10.

Strategies:

- a) Review UNZA salary structure and conditions of service relative to similar institutions and areas of responsibility in the region.
- b) Determine a desired ratio between academic and non-academic staff

Actions:

1. Undertake a comparative analysis of salary structures and conditions of service of other institutions.
2. Mobilise salary and conditions of service budget for full establishment.
3. Design and implement retention schemes for existing staff.
4. Develop a staff recruitment and retention plan

Responsible Officers:

- Chairman of Council
- Vice Chancellor
- Registrar
- UNZALARU
- UNZAPROSSA
- UNZAAWU

Objective 3: By December 31, 2008 UNZA will have developed and implemented a new retirement policy.

Strategy

- a) Review the University retirement policy.
- b) Analyse impact of retirement policy on loss of senior academics
- c) Analyse impact of contract system on long-term staff development and retention

Actions

1. Undertake a comparative analysis of retirement policies in similar institutions.
2. Develop a distinct retirement policy.
3. Disseminate the policy to all key stakeholders.

Responsible Officers:

- Chairman of Council
- Vice Chancellor
- Registrar
- UNZALARU
- UNZAPROSSA

Objective 4: By December 31, 2011 the University will have fully reviewed implemented the new staff development policy.

Strategy:

- a) Review the current staff development policy.

Actions

1. Review and recommend amendments to SDF policy.
2. Identify priority areas for staff development.
3. Mobilise resources to support the implementation of the staff development plan.
4. Develop mechanisms for harmonising training with staff establishment.
5. Undertake periodic audit of staff retention.
6. Implement new staff appraisal system.

Responsible Officers:

- Deputy Vice Chancellor
- Registrar
- Deans & Directors
- Heads of Department/Units

Overall Indicators for Strategic Direction 5

1. Staffing levels to staff establishment ratio.

2. Percentage of staff recruited and retained in the period of the strategic plan.
3. Lecturer to student-ratio over the period of the strategic plan.
4. Percentage of academic staff upgraded to PhD.
5. Ratio of academic to support staff.

4.9.6 STRATEGIC DIRECTION 6: Increase the Scope and Maintenance of Physical Infrastructure

Context/Strategic Rationale

Infrastructure plays a crucial role in the University's ability to offer and deliver quality educational programmes, and conduct research. The physical infrastructure requirements for the University include office space, teaching and learning areas, research facilities, accommodation for students and staff, recreational and other welfare facilities. From inception the University student population has increased almost tenfold while the infrastructure development has trailed behind significantly.

Additionally, maintenance of existing infrastructure has not been supported by a corresponding budget and this has resulted in the dilapidated state of building infrastructure. While the University has developed and commenced implementation of the Roadmap for Development of the Great East Road Campus, it is imperative for this strategic plan to specifically address student bed spaces and office accommodation requirements. This is principally because of negative impact of inadequate physical facilities on the quality of teaching and learning.

Strategic Objectives, Strategies, and Indicators

Objective 1: By December 31, 2011 the University will have increased student bed space by 30% and new office space by at least 20%.

Strategies:

- a) Provide necessary technical, logistical and management support to implement the Roadmap for the Development of the Great East Road campus.
- b) Expand the infrastructure development plan to include all other areas outside the Great East Road Campus.

Actions:

1. Identify other areas that need development.
2. Review the infrastructure development plan.
3. Improve the marketing of the University infrastructure development plan within and outside the institution.
4. Mobilise resources for infrastructure development.
5. Advertise, tender, and commission contractors.

Responsible Officers:

- Vice Chancellor
- Registrar

- Resident Engineer
- Estates Manager

Objective 2: By December 31, 2011 the University will have increased its capacity to maintain the physical infrastructure.

Strategy:

- a) Audit existing infrastructure and land.
- b) Provide a logistical framework for inspecting and maintaining physical infrastructure.
- c) Determine budget for maintenance of physical infrastructure.

Actions:

1. Strengthening the technical capacity of the Resident Engineer’s office.
2. Mobilize resources from external sources
3. Increase budgetary allocation at both institutional and unit levels
4. Develop maintenance plan
5. Create designated smoking area

Responsible Officers:

- Vice Chancellor
- Registrar
- Resident Engineer
- Estates Manager

Overall Indicators for Strategic Direction 6

1. Percentage growth of student bed spaces.
2. Percentage growth of office space.
3. Percentage budgetary allocation for maintenance of infrastructure.
4. Number of technical staff undergone tailor-made training
5. Percentage of external resources to budgetary requirements
6. Number of designated smoking areas

4.9.7 STRATEGIC DIRECTION 7: Improve the State of the Library and ICT Facilities

Context/Strategic Rationale

Access to the hard copy literature and electronic resources are important to educational programmes, consultation services, and research endeavours. On the other hand, Information Communication Technology (ICT) encompasses connectivity, capacity, and content, all of which are important for a 21st century university. The University requires to develop systematic and cogent plans that

ensure that its staff and students have reliable and reasonably quick access to ICT technologies, as well as, up to date and modern library facilities.

However, UNZA faces serious challenges in this area. Over the years the library has experienced reduced funding and declining staffing levels which have contributed to its diminished ability to support the University's scholarly endeavours. Inadequate funding to the University effectively has reduced the number of staff, prevented robust acquisition of materials, caused significant serials cancellations, restricted technical support, and curtailed library services. Perhaps most critical is the Library's diminished ability to take advantage of technological advancements for service delivery. As a result, the University Library can not keep pace with the rapidly increasing abilities and expectations of its users. In addition, the deteriorating physical infrastructure has continued to erode its facility and collections.

The Computer Centre suffers from inadequate funding and a severe shortage of qualified staff. It also has problems related to hardware and software acquisition and maintenance.

Strategic Objectives, Strategies, and Indicators

4.9.7.1 – State of the Library

Objective 1: By December 31, 2011 the University will have improved the physical and technical capacity of the Library and the library reading space for the entire university will have been increased by 40%.

Strategies:

- a) Increase the seating capacity of the library
- b) Improve library service delivery
- c) Secure library funding through a library fund policy that ensures a percentage of tuition is allocated to the library.

Actions:

1. Procure teaching and learning materials/equipment for the University libraries.
2. Build designated medical library at Ridgeway campus.
3. Develop plan for increasing the range of services offered at the library.
4. Procure extra tables and chairs for the library.
5. Redesign the seating arrangements in the main library to optimise seating capacity.
6. Develop mechanisms for rationalising and optimising the use of library space
7. Establish specialised satellite libraries including ones to cater for distance education.
8. Create new library facilities in accordance with the Roadmap for Campus Development.
9. Enhance staff development particularly at assistant librarian level and above.
10. Rehabilitate the Bindery Unit.

Responsible Officers:

- Deputy Vice Chancellor
- University Librarian
- Registrar

Objective 2: By December 31, 2012 the University will have incorporated ICT in library service delivery that meets the emerging needs of staff, students and other users. Academic, professional and administrative staff and students will have access to electronic library resources.

Strategies:

- a) Acquire licenses for electronic resources
- b) Promote electronic publications of learning materials by staff;
- c) Develop an electronic repository of theses, dissertation, group literature and examinations.
- d) Upgrade ICT facilities in library.

Actions:

1. Develop and implement a plan for strengthening the electronic facilities in library.
2. Procure licenses for electronic resources.
3. Identify required electronic resources
4. Mobilise financial resources for acquisition of electronic library resources.
5. Promote electronic publications of learning materials by staff.
6. Develop a digital repository of staff and student publications and research reports.
7. Undertake needs assessment for ICT requirements.

Responsible Officers:

- Deputy Vice Chancellor
- Registrar
- University Librarian
- Director Computer Centre
- Resident Engineer

Objective 3: By December 31, 2012 the University will have established the University Archive.

Strategies:

- a) Develop a record management and archive policy
- b) Establish a records management and archive centre within the library

Actions:

1. Recruit an archivist and a records manager.

2. Secure space and furniture and equipment.
3. Digitise the existing theses, dissertations and group literature.
4. Develop a policy on deposit of theses, technical reports and grey literature.

Responsible Officers:

- Deputy Vice Chancellor
- Registrar
- University Librarian
- Director Computer Centre
- Resident Engineer

4.9.7.2 – ICT Facilities

Objective 4: By December 31, 2011 the University will have developed and implemented an integrated ICT system for management, academic and scholarly activities, that is functionally reliable.

Strategies:

- a) Ensure availability of software and hardware resources in all Units of the University;
- b) Improve the campus - wide area Network
- c) Provide relevant training in ICT
- d) Improve connectivity

Actions:

1. Undertake needs assessment to determine information, software, and hardware needs of all sectors of the University.
2. Assess and provide the technical staffing needs of the computer centre.
3. Develop an action plan for responding to the ICT needs of various sectors of the University.
4. Mobilise resources for implementing the ICT action plan.
5. Implement the action plan
8. Upgrade Wide Area Network Capacity.
9. Run ICT skills workshops for students and staff.
10. Migrate administrative and academic functions to electronic platforms.
11. Provide wireless connectivity to the University community.

Responsible Officers:

- Deputy Vice Chancellor
- Registrar
- University Librarian
- Director Computer Centre

Overall Indicators for Strategic Direction 7

Indicators for 4.9.7.1 – State of the Library

1. Percentage increase in the seating capacity of the library.
2. Second library built at main campus.
3. Establishment of medical library at Ridgeway campus.
4. Number of new satellite libraries established
5. Percentage increase in electronic publications
6. Percentage increase in the number of staff, students and other users with access to the electronic library resources.
7. Number of additional hardware and soft ware facilities provided
8. Number of new workstations in the library with electronic and Internet access.
9. Number of filled positions in the Library staff establishments
10. Archive established.

Indicators for 4.9.7.2 – ICT Facilities

1. Percentage of units of the University with intranet and Internet access.
2. Proportion of positions filled for the new establishment of the computer centre.
3. Administration, management and academic systems hosted on an electronic platform that is functional at least weekly for the whole year.
4. Number of staff and students trained in ICT.

4.9.8 STRATEGIC DIRECTION 8: Ensure the Stability and Continuity of the University Calendar

Context/Strategic Rationale

Frequent disruptions of the University calendar due to student unrest, staff industrial action and/or political interference are the single most important reason for negative perceptions and decreased public confidence in the University. As a result prospective students and sponsors, choose alternative higher education institutions as their first choice. This trend deprives the University of talented students, contracts the revenue base, results in loss of donor-agency funding opportunities, and mars the good reputation that UNZA has already earned for itself.

Closures compromise the quality of teaching and learning and negatively affect the quantity and quality of research. They shorten the teaching-learning time in a given semester and therefore negatively affect the students' ability to fulfil the requirements of their programmes of study. Both staff and students have to work under pressure and everything is done in a rush, under stressful conditions.

International recognition, which is an important normative notion in determining and assessing academic and educational standards, is affected. The University needs to 'jealously' protect its reputation and public image.

Strategic Objectives, Strategies, and Indicators

Objective 1: By June 30, 2009 the University will have instituted mechanisms for ensuring stability and continuity of the University calendar.

Strategies

- a) Promote a stronger sense of belonging to the University and commitment to its stability
- b) Provide a framework for participatory conflict prevention and resolution among all key stakeholders
- c) Foster change in mindsets from ‘closure culture’ to ‘continuity culture’ and ultimately to ‘quality culture’.

Actions:

1. Initiate campus-wide team building activities (involving academic and non-academic staff and students).
2. Revive industrial relations and workers’ education programmes for key players.
3. Institute mechanisms for more effective and efficient communication.
4. Create a structure for regular meetings and consultations among stakeholders.
5. Sensitize all stakeholders on the adverse effects of university closures.
6. Constitute a “conflict prevention and resolution liaison committee” (CPRLC) that comprises representation from key stakeholders.
7. Develop terms of reference for committee that emphasise prevention of University closures.

Responsible Officers:

- Chairman Council
- Vice Chancellor
- Registrar
- Deans & Directors
- UNZALARU
- UNZAPROSSA
- UNZASU
- UNZAAWU

Overall Indicators for Strategic Direction 8

1. Number of undisturbed academic sessions.
2. Number of sensitization workshops
3. Number of persons participating in sensitisation workshops
4. Proportion of staff participating in industrial relations and workers education programmes
5. Number of team building activities
6. Number of meetings of the CPRLC

5 SUPPORTING STRATEGIES

The review of global, continental and regional trends in the development of higher education shows the need for University of Zambia to pay attention to a number of issues, which may not be categorised as strategic but are nevertheless vitally important in the future development of the University. This section therefore deals with various issues which should be seen as providing support to the strategic directions of the Plan. They are presented in a less detailed manner in order to allow for flexibility in incorporating them in developing Unit plans and annual work plans.

5.1. Access and Equity

Context/Strategic Rationale

The University of Zambia has been committed to providing equality of opportunities for higher education since inception in 1966. As a means of widening participation in higher education and the range of students (including the disadvantaged groups), the University has instituted a number of policy measures and delivery systems. First, the University allocates 30% of all available undergraduate places to female applicants with the remaining 70% to be competed for equally by both males and females. Secondly, 15 percent of places are reserved for secondary school leavers from rural schools.

Thirdly, in line with the policy of liberalization admission figures are no longer limited to the number of students sponsored by the Government and those who can be accommodated on campus. A small but significant proportion of places are given to applicants who were willing to pay full tuition fees, provided they meet the minimum entrance requirements of 30 points. In addition the University policy is to reserve 5 percent of first year admission places for foreign students.

UNZA recognises the need to provide life-long educational opportunities for those in employment in view of the changing requirements and circumstances and the need to extend, in general, existing opportunities for higher education for all students including the traditional age group. Accordingly, the University offers some of its degree programmes through distance learning, and part – time courses.

Despite the above measures UNZA's capacity to provide opportunities of university education to everyone who is qualified and can benefit from it is severely limited largely because of inadequate teaching and laboratory space, inadequate library facilities and inadequate lecturing staff. Significantly the University lacks both policy and facilities to cater adequately for the numbers and special needs of people with disabilities.

Goal: During the Strategic plan period UNZA will increase access to and promote equity in provision of university education by maintaining admission policies and systems that encourage the participation of students from diverse backgrounds related to age, culture, gender, physical disability, nationality, race creed, sexual orientation or religion.

Strategies

- a) Increase student enrolments from 10,102 in 2007 to 16,102 in 2012 representing 59% increase in enrolment.
- b) Match student numbers with increased infrastructure growth and optimisation of teaching/learning spaces.
- c) Promote and support diversity of student population.
- d) Provide the necessary infrastructure and facilities for students with disabilities
- e) Encourage and support all academic units to deliver high quality, flexible and accessible programmes and courses through parallel degree programmes, distance learning, part – time, evening classes and short courses.
- f) Strengthen extension studies programmes and provide opportunities for participants in these programmes to accumulate credits that may enable them to pursue university diploma and degree .programmes.
- g) Expand distance education provision as a means of increasing enrolments at both undergraduate and postgraduate levels, providing lifelong learning opportunities and to extend, in general, existing opportunities for university education for all students, including the traditional age group
- h) Align the University admission policies to the provisions of the SADC Protocol on Education and Training and the African Union Second Decade of Education Plan of Action.
- i) Provide mechanisms for ensuring that programmes offered through different modes (distance learning, part –time, evening classes, extension programmes and short courses) are self - sustaining and provide adequate incentives for participating staff.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Registrar
- Director Directorate of Research & Graduate Studies
- Deans & Directors
- Heads of Departments

5.2 Quality Assurance

Context/Strategic Rationale.

The issue of quality is of critical importance in education and is emerging as a key value in all educational modes and methods in the process of globalisation of education. Quality assurance is particularly receiving attention at university level because of the important role universities play in national development. The proposed National Qualifications Framework and the Regional (SADC) Qualifications Framework necessarily require that UNZA pays greater attention to issues of quality for it to play an active and integral part in the development of higher education in the region and the continent at large.

The inadequate physical facilities, shortage of teaching and learning resources and the excessively poor lecturer: student ratios, across Schools tend to compromise quality in all aspects of UNZA life. This is compounded by a lack of a comprehensive quality assurance framework to guide and regulate University activities. The University of Zambia does not have well articulated, university – wide mechanisms or systems for assessing teaching, research and other services the University provides. It is not very clear in such a situation whether the University of Zambia prepares its graduates adequately to meet the demands of both the private and public sectors.

Goals:

- A. The University will develop a quality assurance framework distinguishing between those activities which focus on ensuring that the standard of the UNZA degree remains comparable with that of other universities e.g. external examiner arrangements, and those activities which focus more on the quality of provision and of the student experience.
- B. Establish a developmental scheme of peer review of teaching separate from any staff appraisal scheme and linked to the Learning and Teaching Strategy.
- C. Establish a scheme for tracking the post-graduation employment and further study of graduates.

The framework aspires to ensure that all the functional units in the institution adhere to set standards in the provision of their services in all key areas, namely teaching, research and management.

Strategies

- a) Strengthen the University quality assurance system.
- b) Integrate quality assurance in all aspects of University life
- c) Provide training in quality assurance to all categories of staff.
- d) Encourage self - evaluation and peer review of teaching and learning materials and research reports
- e) Provide operational structures for monitoring implementation of the quality assurance framework.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Registrar
- Director Directorate of Research & Graduate Studies
- Deans & Directors

5.3 Governance and Organizational Structures

One of the main areas of focus of this Strategic Plan is to improve the management of the University through the decentralization of the management functions. In order to achieve this and other strategic aims of the institution and promote efficiency and effectiveness in the management of the University, there is a need to reorganize the

governance and organizational/administrative structures, which have not changed much since the University was established in 1966.

There have been concerns about the size and composition of the University Council and the seemingly top heavy management structures. The creation of three positions of Deputy Registrar, for example, has not demonstrated significant added value to the management of the University. There have been proposals to introduce a position of second Deputy Vice Chancellor, which is an indication of the need to review the organizational structure of the University.

There is also a need for academic restructuring to ensure that the numbers and sizes of various Schools and Departments do not create duplication of academic effort and dissipate hard to find, valuable resources. At the same time the University should avoid creating excessively large Schools/Academic Units that are difficult to manage.

Goal: Foster greater efficiency and effectiveness in the management of the institution through reorganized governance, organizational/management and academic structures.

Strategies

- a) Review the University Act to ensure that it provides for formal linkages with other relevant Ministries and specify their roles and responsibilities in supporting the University.
- b) Review the membership of the Council in order to make it more cost – effective, less liable to manipulation and enable it to make qualitative decisions.
- c) Acquaint Council members with the role of the Council, the operations of the University and roles of operational structures and various Committees.
- d) Review the activities of various Council Committees to make them more relevant to the emerging governance needs of the University.
- e) Review the number and structure of current Council and Senate Committees to ensure that they respond to the changing management needs of the University.
- f) Provide a legal framework for the Committee of Deans and Directors.
- g) Review the organizational structure and management system to make them more responsible to, and support the decentralized institutional management.
- h) Review the structures of all academic Units/Schools in order to enhance performance of both academic and support staff.
- i) Review the University Act so that it could accommodate proposed structural changes in the governance system.

Responsible Officers:

- Chairman Council
- Vice Chancellor
- Deputy Vice Chancellor
- Registrar
- Director Directorate of Research & Graduate Studies

- Deans & Directors
- UNZALARU
- UNZASU

5.4 Security

The security situation at the University campuses is generally poor. The situation is worse at the main campus whose proximity to high density residential areas makes it difficult to control the movement of people in and out of the campus. The main campus does not have sufficient lighting facilities. The poor security situation affects both staff and students and particularly poses a danger to female students.

Issues of security had for a long time now been neglected. Partly as a result the University Security Department does not have the capacity to provide the necessary security services to the University community. It has experienced reduced staff strength, lack of resources and inadequate logistical support. The unit lacks reliable transport and office equipment such as a computer and photocopying machine and shredder. The majority of personnel are not trained for their jobs and lack the necessary basic tools to carry out their day-to-day duties

In order to provide adequate security services this aspect of university life should be viewed in a broader context. One important aspect of security services is the prevention and detection aspect of controlling crime, which involves guarding of strategic installations and vulnerable points as well as maintaining law and order through crowd control. The second aspect is information gathering, which is considered a more effective proactive strategy for dealing with any type of crime.

Goal: Provide adequate and efficient security services.

Strategies

- a) Review the security situation at UNZA and develop necessary policy actions.
- b) Provide physical security infrastructure and systems (including the building of a wall fence around the main campus).
- c) Provide the necessary equipment and technologies for securing sensitive and vulnerable places.
- d) Strengthen the human, financial and material resource capacity of the Security department
- e) Promote a shared understanding of the importance of security services in ensuring a conducive teaching and learning environment.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Registrar
- Head of Security
- Deans & Directors

5.5 Image of the Institution

Context/Strategic Rationale

Despite the crippling financial problems and severe staff losses UNZA has experienced over the years, it has been able to survive and still retains its place as the leading higher education institution in Zambia.

However, the frequent strikes and demonstrations by UNZA staff and students and the consequential closures have tended to dent the image and reputation of the University. The closures affect the institution's international recognition, which is an important normative notion in determining and assessing academic and educational standards. They also affect the international mobility of the Zambian students.

Goal: Enhance the visibility and reputation of the University programmes and activities.

Strategies

- a) Support academic staff participation in national and international activities such as research activities and conferences.
- b) Increase the participation of industry, Government and the private sector in developing and delivering programmes of study.
- c) Encourage and support staff and students to participate actively and hold positions in professional associations
- d) Promote positive relationships with the media
- e) Increase publicity of the achievements of staff and their participation in national and international activities as well as major research findings.
- f) Encourage partnerships with national, regional and international institutions in developing joint curricula and offering joint programmes especially at postgraduate level
- g) Provide opportunities for staff to participate in joint national and regional research activities
- h) Maintain current information about UNZA programmes and activities on the web site
- i) Strengthen the provincial offices in order to enhance the visibility of the university in the provinces
- j) Transfer the extension services of the Department of Adult Education and Extension Studies to the office of the Deputy Vice Chancellor (and appoint a Coordinator or Director of Outreach programmes) in order to promote strong and visible university - wide outreach programmes
- k) Foster partnerships that enrich and develop communities and enable the institution to fully engage with its community partners.
- l) Review the role and status of the Public Relations Office in projecting a positive image of the University.
- m) Increase activities that engage the alumni within and outside of the country.

Responsible Officers:

- Vice Chancellor
- Deputy Vice Chancellor
- Registrar
- Deans & Directors
- UNZALARU
- UNZAPROSSA
- UNZASU
- Alumni Office

5.6 Student Welfare**Context/Strategic Rationale**

There are four important areas of student welfare, namely accommodation, counselling and orientation and recreation facilities. Since its inception the University has been running a full residential system whereby all enrolled students expect to be accommodated on the University campus. The increase in student enrolment over the years has outstripped the capacity of the University to accommodate all the enrolled students. Consequently the University hostels are congested and in a state of disrepair.

The counselling centre in the Office of the Dean of Students has limited capacity in terms of human, financial and material resources and cannot cope with needs of the increasing and diverse needs of the student population.

The University of Zambia does not have adequate facilities for engaging students in more rewarding recreation facilities.

Goal: Increase the diversity and efficiency of student welfare services.

Strategies

- a) Provide professional and logistical support creation of clubs and subject associations
- b) Promote cultural activities
- c) Increase sports and recreation activities
- d) Strengthen the Counselling centre
- e) Employ sufficient numbers of qualified staff in Hall of residence
- f) Improve the student academic counselling

Responsible Officers:

- Vice Chancellor
- Registrar
- Dean of Students
- UNZASU
- Deans & Directors

5.7 Collaboration/International Linkages

Context/Strategic Rationale

The University of Zambia is a member of regional, continental and international organizations, such as the Association of Commonwealth Universities (ACU), Association of African Universities (AAU) and the Southern African Regional Universities Association (SARUA). Although many members of staff have participated in various regional and continental activities, UNZA needs to participate fully in regional and continental activities, within the provisions of the African Union Second Decade of Education Action Plan and the AU strategy on the harmonization of higher education programmes in Africa, the AAU Strategic Plan (2003 – 2010), the SARUA strategic plan and the SADC Protocol on Education and Training.

UNZA should benefit from and participate more actively in the continental and regional activities, especially in curricula development and quality assurance, exchange of experiences, ideas and information and professional associations, sharing of undergraduate and postgraduate programmes, research and development, lifelong education and training and provision of short courses.

Goal: Increase UNZA's participation in continental and regional activities.

Strategies

1. Provide a framework for staff and student exchange with other institutions
2. Promote joint curricula and programmes with other institutions.
3. Provide information, to academic staff, on continental and regional activities.
4. Increase joint research activities with relevant institutions within and outside of the country.
5. Promote collaborative projects
6. Participate in the review/development and implementation of national and regional Qualifications / Frameworks..

Responsible Officers:

- Vice Chancellor
- Registrar
- Dean of Students
- UNZASU
- Deans & Directors

5.8 Gender Equity

Context/Strategic Rationale

In line with the SADC Protocol on Education and Training the University has adopted policy measures to increase the number of female students in all its programmes. Mainly as a result of this female students constituted 40.7 percent of the total

undergraduate student enrolments in 2007. The proportion of female students in distance education was higher (49.2 percent).

There is a need to increase female student enrolments especially in full time programmes, which had 39 percent female students in 2007. The situation was not as good at postgraduate level where only 32.8 percent of the students were female in 2007.

The situation is much worse among the University staff. Female academic staff constitute less than one fifth of the university academic staff. In all academic units female staff constitute about one quarter of all categories of staff while in support units about 30 percent of staff are female.

There is therefore an urgent need to increase the number of female students and staff in accordance with the provisions of the African Union Second Decade of Education action Plan, relevant SADC protocols, SARUA Strategic plan and the national gender policy.

Goal: Increase the proportion of female students and staff and mainstream gender equity and equality in all areas of the strategic plan including the provision of designated facilities for parents with babies.

Strategies:

1. Develop an institutional gender policy
2. Ensure that the staff development programme supports the participation of female staff in training programmes of all types and at all levels
3. Align the recruitment of female staff to relevant continental and regional protocols and national policies.
4. Provide incentives for recruitment and retention of female academic staff

Responsible Officers:

- Vice Chancellor
- Registrar

5.9 HIV and AIDS

Context/Strategic Rationale

In recent years Universities have been under attack for their lacklustre response to HIV and AIDS. The University of Zambia is one of the few higher education institutions that have responded positively to the challenges posed by the pandemic as evidenced by the development of an HIV and AIDS policy and implementation of various programmes aimed at promoting HIV and AIDS as one of the core programmes of the University.

The concentration of large numbers of students and staff on campus creates a great challenge. UNZA should therefore continue to explore university – wide activities and

programmes to response to the challenges brought about HIV and AIDS, with its potential to impair the functioning of the institution. It is also noteworthy that the AAU and the ACU have emphasized the need for African universities to adopt a holistic response to the pandemic. SARUA also highlights the damaging impact of HIV and AIDS in terms of student enrolments and human resource capacity.

Goal: Institutionalize HIV and AIDS programmes.

Strategies

- a) Increase awareness of different sub sectors of the University community to the realities and negative impact of the pandemic
- b) Publicize the University HIV/AIDS policy
- c) Develop strategies, structures and human capacity for implementing the University HIV/AIDS policy
- d) Promote public discussion of HIV and AIDS at all University campuses
- e) Strengthen counselling programmes related to HIV and AIDS
- f) Encourage inclusion of HIV and AIDS in subject curricula across the University
- g) Develop self instructional Modules on HIV and AIDS
- h) Increase research activities and publicize research findings on the pandemic.

Responsible Officers:

- Vice Chancellor
- Registrar
- Dean of Students
- UNZALARU
- UNZAPROSA
- UNZAAWU
- UNZASU

5.10 Competition from Mushrooming Universities

Context/Strategic Rationale

The demand for university education in Zambia has continued to increase with the increasing population and numbers of pupils completing school certificate education. In response both private and public universities have come into existence. While these alleviate the enrolment pressure from the University of Zambia they are also competitors to the University. Able student and resources may be deviated from UNZA and as such the University needs to respond to the challenge of mushrooming universities.

Goal: Restore excellence in teaching, research, and public service to augment UNZA's goodwill and reputation to provide the competitive advantage among higher education institutions.

Strategies

- a) Aspire for the highest standard in rigour and scope for teaching and research to supply the competitive advantage to UNZA.
- b) Improve the perception of UNZA among the public to promote its standing among higher education institutions.
- c) Consolidate the goodwill and reputation that UNZA has earned over time as the first and highest institution of learning.
- d) Consolidate the quality and highlight programmes that are unique to UNZA.
- e) Consolidate the public relations and alumni offices to promote UNZA's image at home and abroad.

Responsible Officers:

- Vice Chancellor
- Registrar
- Public Relations Manager

6.0 COSTING AND FINANCING OF THE UNIVERSITY STRATEGIC PLAN

Introduction

This chapter provides the broad indicative cost framework for the University Strategic Plan over a five-year period.

6.1 Costing of the University Strategic Plan

6.1.1 Costing Methodology

The costing of the University Strategic Plan is largely activity based. The costing applies to both Central levels and School/units and assumes that the Kwacha prevailing buying power remains stable over the duration of strategic plan. It is envisaged that the strategic plan will be financed independently of the operational budget. However, many strategic plan activities should be financed from the operational budgets where they interface with operational activities of the University. A dedicated strategic plan budget is ideal and ensures efficient and effective implementation of the strategies. An important lesson learned from the preceding strategic plan is that 'lack of a dedicated strategic plan budget is a primary hindrance to implementation.

Table 3 Estimated Activity Costs

	Year 1 (ZMK'000)	Year 2 (ZMK'000)	Year 3 (ZMK'000)	Year 4 (ZMK'000)	Year 5 (ZMK'000)	Total (ZMK'000)
SD 1: Promote and Maintain Excellence in Teaching and Learning						
1. University Teaching and Learning Improvement Programmes for academic staff	50,000	50,000	50,000	50,000	50,000	250,000
2. External examiner budget at 20% of annual budget (qualification quality assurance)	800,000	800,000	800,000	800,000	800,000	4,000,000
Sub-total	850,000	850,000	850,000	850,000	850,000	4,250,000
SD 2: Improve the Quality and Output of Research and Consultancy						
1. Research methodology trainings	100,000	100,000	100,000	100,000	100,000	500,000
2. Research grants K100m/school or directorate	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000	7,000,000
3. "Achievement in Research" awards	30,000	30,000	30,000	30,000	30,000	150,000
4. Support for research laboratory equipment and consumables	600,000	600,000	600,000	600,000	600,000	3,000,000
5. Conference attendance	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	9,000,000
6. Academic writing workshops	50,000	50,000	50,000	50,000	50,000	250,000
Sub-total	3,980,000	3,980,000	3,980,000	3,980,000	3,980,000	19,900,000
SD 3: Strengthen Financial Management and Diversify Sources of Income						
1. Purchase & install financial accounting management and audit system	37,000	37,000	37,000	37,000	37,000	185,000
2. Train and induct controlling and accounting staff	25,000	25,000	25,000	25,000	25,000	125,000
3. Grant writing workshops	25,000	25,000	25,000	25,000	25,000	125,000
4. Liquidating UNZA debt burden	52,263,452	52,263,452	52,263,452	52,263,452	52,263,452	261,317,260
Sub-total	52,350,452	52,350,452	52,350,452	52,350,452	52,350,452	261,752,260
SD 4: Strengthen the Management System						
1. Consultant fees for needs assessment of functions to devolve	30,000	0	0	0	0	30,000
2. Consultant fees for manuals (development planning, resource allocation, report structures)	0	30,000	0	0	0	30,000
3. Production of Management, Finance, Resource Allocation,	0	60,000	0	0	0	60,000

report structures manuals

4. Training of key staff in management (development planning, resource allocation, report structures)

	30,000	30,000	30,000	30,000	30,000	150,000
Sub-total	60,000	120,000	30,000	30,000	30,000	270,000

SD 5: Improve Staffing Levels

1. Undertake a comparative analysis of salary structures and conditions of service in the region

	30,000	0	0	0	0	30,000
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2. Undertake a comparative analysis of academic staff retirement policies in the region

	30,000	0	0	0	0	30,000
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Sub-total	60,000	0	0	0	0	60,000
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SD 6: Increase the Scope and Maintenance of Physical Infrastructure

1. Consultant fees for needs assessment of infrastructure development

	30,000	0	0	0	0	30,000
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2. Advertise, tender and commission contractors

	10,000	0	0	0	0	10,000
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3. Allocate 10% of annual budget to preventive maintenance

	40,000	40,000	40,000	40,000	40,000	200,000
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Sub-total	80,000	40,000	40,000	40,000	40,000	240,000
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SD 7: Improve the State of the Library and ICT Facilities

1. Consultant fees for ICT consultant to determine ICT needs for UNZA

	150,000	0	0	0	0	150,000
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2. Procure licenses for electronic resources

	37,000	37,000	37,000	37,000	37,000	185,000
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3. ICT training for staff and students

	250,000	250,000	250,000	250,000	250,000	1,250,000
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4. Consultant fees for architect drawings and bills of quantities for 2nd library, RWC library, Prototype satellite library

	0	150,000	0	0	0	150,000
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5. Procure tables and chairs for library

	150,000	150,000	150,000	150,000	150,000	750,000
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6. Procure hardware and software for libraries

	0	600,000	0	600,000	0	1,200,000
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Sub-total	587,000	1,187,000	437,000	1,037,000	437,000	3,685,000
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SD 8: Ensure the Stability and Continuity of the University Calendar

1. Team building retreats for Conflict Prevention and Resolution Liaison Committee (CPRLC)

	60,000	60,000	60,000	60,000	60,000	300,000
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Sub-total	60,000	60,000	60,000	60,000	60,000	300,000
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Grand Total	58,027,452	58,587,452	57,747,452	58,347,452	57,747,452	290,457,260
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7.0 IMPLEMENTATION AND MONITORING OF THE STRATEGIC PLAN

The University of Zambia Strategic Plan is envisaged to be approved by Council and launched at the beginning of 2nd quarter of 2008. The Council will be, overall, responsible for the supervision of the implementation and monitoring of the Plan and will receive quarterly reports.

7.1 Implementation of the Strategic Plan

The Strategic Plan is to be implemented through a university-wide approach whereby all stakeholders will participate within the framework of the strategic plan. Common working arrangements will be employed with the objective of using and strengthening ‘bottom-up’ approaches that foster decentralisation of academic and administrative systems. Key funding partners of the University are encouraged to fund the Strategic Plan through budget support to the University. The strategic plan has been costed.

7.2 Structures

The Vice Chancellor will constitute a committee responsible for the implementation of the strategic plan. The office of the University Strategic Planning Manager will serve as the secretariat to the Strategic Plan Implementation Committee (SPIC). The membership will comprise representations from schools, units, and unions. The committee will review the implementation process and the performance of the strategic plan. The method of work of the SPIC will be integrated into the routine University structures. At least a quarterly meeting will be required to make preparations for reports to the Council.

7.3 Centre to Schools/Unit Linkage

According to the University Act Council, Senate, offices of the Vice Chancellor, Deputy Chancellor, Registrar, Deans & Directors, and other principal officers are responsible for policy, standards and guidelines setting, supervision and monitoring, technical support and resource mobilisation, while the staff in the schools/units are responsible for service delivery.

The University Strategic Plan is a standard framework and guideline that the schools/units will use to elaborate local strategic plans and annual work plans. The Central Administration will provide policy support and resources within the framework of the University Strategic Plan and will supervise and monitor the delivery of services using established University systems.

7.4 Advocacy for the University Strategic Plan

The University Strategic Plan will be launched in 2008. A programme for publishing the strategic directions, objectives, targets and implementation arrangements at all levels will be developed by the office of the Vice Chancellor.

Implementation Plan

	2008				2009				2010				2011				2012			
	Q1	Q2	Q3	Q4																
SD1 Ob1																				
SD1 Ob2																				
SD2 Ob1																				
SD2 Ob2																				
SD2 Ob3																				
SD2 Ob4																				
SD2 Ob5																				
SD2 Ob6																				
SD2 Ob7																				
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SD7 Ob2																				
SD7 Ob3																				
SD7 Ob4																				
SD8 Ob1																				

7.5 Monitoring and evaluation of the University Strategic Plan

For the broad purpose of monitoring actions in the context of restoring excellence in teaching, research and public service, 9 indicators have been agreed upon. These are:

1. Lecturer to Student ratio improved to 1:10 during the course of the strategic plan.
2. Proportion of staff who have completed University Teaching and Learning Improvement Programme (UTLIP) courses increased to 30%.
3. Number of publication by University staff in peer reviewed academic journals increased by 50%.
4. Percentage of University income independent of GRZ financing increased to 50%.
5. Liquidation of University debt burdened maintained at 20% per annum for the duration of the plan.
6. Percentage of University income generated and retained by Schools/Units increased to 25%.
7. Accommodation bed space increased by 30% and office space by 20%.
8. Library seating space increased by 40%
9. Number of University closures/calendar disruptions during the course of the strategic plan maintained at 0.

A larger number of 72 indicators shall be used by technical and administrative programmes for detailed monitoring and evaluation of interventions in this strategic plan.

The University Strategic Plan incorporates a monitoring framework. Routine supervision and monitoring of the Plan will be carried out by the Strategic Plan Implementation Committee supervised by the Vice Chancellor and served by the office of the University Strategic Plan Manager. In addition, the University administrative system through the principle officers, deans and directors, and heads of department/units will monitor the performance of the plan using agreed sets of indicators shown in table 4.

Tables 4 Indicators for Monitoring the University Strategic Plan

Strategic Direction Indicators	Baseline	Target
<p>Overall Indicators for Strategic Direction 1</p> <ol style="list-style-type: none"> 1. Number of courses newly established or revised on account of needs of industry. 2. Proportion of courses offered that have an external examiner appointed. 3. Percentage of academic staff who have completed University Teaching and Learning Improvement Programmes (UTLIP) or equivalent. 4. Proportion of schools that have implemented school-wide student evaluation of courses including evaluation of teaching contribution of lecturers. 5. Proportion of courses that have evaluated their assessment system for validity and reliability. 6. Number of staff trained in the use of ICT for teaching and learning 7. Number of courses with distinct components of ICT delivery methods 8. Number of staff rewarded for their excellence in using innovative methods and ICT tools. 9. Number of schools offering distance education programmes 	<p>Determine baseline Determine baseline Determine baseline 0 Determine baseline Determine baseline Determine baseline Determine baseline Determine baseline</p>	<p>45% 80% 80% 100% 80% 80% 50% Increase 1/School All</p>
<p>Overall Indicators for Strategic Direction 2</p> <p>Indicators for 4.9.2.1 - Research</p> <ol style="list-style-type: none"> 1. Number of academic staff trained in research methodologies 2. Number of research projects completed within the institution per year 3. Number of collaborative research projects undertaken per year 4. Number of staff presenting research papers per year 5. Number of research papers presented at international conferences per year 6. Number of publications in international refereed journals 7. Functional database on result output 8. Number of curriculum reviews using research output 9. Research policy disseminated 10. Research policy implemented 11. Number research-based documents used in teaching and learning 12. Number of departments offering research methodology courses 13. Number of junior staff mentored 14. Number of students undertaking postgraduate studies 	<p>Determine baseline Determine baseline Determine baseline Determine baseline Determine baseline Determine baseline Not done Determine baseline Not done Not done Determine baseline Determine baseline Determine baseline Determine baseline</p>	<p>80% At least 15 At least 15 50% 50% Increase 50% Done 15% Done Done 15% 100% 50% 40% Increase</p>

<p>Indicators for 4.9.2.2 - Consultancy</p> <ol style="list-style-type: none"> 1. Number of academic staff trained in consultancy skills 2. Number of consultancies completed within the institution per year 3. Functional database on consultancies done by UNZA and UNZA staff 4. Consultancy policy disseminated 5. Consultancy policy implemented 6. Number of junior staff mentored by senior academic staff in consulting 	<p>Determine baseline Determine baseline Not done Not done Not done Determine baseline</p>	<p>40% 40% Increase Done Done Done 40%</p>
<p>Overall Indicators for Strategic Direction 3</p> <ol style="list-style-type: none"> 1. Up to date audited financial reports in place (correlation of year of publication of audited reports to financial year under report) 2. Percentage of debt cleared 3. Number of qualified accounting staff recruited 4. Percentage of controlling officers and accounting staff trained 5. New financial management regulations and guidelines in place. 6. Percentage of income from self-generated sustainable sources (e.g. capital gains from investments, research grants, projects, affiliation and underwriting fees). 7. Number of audited financial reports published according to schedule (correlation of year of publication of audited reports to financial year reported). 	<p>Pending 0% Determine baseline Determine baseline Not done Determine baseline Pending</p>	<p>Done Yearly 100% 75% 100% Done 50% All schools, directorates</p>
<p>Overall Indicators for Strategic Direction 4</p> <ol style="list-style-type: none"> 1. Revised current division of responsibilities of the VC, DVC, Registrar, and Bursar (Finance Director). 2. Number of development and resource allocation plans from Schools and Units approved. 3. Percentage of UNZA's income mobilised by Schools and Units. 4. Percentage of income mobilised and retained by Schools and Units. 5. Percentage of University Schools, Institutes, Directorates, and Units publishing annual financial reports. 6. Number of staff trained in human resource and financial management 	<p>Pending Determine baseline Determine baseline Determine baseline Determine baseline Determine baseline</p>	<p>Done 15 25% 60% 100% All deans/directors or assistant registrars</p>
<p>Overall Indicators for Strategic Direction 5</p> <ol style="list-style-type: none"> 1. Staffing levels to staff establishment ratio. 2. Percentage of staff recruited and retained in the period of the strategic plan. 3. Lecturer to student-ratio over the period of the strategic plan. 4. Percentage of academic staff upgraded to PhD. 5. Ratio of academic to support staff. 	<p>Determine baseline 0 1:20 0 Determine baseline</p>	<p>70% 40% 1:10 60% 1:2</p>

<p>Overall Indicators for Strategic Direction 6</p> <ol style="list-style-type: none"> 1. Percentage growth of student bed spaces. 2. Percentage growth of office space. 3. Percentage budgetary allocation for maintenance of infrastructure. 4. Number of technical staff undergone tailor-made training 5. Percentage of external resources to budgetary requirements 6. Number of designated smoking areas established 	<p>0 0 Determine baseline 0 Determine baseline 0</p>	<p>30% 20% 10% 30% 1:1 5</p>
<p>Overall Indicators for Strategic Direction 7</p> <p>Indicators for 4.9.7.1 – State of the Library</p> <ol style="list-style-type: none"> 1. Percentage increase in the seating capacity of the library. 2. Second library built at main campus. 3. Establishment of medical library at Ridgeway campus. 4. Number of new satellite libraries established 5. Percentage increase in electronic publications 6. Percentage increase in the number of staff, students and other users with access to the electronic library resources. 7. Number of additional hardware and soft ware facilities provided 8. Number of new workstations in the library with electronic and Internet access. 9. Number of filled positions in the Library staff establishments 10. Archive established. <p>Indicators for 4.9.7.2 – ICT Facilities</p> <ol style="list-style-type: none"> 1. Percentage of units of the University with intranet and Internet access. 2. Proportion of positions filled for the new establishment of the computer centre. 3. Administration, management and academic systems hosted on an electronic platform that is functional at least weekly for the whole year. 4. Number of staff and students trained in ICT. 	<p>0 Not done Not done 0 0 0 0 0 Determine baseline Determine baseline Not done Determine baseline Determine baseline Determine baseline Determine baseline Not done</p>	<p>40% Done Done 5 15% 70% 40% increase 70% 70% Done 100% 70% All 50%</p>
<p>Overall Indicators for Strategic Direction 8</p> <ol style="list-style-type: none"> 1. Number of undisturbed academic sessions. 2. Number of sensitization workshops 3. Number of persons participating in sensitisation workshops 4. Proportion of staff participating in industrial relations and workers education programmes 5. Number of team building activities 6. Number of meetings of the CPRLC 	<p>Determine baseline 0 0 Determine baseline 0 0</p>	<p>All per year 3/year All unions 30% 3/year 2/semester</p>