University of Makeni

MAKENI DIOCESE

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Sierra Leone - West Africa
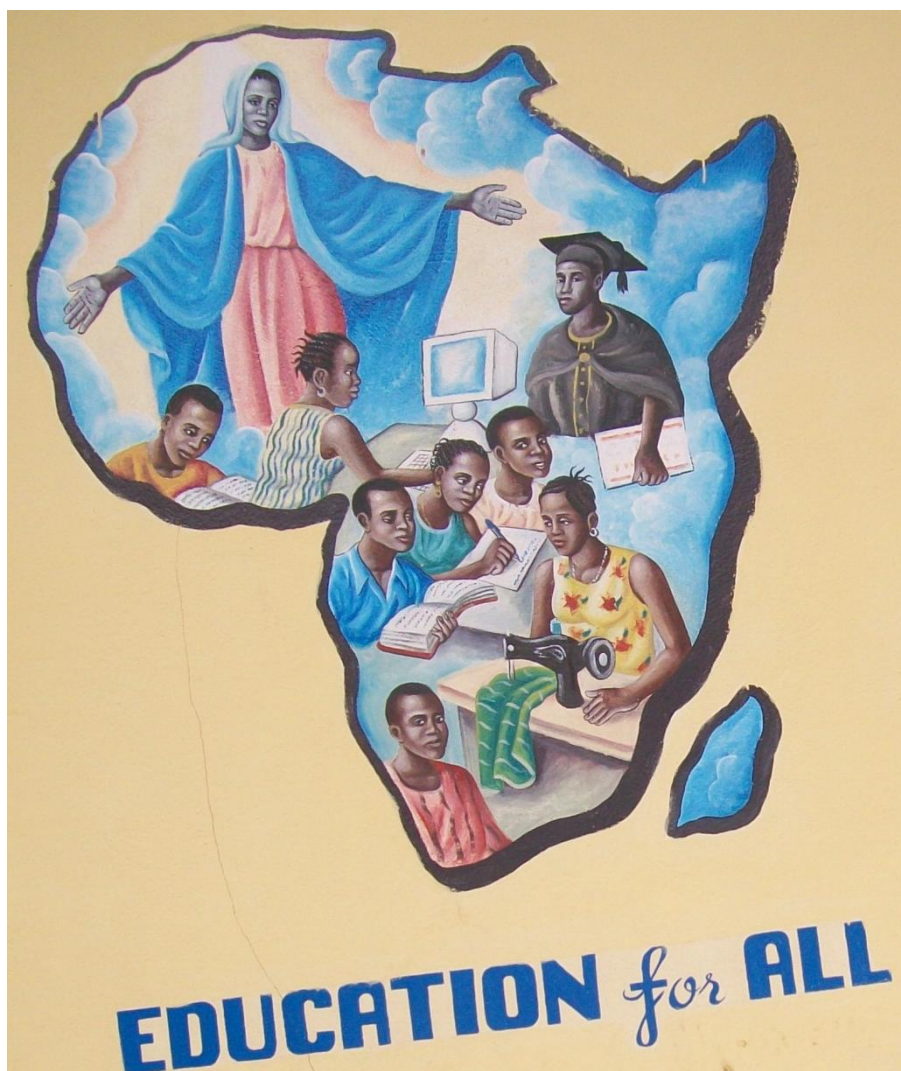
STRATEGIC PLAN

2010 – 2015

ACKNOWLEDGEMENTS

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❖ The facilitators of the open public forums: Frances Fornah (Principal, School of Midwifery, Makeni), Sam Makowa (ENCISS), Christiana Thorpe (National Electoral Commissioner), Joseph Turay (CAFOD).

❖ The community members who attended the various open public forums sometimes under the trying conditions of the rainy season.

❖ The external members of the Strategic Planning Task Force: Mohammed Sorie Conteh (Director, MADAM), Raymond Senesie (Makeni Director, Children Defence International) and Professor Patrick Hayes (from the USA).

❖ Dr Martin Desforges, consultant from Volunteer Missionary Movement

❖ Management and staff of Radio Maria

EDUCATION *for* ALL

CONTENTS

ACRONYMS AND ABBREVIATIONS

ACCA	Association of Certified Chartered Accountants
AIDS	Acquired immunodeficiency syndrome
BAM	Business Administration and Management
CIMA	Chartered Institute of Management Accountants
DMI	Daughters of Mary Immaculate
EIA	Environmental Impact Assessment
FBC	Fourah Bay College
FC	Fatima College
HIV	Human inmmuodeficiency virus
HoD	Head of Department
HR	Human resource
HRM	Human Resource Management
ICSA	Institute of Certified Secretary and Assurance
IT	Information technology
MA	Master of Arts
MCSL	Methodist Conference of Sierra Leone
MH	Mental health
NGO	Non-Governmental Organisation
PGD	Post Graduate Diploma
PhD	Doctor of Philosophy
PRA	Participatory rural appraisal
RRA	Rapid rural appraisal
SENs	Special Educational Needs
SP	Strategic plan
SWOT	Strengths, weaknesses, opportunities and threats
TEC	Tertiary Education Commission of Sierra Leone
TFI	The Fatima Institute
UNDP	United Nations Development Programme
UNIMAK	University of Makeni

INTRODUCTION

After a decade (1991 – 2002) of brutal civil war, Sierra Leone was left at the bottom of the United Nations Development Programme's (UNDP) Human Development Index.[1] Seventy per cent of the population were living below the national poverty line[2] and 50 per cent (including adults) were under nourished.[3] In this context, the Bishop of Makeni, the Rt Revd George Biguzzi, and his Council saw expanding educational opportunity beyond the many church primary and secondary schools, as a crucial means of addressing underdevelopment and 'building a civilisation of love'.

Thus, following the Christian Churches' long tradition of establishing institutions of tertiary education, the Diocese of Makeni founded the Fatima Institute (TFI) in Makeni town (the regional head-quarters of the Northern Province, 180 km from the capital, Freetown) as a higher education institute on 8th October 2005. TFI was committed to academic excellence and individual and community growth through teaching, community service and research, the three main pillars of any university. At the same time, TFI aimed to promote meaningful dialogue between faiths, between faith and culture, faith and politics and faith and reason.

TFI offered quality diploma and degree level programmes in the fields of education, social sciences, philosophy and religion and business administration and management; the academic standards of which were accredited by the Uganda Martyrs University in Kampala, Uganda. Community service programmes were established in the areas of good governance and mental health. Strong links with Radio Maria supported both TFI's teaching and community service activities.

After only four years, in August 2009, the Sierra Leone Ministry of Education and Tertiary Education Commission (TEC) approved the TFI's change of status from a Higher Education Institute to an independent university, the University of Makeni (UNIMAK); the first private, Catholic, university in Sierra Leone.

UNIMAK is owned by the Diocese of Makeni and the Bishop of Makeni is the university Chancellor. Other management structures are in line with the Government of Sierra Leone Universities' Act 2005. The Governing Council is responsible for setting and monitoring the implementation of policy and the Senate is responsible for day-to-day academic matters. The post of Vice Chancellor is unfilled.

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[1] With life expectancy at birth (2005): 41 years, adult literacy rates: male: 71% female: 55%.
[2] Defined by adult food consumption of 2,700 calories per day (Le 1,033 per day at May 2004 prices) plus another Le 1,078 per day for non-food items. Government of Sierra Leone, PowerPoint Presentation to 9th DEPAC Meeting in Freetown, 16-17/09/2004.
[3] UNDP, *'Human Development Report 2006'* via www.undp.org

In 2009, the Daughters of Mary Immaculate (DMIs) arrived to support the Diocese with their experience of science and technology colleges in India and East Africa. They worked hard to establish the St Joseph's College of Management and Technology at the Silvanus Koroma campus, Yoni and admitted their first students in October 2010. As a constituent college of UNIMAK, St Joseph's focus on management, technology and science compliments Fatima College's activities in the fields of social science, religion and philosophy.

Map 1   Location of UNIMAK

Part I of this UNIMAK strategic plan relates to Fatima College and Part II to St Joseph's College, based on their strategic business plan.

MISSION STATEMENT

Informed by Catholic social teaching, to promote human, social, political and economic development in Sierra Leone and Africa as a whole, which at the same time respects the environment so that its resources are used for the benefit of all.

GOALS

1. To develop, promote and implement a common ethical vision and praxis for all dimensions of development in Africa in support of the Millennium Development Goals.

2. To foster professionalism within civil society, politics, business and religion and build, through sensitisation, education and training, institutions that serve the common good in Africa.

3. To empower women in Sierra Leone in solidarity with women's global struggle for emancipation.

4. To strengthen the role of the church, especially in her social mission to build equity, justice, peace and democracy.

STRATEGIC OBJECTIVES

1. Evaluate and modify teaching and community service activities already initiated by Fatima College in order to improve their rigor, effectiveness and efficiency.

2. Develop new academic and community service programmes that address those priority knowledge and skills deficits which most negatively impact development in Northern Province, Sierra Leone.

3. All university departments to generate and disseminate new knowledge by conducting, publishing and applying research for the enhancement of learning at Fatima College and development of the wider community.

4. Promote academic excellence and an enhanced student experience by designing and implementing a programme of professional development for all cadres of Fatima College staff.

5. Recruit and retain outstanding faculty who are dedicated to academic and organisational excellence and are, or will be, leaders in their discipline.

6. Actively seek scholarships for ten (over five years) lecturers from various Departments to pursue doctoral studies and so enhance Fatima College's capacity to fulfil her mission and goals.

7. Ensure adequate environmentally-friendly infrastructure such as offices, classrooms, information technology and library facilities to support planned programmes and student numbers.

8. Strengthen the Fatima College Development Office so that it aggressively seeks funds for the advancement of the institution.

1   FATIMA COLLEGE 2010

To further develop the College, a Strategic Planning Task Force was established in March 2010 to coordinate the development of a five years strategic plan (2010-2015), built on the ethos and strengths of TFI.

The Task Force knew from experience, and the literature, the importance of participation in strategic planning,

> Strategic planning exercises are essential for university development, and ...they must be process-orientated rather than product-orientated... The benefits of the process of making plans may indeed be as important as the plans themselves. A limited plan with high ownership within the university may be much more useful and effective than an excellent plan which commands little support.[4]

Thus, the Task Force designed a methodology intended to engage with a wide range of stakeholders; faculty SWOT (strengths, weaknesses, opportunities and threats) analyses, student consultations and a series of open public forums were held. External consultants also gave input. Four basic questions underpinned the whole planning process:

- Where has Fatima College come from?
- Where is Fatima College now (2010)?
- Where should Fatima College head in future (mindful of the local, national and global context)?
- How can Fatima College achieve her vision, mission and objectives for the future (where will the resources come from)?

After the data from these consultations was collated, clear themes emerged that generated strategic questions which were then considered by the university's Governing Council and entire staff (see appendices A and B for details). Fatima College's contribution to UNIMAK's strategic plan is the result. It is not 'cast in stone' but is a living document that will be updated regularly (at least annually) in the light of national and local trends and the College's progress towards achieving her goals and objectives. It is a statement of intent and every effort will be made to put these intentions into practice.

The 2010 status of Fatima College's three main functional areas (teaching, community service and research) are summarised separately. This is the starting point from which Fatima College intends to grow towards 2015.

1.1   Teaching

At the beginning of the 2010/2011 academic year, 568 students registered for courses to be delivered by 27 full-time, 18 part-time and 12 visiting lecturers. Five full-time and six visiting lecturers had doctorates. Development Studies courses were by far the most popular with 197 students registered in that department

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[4] J. Farrant and J. Fielden, '*Strategic Planning in African Universities*' (Paris: UNESCO, 1996) pp 22-23.

(accounting and finance, 66 students and law, 59 students were the other most subscribed courses).

The strategic planning consultations suggested that Fatima College's courses (tabulated below) are relevant and tackle real issues of post-war development.

TABLE 1   **FATIMA COLLEGE COURSES 2010/11**

Faculty of Philosophy and Religious Studies
Bachelor of Arts:
–   Philosophy and Humanities with Diploma in Education
–   Theology
Faculty of Social Sciences
Masters:
–   Sustainable Development
Post Graduate Diploma:
–   Project Planning and Proposal Writing
–   Social Research
Bachelor of Arts:
–   Development Studies
–   Mass Communication
Department of Education
Bachelor of Arts:
–   Education (Linguistics)
–   Special Education
Bachelor of Science
–   Education (statistics)
Bachelor of Education: options in Educational Administration and Management, Guidance and Counselling and Measurement and Evaluation
Post Graduate Diploma in Education
Faculty of Commerce and Management
Bachelor of Business Administration (BBA)
Bachelor of Public Administration (BPA)
Bachelor of Commerce (BCom)
Bachelor of Arts: Human Resource Management
Post Graduate Diploma: Human Resource Management
Certificate and Diploma level programs
For qualified candidates in Development Studies, Peace and Conflict Studies, Development Communication, Human Resource Management, Special Education, Business Administration and Management, Paralegal Studies, Good Governance and Human Rights, and Mental Health and Religious Studies.

However, Fatima College fails to address certain pressing knowledge and skills deficits in the local community, such as the dearth of teachers for science and for children with special educational needs and poor community health. Plans to offer courses in agriculture from 2011 are already well advanced; a response to the fact that 70% of the population in Northern Province are engaged in some form of agriculture. In addition, the Law Department has already submitted plans to the TEC for a degree programme building on their current certificate and diploma courses.

Most informants commented that Fatima College has a significant proportion of lecturers who are part-time and others who are relatively new to working in tertiary education and have not yet obtained a doctorate.

Recruiting students, particularly women, who meet university entry requirements in terms of their WASSCE results and have the necessary finance is a challenge identified by both internal and external stakeholders. Fatima College's remedial programme (classes for students trying to attain their balance WASSCE credits) is an attempt to address this issue but it also struggles to recruit girls.

The Fatima College campus has more than twenty classrooms, administrative centre, a library (with over twenty five thousand books and periodicals), resource centre and a communication centre with limited internet facilities for students and staff. A female hostel for forty-two students is nearly finished and the construction of a multi-purpose auditorium is about to begin. Plans are already in place for additional student hostels and staff quarters. In addition, older buildings are being upgraded to the standard of recently constructed facilities to make them accessible for the College's wheelchair users and blind students. Fatima College has more than 60 acres of land for further expansion.

Given the emerging challenges Sierra Leone faces in terms of climate change, environmental degradation, the influx of extractive industries and urbanisation, Fatima College's concern for the natural environment has increased in recent years; this is reflected in the Mission Statement and curricula, particularly that of the new Masters in Sustainable Development.

1.2   Community service

It has been acknowledged that 'Fatima College has excellent strengths in this area, and in comparison with many universities in Africa has already achieved a great deal in a very short time'.[5] The two main community service programmes are in the areas of mental health and good governance.

Psychiatric illness increased in Sierra Leone after the civil war yet mental health workers were few and public perceptions of mental illness have always been very negative, sufferers tend to be dismissed as 'mad' or 'crazy'. Given Fatima College's concern for the dignity of every human person, the fact that the mentally ill are among the most marginalised members of Sierra Leonean society whose human rights are frequently violated and that provision for them is so limited, Fatima College decided to tackle the issue. The programme's initial components were direct care and support for the mentally ill, training for health workers, campaigns to de-stigmatise mental illness in the eyes of the general public and livelihoods support as a means of reintegrating clients back into their communities.

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[5] Martin Deforge, external consultant from Volunteer Missionary Movement

Since bad governance is generally accepted as one of the root causes of the civil war, Fatima College decided to support good governance practically, in the hope of preventing history repeating itself. The programme stared with training for Councillors and Paramount Chiefs in relation to the social, political, economic and cultural rights of their electorate, the rule of law and financial management. As the 2007 elections loomed, additional content was added on the conduct of free, fair and transparent elections and the apolitical role of Paramount Chiefs during elections. Later, training was extended to Members of Parliament and District Council Ward level, particularly to enhance the participation of women, who seem to lack the confidence to fulfil their potential within Councils.

Radio Maria has provided invaluable support to the advocacy competent of both these programmes.

1.3   Research

Research and publication has not taken off in the same way as teaching and community service; this is Fatima College's greatest weakness. Although Fatima College has been contracted to undertake research for other organisations, self-examination and researching the effectiveness and impact of her own work has not happened. Some lecturers have not yet developed research skills to the level required to offer consultancies in commercial, governmental or academic environments.

The Special Education Department has made a start with a baseline survey of the need for provision for pupils with visual Impairments and the new Masters in Sustainable development should ensure a steady flow of research projects, helping create a Fatima College research culture.

2   INTO THE FUTURE: 2010 – 1015

2.1   Vision

For Sierra Leone to become a civilisation of love where peace and social justice for all transcend tribal and political divides, where every citizen has equal access to education to enable them to fulfil their potential.

2.2   Values

Cognisant that God created the natural world, and every human person in His own image, Fatima College respects the intrinsic dignity of all people regardless of race, tribe, gender, religion, physical or mental impairment.

Fatima College upholds the principles of the 'common good', 'solidarity' and 'subsidiarity' as set out in Catholic social teaching.

Fatima College is committed to working in partnership with other organisations that actively promote human security through poverty reduction, social justice and human rights.

Therefore, while striving for academic excellence, the College aspires to produce graduates who, as concerned citizens can contribute positively to the life and development of their communities. Thus, academic study is grounded in the day-to-day realities of life in Sierra Leone through practical assignments, which put theory into practice and aim to give service to the wider community.

2.3   Mission Statement

Informed by Catholic Social Teaching, to promote human, social, political and economic development in Sierra Leone and Africa as a whole, which at the same time respects the environment so that its resources are used for the benefit of all.

2.4   Goals

To develop, promote and implement a common ethical vision and praxis for all dimensions of development in Africa in support of the Millennium Development Goals.

To foster professionalism within civil society, politics, business and religion and build, through sensitisation, education and training, institutions that serve the common good in Africa.

To empower women in Sierra Leone in solidarity with women's global struggle for emancipation.

To strengthen the role of the church, especially in her social mission to build equity, justice, peace and democracy.

2.5   Strategic Focus

Between 2010 and 2015, Fatima College intends to consolidate present teaching and community service activities in order to improve their quality and effectiveness.

The main strategic focus will be on providing adequate levels of qualified staff and infrastructure to cater for existing programmes and on developing a sound research base to generate new knowledge that informs Fatima College's teaching and development in the wider community. The former will be achieved by developing the capacity of existing personnel through in-service training, by identifying scholarships for lecturers to study for doctorates and by recruiting additional appropriately qualified and experienced personnel (particularly those with PhDs for the academic faculty). Infrastructure development will focus on additional fully equipped offices and classrooms and enhanced IT and library facilities. Diversification of Fatima College's funding base, through the efforts of a fully functioning Development Office, will necessarily underpin this strategic focus.

During this time, only a few new courses will be developed to meet the most pressing knowledge and skills deficits in the community. Specifically, the lack of knowledge about basic community health and the dearth of teachers for science and for children with special educational needs. As mentioned in section 1.1 new agriculture and law courses are already planned to commence in 2011.

Therefore, student numbers will only increase until 2013 as the new courses started in 2010 and 2011 (in development studies, law, education and agriculture) mature into their 2nd, 3rd and 4th years with new intakes continuing into the 1st years of these courses.

All academic, community service and infrastructure developments will aim for environmental sustainability.

2.6   Strategic Objectives

1. Evaluate and modify teaching and community service activities already initiated by Fatima College in order to improve their rigor, effectiveness and efficiency.

2. Develop new academic and community service programmes that address those priority knowledge and skills deficits which most negatively impact development in Northern Province, Sierra Leone.

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7. Ensure adequate environmentally-friendly infrastructure such as offices, classrooms, information technology and library facilities to support planned programmes and student numbers.

8. Strengthen the Fatima College Development Office so that it aggressively seeks funds for the advancement of the institution.

Each Fatima College department has formulated a development plan that sets out specific objectives and activities in support of these strategic objectives (see Appendix C)

2.7 Funding

Since 2005, TFI and Fatima College have enjoyed enormous support from individuals, institutional donors, other Church and academic institutions and the Government of Sierra Leone, both in terms of funding and human resources. Examples from many include, from Italy Amici Della Sierra Leone (Parma), the Diocese of Albano, the St Lawrence Foundation and the Xaverian Fathers and from Spain, San Pablo University (Madrid).

In order for the institution to continue to grow the capacity of the Develop Office needs building so that it can access funds in new and creative ways. For example, during the stakeholder consultations the idea of 'diaspora dinners' was mooted. Sierra Leoneans not yet ready to return home (to teach) might be persuaded to contribute financially but a formidable organising network would have to be established. Student fees (which many struggle to pay) do not yet cover running costs never mind capital expenditure. At present, the Diocese of Makeni subsidises the College's running costs but clearly this is not sustainable in the long term. (The Development Office plans are also in Appendix C).

Table 2   Financial Summary for Oct 2009 – Sept 2010

INCOME	AMOUNT LE	EXPENDITURE	AMOUNT LE
Students' tuition fees	600,276,250	Staff costs (salaries, allowances etc)	433,495,625
Diocesan subsidy	180,000,000	Generator/vehicles fuel & maintenance	71,548,400
Application forms	48,300,000	Stationary, printing & communication	48,215,000
Hall rental/canteen	29,706,000	Catering/canteen/sanitation	50,502,100
Computer studies	13,491,000	Furniture & equipment	117,749,876
Resources Centre & internet	2,723,750	General repairs & maintenance	12,627,500
Reference exams & results	1,250,000	Student Union & ID cards	22,918,600
Sports	202,000	Tertiary Education Commission	8,900,000
		Contingency, refunds, transfers etc	186,255,800
TOTALS	**875,949,000**		**952,212,901**

Capital investment (for construction and furnishing of the library, recourse centre & hostels) funded largely through external donors is not included.

1 ST JOSEPH'S COLLEGE 2010

St. Joseph College of Management and Technology, is an autonomous constituent College of the University of Makeni under the management of the Daughters of Mary Immaculate (DMIs). It opened on October 13, 2010 on a new campus at Yoni, 4 km from Makeni city centre. Twenty-two students enrolled for the Bachelor of Computer Science and 12 students for Bachelor of Commerce.

The seven teaching faculty include one lecturer with a PhD and one whose doctoral award is pending; five faculty are expatriates. This high teacher-student ratio allows one-to-one teaching where appropriate.

Four classrooms, a laboratory, two offices and a small library are in existence at the moment. More than 35 computers are in use for both office work and students' learning in the computer laboratory. A 60 kva generator powers the site although the cost of fuel consumed daily is exorbitant.

As a new institution, the College faces a number of infrastructure constraints apart from the electricity (mentioned above). The most urgent academic need is internet facilities given the College's focus on technology education. In terms of general infrastructure, the most pressing needs are water, particularly in the dry season, and transport. At present, most students reside in Yoni itself. However in a few months' time the College expects to enrol students from further afield which will necessitate a College bus to bring them to and from the campus. Student hostels are currently under construction which will also go some way to address this problem.

2 INTO THE FUTURE: 2010 – 1015

2.1 Goals

From these humble beginnings the college's future goals are

To become self-sufficient in the sphere of science and technology education and offer high quality learning in these areas so that the elite can participate effectively and efficiently in building the national economy.

To enhance the quality of the education offered so that graduates will demonstrate knowledge and skills recognised nationally and internationally.

To ensure education with a competitive edge in the field of tertiary education in Sierra Leone so as to serve the nation for years to some.

To provide highly competent manpower to serve the country in specific priority technical areas.

To contribute to the national education scene as a high-tech institution, thus supporting the Millennium Development Goals.

2.2   Implementation of Goals

Through vigorous marketing of the College's courses, particularly in schools all over the country, a large increase in student enrolments for the 2011/2012 academic year is expected (see Table 2 below).

Table 3   **St Joseph's College: Projected Enrolments 2011/2012**

	Minimum No.	Maximum No.
Bachelor of Engineering – (BE)	25	30
Bachelor of Computer Science – (IT)	75	100
Bachelor of Business Administration (BBA)	35	50
Bachelor of Commerce –(B.Com)	35	50
Bachelor of Social Work – (BSW)	30	50
Total	**200**	**280**

This expansion in student numbers clearly needs support from more lecturers and infrastructural development.

Plans are being drawn up for the phased construction of the following facilities over the next five years:

a) Classrooms

   The current classrooms can accommodate a total of 240 students. Therefore additional classrooms are planned to cater to the 2011/2012 student intake of 250 (in addition to those already enrolled).

b) Library

   A much larger library building with ample space for reading is required from the start of the coming academic year.

c) Multi-purpose Hall

   A multi-purpose hall for College social activities and as an income generating resource (for outsiders to hire for social functions) is planned.

d) Auditorium

   An auditorium is an important facility for any university; needed for examinations, celebrations such as graduation, workshops and seminars. This may also be another facility which can generate income through hire to outside groups.

e) Canteen

   There are no refreshment facilities available to staff and students in Yoni. Currently, students ask for permission at the weekends to go to Makeni to buy groceries instead of concentrating on their studies. A canteen could be buttressed by a grocery store. Outsourcing these services is being considered as they are not core to the educational needs of students.

f) College Chapel

The College being a Catholic institution needs a Chapel for the religious activities of the students and staff (now held in one of the classrooms).

g) College Clinic

As the number of students grows, the College will require a clinic to handle all mirror illnesses. This is important as Yoni is far away from the city centre and students and staff cannot always be taken to town for treatment due to the lack of transport.

h) Compound Fencing

The College is situated on a campus of 300 acres. The entire campus needs fencing in order to prevent other people from encroaching on it. This could be done in phases in order to stagger the cost over a longer period of time.

An additional computer lab may be required if computer science courses prove popular and a regular course for Bachelor of Engineering (BE) takes off.

This physical structure will need appropriate furniture and electronic equipment such as more computers, projectors and screens and wide-screen television.

The need for electricity and water to underpin all these developments has already been mentioned. It is hoped that the College can be connected to the Bumbuna Electricity project and Konshu Water Scheme within the next year.

2.3 Funding

The DMI have funded all the initial College facilities such as 24,000 library books, generators, computers and the fitting out of staff accommodation.

The College's future expansion depends on accessing resources from local and international sources, both individual and institutional such as donations in kind, direct sponsorship and successful project proposal. The College also hopes that the Government of Sierra Leone will continue to be supportive and in particular consider subsidising students' tuition fees for engineering and computer science courses giving women special consideration. A detailed budget is under preparation.

APPENDIX A

DATA FROM FATIMA COLLEGE'S STAKEHOLDER CONSULTATIONS

Contributions from the various stakeholders covered a wide range of topics; for example, the students identified 46 'strengths' and 48 'weaknesses' at Fatima College (FC). Sometimes opinions were contradictory (information technology IT services were identified as a 'strength' 16 times and a 'weakness' 17 times) or opinions qualified each other (quality lecturers, a 'strength' 35 times but weaknesses included insufficient lecturers covering too many subjects, (15), too few PhD lecturers (12). lecturers do not turn up (3) and too few women lecturers (3)).[6]

However, certain themes emerged amid this diversity which are now presented in three parts; the first deals with what, may broadly, be designated as 'positives', aspects of FC's *modus operandi* valued by stakeholders or issues that FC is already tackling (sometimes unbeknown to stakeholders) and can be continued as part of FC's strategy over the next five years.

The second part of this data section covers 'challenges', possible issues for FC to address in the coming five years; realistic priorities trade-offs, sequencing prioritising these issues making best use of limited resources is the function of the next stage of this planning process. (Direct quotations from the data are in *purple italics*).

> Strategic questions for the Task Force and other stakeholders are boxed.

The final, third part, considers (surprising) gaps in the data, issues such as funding to which stakeholders gave scant attention but which daily confront FC personnel.

A note of caution is necessary here; these notes represent one perspective on the data collected so far. Task Force members and other 'strategic planners' are strongly encouraged to interrogate the data sheets themselves to check for inadequacies or imbalance in this analysis.

1   'Positives'... *should be continued?*

1.1   Relevance

2nd year students surveyed placed 'courses unique and relevant' 6th out of 46 strengths and 3rd years commented on FC's *relevant courses to cope with the aftermath of war and support development.*

Contributors from the Makeni NGOs and to the open forums echoed these sentiments; FC is *a problem solving institution, not cut off from society ... [offering] relevant courses designed to address real issues... Education is key to development.* Education's role in development drew much comment; for example, *21st century education at all levels needs to move beyond traditional curriculum and address Sierra Leone's development needs.*

The notion of 'problem solving' resonates with several comments about the importance of developing analytical and critical thinking skills among students, education is *not about scribbling notes and giving them back during exams ... students are not just receptacles to be filled with knowledge, they must analyse and apply that knowledge.*

Reading, library use and *to be serious about books* were seen as key to developing these skills. (Students overwhelming judged the new library FC's greatest strength).

Service to [the] local community [is] part of the relevance mandate. Example: the mental health programme. Such service is part of the *raison d'être* of any university;

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[6] The need for more PhD lecturers was raised by the Makeni NGOs and contributors to both the education and religion open forums as well as by the students. Interestingly, the religion open forum, attended by mainly Muslin religious leaders, asked for more women lecturers.

indeed *Ex Corde*[7] stresses the 'advancement of human dignity and of a cultural heritage through research, teaching and various services offered to the local, national and international communities'. Students placed FC's outreach activities such as the mental health and good governance programmes 4th out of 46 strengths. It seems clear that such valued activities should continue and other opportunities to give relevant community service, be explored.

However, contributors tended to equate 'relevance' with 'local', this superficial conception of 'relevance' risks being, in fact, 'irrelevant'. Recycling 'the local' (ideas and thinking processes and outcomes) that have clearly not brought development will not serve well the Makeni community or Sierra Leone generally. 'Think globally, act locally' is not an empty slogan.

Education should be extensive, comprehensive and intensive... If you search just your own small little world, it will not influence the bigger group.

A university's role must surely be to examine ideas (and methods) from 'outside' and make the best of them relevant locally through adaptation and application. A prophetic element is also needed, predicting future trends and looking out for relevant ideas 'to be ahead of the game'. For example, although 70% of Sierra Leone's population are now engaged in subsistence agriculture, can rural-urban migration and the problems of Freetown (indeed, Africa cities generally) be ignored? What about future needs for competent urban planners and sustainable cities?

[We] need to understand more about urbanisation... We have taken the village to cities, how are we bringing the cities to the village (the Yoni campus is a first step)? If cities and villages do not meet, [it] will be hard to keep young, productive people in the rural areas. They want health care, quality education, electricity, DSTV, internet with them in the village... FC must prepare students meet urban challenges, not just about rural life. [8]

FC's (and TFI before it) commitment to development, relevance and service are expressed (or subsumed) in her existing mission statement and strategic objectives (see Section 5) but to maintain relevance and serve Sierra Leone's (Africa's?) development needs through the next five years, it is important that this strategic plan (rooted in the local/national context), is open to international erudition,[9] particularly since relatively little research is generated within Sierra Leone.

3rd year students specifically mentioned *recruiting more foreign lecturers to attract staff and students, [to] give a global view, attract back diaspora.*

Section 2.2 offers ideas about what FC might do in terms of additional support for development and community service.

1.2   Values

According to the 2nd year students 'Catholic Mission ethos' was FC's 8th greatest strength; other strengths included 'strict exams' (10th), 'strict entry requirements' (17th) and 'bribery does not happen' (19th). The latter was counterbalanced by the 18th (out of 48) weakness: 'fees and money taken under false pretences', although this statement was supported by only three students. Five 3rd year students asked that 'people without requirements [are] not admitted as before'.

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[7] The Apostolic Constitution *Ex Corde Ecclesiae*, which provides the norms for considering what counts as a truly Catholic college or university.

[8] The new Masters in Sustainable Development is unashamedly externally facing, presenting theory and practice from far and wide for the students to evaluate against the backdrop of their own context, sustainable cities are part of the curriculum.

[9] Related to this, is the notion (presented by Dr Christiana Thorpe during the education open forum) of 'new ignorances'; that is an understanding of what you do not know, in the globalised context.

Non-student contributors were also concerned about entry requirements, *[it is] very important to stick to entry requirements...Entry is the first engagement students have with FC and gives them an indication of the institution's moral stance. If entry requirements can be compromised, it's a 'slippery slope'.*

It was generally felt that FC *maintains discipline and standards to produce quality students.* Many stressed that this should continue since education encompasses *morality and the holistic development of the human person.*

Moral and spiritual education critical. Young people today go astray because this is lacking. It is the responsibility of us all to transform the moral and spiritual life of our communities. FC to take a lead.

Contributors were concerned both about the conduct and behaviour of students on campus and that *core values like honesty need to permeate all courses. For example, business students need to be taught to oppose bribery and kickbacks.* Many practical suggestions about the 'moral' content of courses were made but also warnings that *FC must practice what they preach... must be accountable to all stakeholders, produce clear reports and regular audits.*

FC must promote moral learning, how to stand against bribery and bad values. Must make sure that 'own house is in order'... For example proper dress code on campus, no mobile phones in the classroom, 'no jamba', no drinking rum, no cultism. Discipline must be a core value.

Other values that are expressed in FC's strategic objectives (equity and justice), or that are fundamental to the social teaching of the Roman Catholic Church such as the intrinsic dignity of every human person before God were not singled out. In fact Christianity (Catholicism) was only mentioned once in the whole stakeholder consultation process: *Research traditional core leadership values (respect love and care for humanity and the environment) ... Blend with Christian leadership values: servant leadership, option for the poor.* These may be doxa but it raises doubts as to whether FC is 'an academic institution in which Catholicism is vitally present and operative' as required by *Ex Corde.* Section 2.3.2 discusses this further.

2   Challenges... *what next?*

2.1   Health, Food Security and Agriculture

Four 2nd year students commented that 'science and health courses are lacking' and 16 3rd years asked for 'public health, science, agriculture and engineering courses'.[10] Health was the greatest concern of non-student contributors (just ahead of the parlous state of schools), with agriculture third.

FC should address the inadequacies of environmental health. Need environmental sanitation and public health programmes... Not only health workers need training, but people from other disciplines need health input, social workers, teachers even. Need to engage schools over health education (and train teachers).

FC to include health content in development studies courses. The HIV and AIDs module of the development studies degree (taught in the 2nd semester of the 3rd year) is being expanded to include more general public health content and an examination of the links between health and development.

Many contributors linked health to food security and agriculture, *hunger is a disease. Food security is part of being healthy. Need to increase food production and train people how to make good use of it.* Some people were concerned that agriculture

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[10] These notes do not address science, engineering and social work since the DMIs plan to offer these courses.

courses should emphasise practical applications ... *see how people plant their rice...unscientific methods... where are all the BScs in agriculture? Have all these degrees influenced the lives of the people?* The need to put theory into practice across the board was highlighted, *teach practical skills and applying 'theory', send students on internships ('practicalise' what they learn in the classroom)... Internships and job experience [are] very important for students to 'practicalise' what they learn*.

In connection with agriculture, it was suggested that the focus should be *practical agriculture, production and processing.* This resonates with FC's wider interest in fostering enterprise and link to business.

Fortunately the District Medical Officer (DMO) attended one of the open forums and suggested *roles for FC: health promotion and awareness raising, research into the good and bad of traditional practices, herbs are very useful but dosages and preparation need refinement, how and why do people engage with traditional healers ... FC to consider practical public health programmes...FC can decentralise public health through her other activities. Need to be aware of the HIV/AIDS 'time bomb'.*

Students raised other health matters beyond the content of courses; the lack of free drinking water on the campus was rated FC's 8th greatest weakness (out of 48), five 3rd years mentioned the the dirty campus toilets and seven, the need for a campus clinic. These matters will be covered under physical infrastructure, 2.2.4

Together 1.1 and .2.1 generate a number of questions about FC's strategic direction over the next five years:

In terms of courses, should FC focus on breadth or depth; that is offer a wider a range of courses at certificate, diploma and undergraduate degree level or, over the next five years, develop more Masters programmes in existing subject areas. Eleven 3rd year students asked that *PhDs [be] awarded, Masters offered in all departments,* whereas breadth appears to be the 'community's' preference. (TFI consciously focused on undergraduate education for the first five years).

This raises the question of balancing sensitivity to the University's 'host' community (local relevance) with the ideals of a University; fundamentally, will knowledge (to advance development in Africa?) be generated (and integrated, as per *Ex Corde*) through a multiplicity of certificate courses or through analysis, critical thinking and research at a deeper level. Application ('practicalising') is good but where is the knowledge to be applied going to be generated, Europe and N. America? What is the difference between a Polytechnic and a University?

This SP is only for five years; but the direction it sets is likely to determine whether FC becomes a community college (with the name of a university) or truly a (Catholic) university.

It should be noted that a Certificate in Agriculture is already being designed for this academic year.

Should FC consider a public health offering? In what form? The District Medical Officer's remarks suggest there would be Ministry of Health backing.

Another question (more technical than strategic, but maybe worth floating) is how to deliver content that addresses threats to the 'common good' (human security)? Are certificates, diplomas and degrees in every area of concern the only model? Should some issues such as gender, HIV and AIDs or general public health be 'mainstreamed' that is integrated into existing courses (particularly the Foundation Courses). 3rd years students asked for *social issues to be addressed by [the] curriculum: gender-based violence, child abuse, democracy and politics.*

Instead of studying the 'Merchant of Venice' during 1st year Communication Skills, could the required skills be taught using content on HIV/AIDs, food security, gender or other

issues chosen for mainstreaming. Dimensions of mainstreamed subjects would also be covered in 2nd year Social Teachings of the Church, 3rd year Religion and Politics, even IT courses and ethics.

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o In terms of courses, should FC focus on breadth or depth? Specifically, more certificate, diploma and undergraduate degree courses or look at developing more Masters programmes? What are the human resource (HR) implications?

o What is the balance between local relevance and the ideals of a university?

o Should FC develop public health courses?

o (Should certain topics be mainstreamed across the Foundation Courses, even more widely?)

2.2 Recruitment to Tertiary Level Education

A present and future challenge is to recruit students with appropriate entry requirements, particularly women, who can afford to pay realistic fees. The problem is a dearth of suitable candidates rather than inadequate marketing;[11] relatively few pupils leave secondary education with the required three, four or five WASSCE credits. Many contributors voiced disquiet about standards in schools, not only regarding technical subjects but also in relation to pupils' moral development and schools' engagement with parents/families.

Where are the parents and families? [There is a] disconnect between the classroom and families. Moral education is very important particularly for girls[12]... Work with schools on issues such as teenage pregnancy that prevents girls from getting their entry requirements.

Also flagged-up were standards of teacher training and teachers' importance as role models, *the example teachers set is very important, children copy their teachers; they should dress with dignity... Teachers must model good leadership.* There was a consensus that FC should work *to strengthen [the] education system as a whole;* this poses strategic questions for FC.

In terms of addressing a 'felt need' in the community (relevance) and helping ensure her own future through a stream of qualified applicants, FC clearly has to engage with (at least) secondary level education, how?

The WASSCE results will give an indication of the value of FC's 2009/2010 remedial programme but any evaluation also needs to monitor how many former remedial pupils progress through FC (or go on to any higher education establishment) and to examine the overall financial implications for FC. Never-the-less, a remedial programme is likely to be part of FC's broader education strategy. For the remedial programme to be more of a service to the community, could donor funding be sought for 'scholarships' (and other support), maybe for girls (+/-with a child)? Focusing on girls would surely appeal to donors and might help improve the gender balance of FC's intake.

The idea of establishing a University School was floated in Senate and summer schools and other training activities for school teachers have been suggested by FC's Education Department. In this age of endless 'trainings' and workshops are the benefits actually proven/tangible? Research has proved that knowledge does not necessarily translate into behaviour change. Are teachers really ignorant of what they are supposed to be

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[11] Laudably, marketing has recently received more attention with countrywide schools visits and radio programmes. A rudimentary website has been established, although it needs to be accurate and more appealing to potential students.
[12] Failing to recognise that it takes a boy to make a girl pregnant?

doing (or lacking intellectual capacity) or do other, more significant, factors undermine standards in schools? Maybe, during the next five years, all FC can hope to do is research and pilot ways to engage with secondary level education (+/- primary?) to improve the learning and life outcomes for pupils.

In terms of financial access to FC, the Makeni NGOs and 10 students suggested applying for Government grant-in-aid. During his public lecture at FC, the Deputy Finance Minister did not rule this out. Four students suggested that FC should seek external funding for scholarships and others suggested that it is a FC weakness that scholarships are only awarded to Roman Catholics (?). TFI's procedures manual sets out guidelines for the administration of scholarships but these have not been followed and are certainly not rigorous; for example, there is no scholarship exam, requirement to submit written work or give a presentation as part of an assessment of fitness for a scholarship.

o Does the existing mission statement and strategic objectives capture what FC wants to do in terms of supporting development and community service in the coming five years?

o Does a clearer commitment to diversity, and against discrimination, need to be expressed somewhere?

o As part of a commitment to relevance and access should FC engage with (at least) secondary level education? If so, how? Should the remedial programme continue or be expanded? What should FC's strategic objective be in this area?

o Does FC want to make a strategic commitment to increasing financial access to courses? How?

2.3   HR Capacity

The issues of quality lecturers, PhDs, women and foreigners were mentioned earlier. The Makeni NGOs and eight 3rd year students suggested that *existing people [are] sent out for higher degrees* and *lecturers [are] sent overseas for studies.* These contributors did not address funding; in the past proposals for academic staff training overseas were submitted to donors. This would need proper planning and is likely to be more cost effective if (West) African countries are chosen. The problem of visas makes studying further afield increasingly difficult, apart from the expense.

Few, if any, of FC's senior academics meet the requirements of the TEC/2005 Act for the posts they hold, particularly regarding years of experience and/or research and publications output. The newly formed HR Committee needs to formulate a strategy to address this: build the capacity of existing staff to meet the requirements of their positions (if it is possible), recruit fully qualified academics from within Sierra Leone and the region or both. What is the role (if any) of foreign volunteers?

The HR Committee is also responsible for ensuring that managers, administrators and finance personnel are qualified for the posts they hold; a Masters or PhD in the humanities in not a management or finance qualification. Students identified *management/administration weak* and *mismanagement of funds* among FC's lesser weakness (21 and 25 out of 48, respectively). A contributing factor maybe that some management, administrative and finance personnel at FC do not hold appropriate qualifications for their work.

As mentioned above in the context of school teachers, knowledge does not guarantee professional output; the HR Committee will have to explore how to achieve this; otherwise FC risks replicating the dismal picture of African academia painted by the World Bank.

> o FC needs an HR strategy which should be part of the overall SP. The HR Committee is new; how can a strategy (or at least a framework) be in place to meet the timeframe of the overall SP?
>
> o From *Ex Corde* 'the number of non-Catholic teachers should not be allowed to constitute a majority within the Institution'.

2.2.4 Physical infrastructure

Insufficient furniture (the scramble for desks and chairs on Fridays/Saturdays) was identified by students as FC's 4th greatest weakness after lack of hostels, ineffective students' union and high fees (28 3rd year students wrote about the need for hostels). In addition to drinking water and a clinic (mentioned above) students also highlighted the need for sports facilities, university transport (a bus) and more hours electricity on campus.

In their SWOT analysis, Social Science and Education faculty were frustrated by lack of office space, IT facilities, electricity and teaching and learning materials including stationery.

Interestingly, non-student contributors hardly mentioned infrastructure, maybe because they do not have to live with the daily constraints.

Infrastructure development is clearly related with the next section on finance but also links with other expansion mentioned above; more courses and more students necessitates more classroom space, furniture, toilets and canteen capacity. Similarly, more staff requires more offices, furniture, computers and printers.

One student wrote that *by 2015, [there should be] three times as many students as 2010.* This raises the question whether FC has the capacity to plan and raise funds for such expansion. Determining and costing the infrastructure requirements of such expansion needs skilled planning, can the site supply enough water for hostels to cater for that number of students? Catering? Study and social facilities after classes? Light? Medical care? The coordination of the parallels of expansion, making sure that infrastructure supports the recruitment of students and personnel is presumably the responsibility of the Development Office, a somewhat nebulous entity to date.

> o What are FC's goals in terms of expansion (whether measured by student enrolments, turnover or funding targets)?
>
> o What are the planning and coordination strategies? 'Who' is responsible?

2.3 Data Gaps

Suggesting gaps in the data to an extent undermines the consultation process; it is illogical to give credence to *what was said* while failing to respect, as a non-issue, *what was left unsaid*. However, people have different experiences of FC; as indicated above, these suggested 'gaps' are based on internal experiences of FC.

Below are a few ideas for addressing these gaps to stimulate discussion but greater expertise is needed, particularly regarding finance and Church matters. FC may have to look for external advice in formulating strategy in these areas.

2.3.1 Funding and Finance

'Is FC self-reliant? Religious organisations are seen as charitable, but we need to run this institute on its own ...be clear about difference between religious charity, business and finance.

This was the only (shrewd) comment about money from an external stakeholder. Seven students saw access to external funds as strength while two felt reliance on external funds was a weakness and one commented that *funds are lacking*.

Funding should properly have been the first consideration, before discussing courses, recruitment, personnel and infrastructure. As Dr Hayes pointed out,

> 'Without adequate financing ... there will be no University to speak of...Reliance on student fees for the maintenance and upkeep of the physical plant, the payment of salaries for faculty and staff, and the insurance that the University can continue in its daily functioning, is not a realistic option at this stage... An aggressive fundraising effort is therefore needed'.

How? The issue of an endowed Chair, to create investment capital, has been floated from time to time. '*Ex Corde* instructs each Catholic university in the world to have a faculty, or at least a chair, of theology', is this an option to explore... in Catholic circles in the United States? Since teaching theology at FC is unlikely to be a fulltime occupation during the next five years, could FC's Professor of Theology support the Regional Seminaries and Church more generally?

On a less ambitious scale the idea of 'diaspora dinners' was mooted during 'group work' at the Makeni NGO consultation. Those not ready to return home (to teach) might be persuaded to contribute financially. A formidable organising network would have to be established.

Given the global economic crisis and the difficulty in obtaining overseas money for any cause, local income generation is also critical. 'Outsiders' need to pay for the use of FC facilities. However, renting should not be to the detriment of FC's own activities; on occasions the shortage of space for weekend lectures has been exacerbated by renting out of classrooms. In addition, students noted as weaknesses *visitors too many when lectures on* and *noise from Abbati hall* (from external users). The construction of the new multipurpose hall (away from classrooms) will provide another venue to let.

Within the next five years, could FC extend her conference facilities? For example, by building a guest house (during the long vacation, the student hostels can be let for summer schools) and providing higher quality catering. Students identified the unhygienic canteen and the fact that lecturers and students share the same canteen as weaknesses. Increasing student numbers will necessitate more canteen space, maybe this is an opportunity for re-development? Continue with an inexpensive student canteen but establish a restaurant, open to all, offering a wider menu (and possibly catering training).

Is the practical component of FC's new agriculture course an income generating opportunity? Will foodstuffs be available for sale to those running FC's catering services or to others (hospitals, for example)? Can FC land that is presently unused be made productive?

If the students' plea for sports facilities is heeded and these are developed to a high standard, could these be let to schools and other clubs during the day when students are engaged in lectures.

Once again, these issues appear to sit with the Development Office.

In parallel with generating funds, it is obvious that strict financial management systems are needed, starting with proper budgeting for all departments, at least a year ahead. Budgeting for the 2010/11 academic year has begun and the HR requirements to run FC's finances are under consideration.

3.2   Catholic Identity

As mentioned in 1.2, there was only one overt allusion to FC's Catholic/Christian identity from external contributors but 12 students mentioned FC's 'catholic mission ethos' as a strength. Maybe other contributors just take FC's Catholic identity for granted.

Clearly, the Church's requirements of a *Catholic* University have to be incorporated in FC's strategy (and operationalised in the daily life of the institution). The issue of a theology faculty/chair was raised in 2.2.

In his paper informing FC's SPA, Dr Hayes quotes from *Ex Corde* the following definition of a Catholic University,

> An academic community which, in a rigorous and critical fashion, assists in the protection and advancement of human dignity and of a cultural heritage through research, teaching and various services offered to the local, national and international communities. It possesses that institutional autonomy necessary to perform its functions effectively and guarantees its members academic freedom, so long as the rights of the individual person and of the community are preserved within the confines of the truth and the common good.

This is what FC tries to be (weaknesses in research activities are discussed in the next section). However, a Catholic University is also required to 'bring to its task the inspiration and light of the Christian message'; does the dearth of comment on FC's Catholic/Christian identity suggest it is hiding this 'light' under a bushel?

FC presents interesting paradoxes; while contributors encouraged FC to 'practicalise' courses, essentially to 'practice what she preaches', it seems that FC may not be preaching (loudly) what she practices philosophically. In addition, one of FC's present strategic objectives is 'to strengthen the role of the church, especially in her social mission to build equity, justice and peace' (lowercase 'church'?) but the mission statement and other objectives say nothing about the reserve, the role of the Church and her teaching in 'strengthening', inspiring FC. According to Dr Hayes' paper 'as a University that is Catholic, the University of Makeni is obliged to make it known through its mission statement that it has a Catholic identity.'

Would more frequent liturgical expression of her Catholic identity unite 'practice' and 'preach' at FC? Mass is only offered about once or twice a semester,[13] prayer is not part of the timetable for staff or students, FC does not have a Chapel or Chaplaincy building. Sr Eleanor (Chaplain) reported that when regular Masses were held, they were poorly attended (this might change when students live on campus) but are the numbers crucial? Surely, the very offering of the Mass (and advertising it beforehand) helps keep the 'light of the Christian message' burring at FC's core. Theologians, please advise! This leads to the question of who (person or persons) is responsible for nurturing FC's Catholic identity and for the spiritual dimensions of all FC's activities?

From Dr Hayes, again

> It is part and parcel of all Catholic universities to render spiritual service through liturgy, retreats, and other meditative exercises as a way of approaching the whole person: head, heart, and soul. The Eucharistic celebration of the Mass lies at the centre of this pastoral service. More than

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[13] The extent to which Radio Maria is (seen as) part of TFI/FC is unclear. However, 6.30 am is not a conducive time for non-resident students to attend Mass.

any other aspect of its being, the love shared at the Eucharistic table is the reason and cornerstone in the building of a civilization of love.

> o 'The University of Makeni is obliged to make it known through its mission statement that it has a Catholic identity.' How?
>
> o How else is FC to express (in word and deed) her Catholic Identity?
>
> o Who (person or committee) is FC's 'spiritual director'?
>
> o Does the existing mission statement and strategic objectives capture what FC wants *TO BE* (and to do) in the coming five years?
>
> o Does a clearer commitment to diversity, and against discrimination, need to be expressed somewhere?

3.3   Research

Just three students commented that FC's 'research facilities are poor'; non-student contributors did not mention research per se. However, many gave suggestions for research topics; *explore the causes of ill health, how to produce enough affordable food. Research current leadership failures. Research traditional core leadership values. Research into the good and bad of traditional practices ... herbs, how and why do people engage with traditional healers?* In addition, the Makeni NGOs suggested that FC could generate income by offering *research consultancies for local NGOs.*

Research is part of any university's mandate and, indeed, *Ex Corde* stresses it and FC's first strategic objective implies it, namely, 'to develop a common ethical vision and praxis for all dimensions of development in Africa'. However, apart from students' final year projects, there is no significant research activity at FC. Lack of funding and personnel are probably factors; the students themselves comment on *insufficient lecturers covering too many subjects,* teaching absorbs the majority of lecturers' time.[14] It is hoped that Dr Cordula Reimann (from Germany, due to arrive in October), who has a post graduate diploma in research methods, will boost FC's research capacity but she will need to work within FC's strategic commitment to research and is likely to need the support of the Development Office in obtaining research grants and funding.

The annual award of a one year research fellowship to FC's most outstanding graduate might also encourage research activity and attract donor funding, particularly if the research was related to their own activities. For example, funders of the Mental Health Programme might be interested in supporting research into how *and why do people engage with traditional healers?*

What should be the strategy to overcome the paucity of research at FC?

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[14] During the long vacation, some Universities run residential 'writing retreats' of up to one month to create space for academic staff to write research grant applications, articles and other publishable materials. Board, lodging and logistics (such as internet access) are provided at a location away from the University. Lecturers apply for a place, stating their objectives to be achieved within a specific time frame. During the 'retreat' participants do not undertake any other university work or leave the 'retreat' location, they act as peer support, critiquing each other's work but a senior faculty member is also resident to give additional support. If participants do not achieve their objectives on time, the cost of their accommodation and other logistics is recouped from their salaries. Might Stocco lend itself to this type of programme?

APPENDIX B

SOCIAL SCIENCE & EDUCATION FACULTY SWOT ANALYSIS (with additional notes).

Tuesday 23rd March 2010, 11:00

The facilitator, Mr Steve Kaindaneh (doctoral candidate Coventry University, UK), made the following introductory comments:

SWOT is not an in-depth analysis but provides pointers for deeper exploration.

The intention must be to maximise strengths and opportunities and minimise weaknesses and threats in order to meet Faculty objectives. These are likely to include creating and maintaining a productive teaching and learning environment which is relevant and contributes to wider society and the country in general (role of a university: teaching/learning, research and community service).

Since SWOT is an internal process (not objective) risk of playing up strengths and covering up weaknesses/threats.

Need to consider how to move to **recommendations**, to be derived from answers to two questions:

> How do we minimise weaknesses/threats?

> How do we maximise strengths/opportunities?

STRENGTHS	WEAKNESSES
Good staff and enough. *could do better: absences and untimely delivery; for example: exams grades.* *Doing more than one job constrains performance (linked to poor terms and conditions?)* *Poor mix of teaching methods (linked to lack of resources and costs for printing and photocopying?)* *Assessment narrowly focused on exams, more weight to course work, reflective journals and/or presentations? Are we trying to build students' capacity to think (creatively) or merely interested in memory skills (rote learning)?*	Inadequate materials in the education department. *more widely, few journals, no/few online journal subscriptions, how to keep up-to-date?* *Not helped by gradual collapse of internet facilities i.e. wireless, fewer and fewer fixed points working, overcrowded internet cafe, lecturers have to compete with students just watching video clips or football.*
Coordination (within Faculty) OK.	Poor communication and information flows. *should minutes of Faculty/Departmental meetings be posted on notice boards?*
Enough teaching space.	Inadequate office space. *Also, computers/printers, rely heavily on lecturers own laptops.*
Good student-lecturer relationships. *could be enhanced by allocation of personal tutors.*	Weak lecturer-lecturer relationships.

Academic programmes relevant.

*maybe relevant to Makeni/ Sierra Leone but surely need to **think globally** (and act locally). Programmes not up-to-date with current trends: human security paradigm, rights-based approaches, environmental issues, sustainable enterprise, CSR, terrorism (peace studies).*

Apart from the Mental Health Programme are any programmes relevant to the appalling local health status. Development and health are closely related. 'Typhoid' is characterised as the Makeni disease yet 'we' allow the campus to be used as a toile

Public health practice as a foundation course or module on development studies (if no 'space' broaden out the module on HIV/AIDS) or the content of communication skills exercises or WHAT?

Quality education offered (relative, in SL).

room for improvement, see above comments re staff.

Radio Maria on site, plus for Mass Comms.

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suggest other strengths incl:

Strong spiritual base (opportunity: to build up spiritual dimension of campus life, prayer groups, communal worship).

Commitment to access.

Uniqueness of special education department (opportunity should therefore be to mobilise support and resources)

Outreach programmes: mental health, governance, access to justice (do we make enough use of the opportunities these could provide for students?)

Poor reading culture.

linked to poor English (cause and/or effect?) How to tackle... summer schools for weakest students? Debating Society to improve articulation? Book clubs (tied in with Joe's book review on Radio Maria)?

Hear teaching in Krio coming from classrooms ... at induction in October, Professor Koroma stressed the use of English on campus. Is this policy or not?

Related issue of plagiarism and collusion.[15]

Library does not loan books to students.[16] Library Committee needed to work out modalities before new library opens?

Limited logistics, IT and mobility.[17]

(See SC above re computers).

Low IT skills.

Roles and responsibilities unclear and overlap.

strongly agree, too many administrators doing academics jobs, much duplication while other areas not addressed.

Academics lack information to function since 'controlled' by administrators.

Tracking movements of students, attendance register(s).

Publishing and research.

Administrative bottle necks.

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[15] Many students' completely fail to reference written work; submit identical (photocopied) work. 1st and 2nd years – profess no idea about referencing what-so-ever. What is UNIMAK's policy - ? Harvard. How to tackle? Concerted effort by all lecturers, further workshops?

[16] According to John A. Sesay (library staff). Effectively renders the library useless for distance students with classes 4 – 10 pm on Friday, 8 am – 8 pm on Saturday. Sr Eleanor thinks this 'edict' has been in place about one year. SC constructed 2nd semester modules around book donation then discovered that 'my' students cannot borrow the books.

[17] At staff meeting on 09/03/10, Mr Thulla mentioned lack of transport as a constraint on students' field trips (i.e. to printing press, UN Radio).

	Poor conditions of service.
	No staff accommodation.
	Lack of recreational facilities (sports) for students**.**

suggest other weaknesses incl:

Lack of student representation at decision making level, consultation and feedback mechanisms.

Lack of Faculty documentation, from syllabus/curriculum to handbook (need to draft the latter asap).

Staff development opportunities. Recent workshop on research good example but we were permitted very few participants. Incumbent on participants to give feedback to colleagues after such events.

OPPORTUNITIES	**THREATS** (or challenges)
Expansion of programmes. *big demand for MA in Development Studies.*	High tuition fees.
Partnerships (both local and international). *Stellenbosch? For more up-to-date input re sustainable enterprise, CSR etc.* *Too 'wedded' to traditional partners? Would not wider Christian Community (Anglicans and MCSL at least) be interested to engage with a Christian University ... religion, philosophy courses (FBC's Christian roots have become obscured).*	Brain drain. *sense a reluctance to use external/guest lecturers. Know people in other parts of the country who want to come and give workshops/input on one off basis (free of charge!!!).*
Income generation.	Financial insecurity/weak business base. *with the DMI's move to Yoni, do the Azzolini Highway properties revert to the support of Fatima Faculties (opportunity!)? As part of 'the deal' should those businesses offer work experience/internship to BAM students and others? Or provide 1-2 scholarships pa?*
Development skills and expertise.	Problem with staff and student recruitment.
Short summer courses ... Education Department.	Learning environment not conducive *need more 'practicals' and placements for students, at Polytec dev students go*
Public Lectures (**FC** not Faculty per se)	

are these fully followed up in the classroom, as subjects for debates, as basis for exam questions?	
Skills for consultancies and outreach	
Radio Maria	

out and 'do' development activities.

Exchange visits between institutions (both for academic activities like debates and/or sports).

Would it be possible to simulate PRA/RRA activities?

*How to engage students with communities more generally i.e. peace clubs in schools... In addition, inviting people **in** to share with students, representatives of communities with 'bad' experiences of development, disputes (peace studies) etc*

another opportunity is more virtual classroom links; 'my' department at Coventry are ready to try it out.

New education lecturers

APPENDIX C

FATIMA COLLEGE (FC) DEPARTMENTAL DEVELOPMENT PLANS

BAM / HRM

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A. SHORT TERM	To improve the quality of students' experience studying within the BAM department	Offer quality courses that are marketable	Evaluate existing certificate, diploma, degree & post graduate courses	Evaluation report(s)	HoD with lecturers & Academic Dean	Evaluation 2011/12 academic year
			In the light of the evaluation, modify curricula.	Availability of updated curricula		On going
			Organise intensified short courses on microfinance	Contracts for microfinance short term consultancy		
			Employ 1 secretary, & equip office with computers			
		Improve the capacity of existing lecturers & increase the numbers of qualified & experienced lecturers	Assess capacity & arrange appropriate training for lecturers	Lecturers' training records	HR officer, Departmental secretary & lecturers	2011 Appraisals Training on-going
			Employ lecturers ranging from good first degree with ACCA part 2, ICSA, CIMA, Masters, Double masters & PhD	Admin support staff contracts & timesheets		
		Organize internships & field trips for students at relevant institutions	Ensure that 3rd year students go on internship during the 2nd semester.	Internship timetable & students' written reports.	HoD	From 1st semester 2011
			Organise field trips for students	Transport invoices & receipts & students' field trip logs	Departmental secretary	On going
	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To construct a BAM/HRM specific building	Source funding based on proposed plan with a Bill of Quantities	Write proposals to sourcing funding for construction of BAM centre	Funds in place for the proposed building project.	Development Officer Estates Officer	2013 onwards
	To build the capacity of senior BAM students to become junior lecturers	Recruit brightest BAM students as junior lecturers	Contract appropriate professionals & artisans for design & construction of building (when funding in place).	Architects plans & Bill BAM Centre		
				BAM Centre constructed & equipped	Estates Officer	
			Identify committed & brilliant students for further training as junior lecturers.	Junior lecturer contracts for former BAM students	HR Officer & HoD	
				Training records for above lecturers	HR Officer	

DEVELOPMENT STUDIES

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To build stronger links between theory & practice through internships & community based micro projects	Community liaison to support communities in addressing their own development needs	Link students with 'host' communities to partner in micro project identification & implementation (such as literacy circles, environmental sanitation teams, radio listening circles)	Micro project proposals & reports. Students' written work	HoD & MA students from development sector	1st semester 2011/2012 academic year
		Network with relevant institutions for placements for 2nd / 3rd / 4th year students	Contact NaCSA, NGO's, CBO's & other development partners for relevant placements Identify students without relevant development experience & match to opportunities	Contracts with relevant partners Students' personnel files		
	To establish a Certificate in Public Health	Network with public health stakeholders (Ministry of Health and Sanitation, local hospitals and clinics, Midwifery School. Eastern Polytechnic, College of medicine and Allied Health Sciences Longer term: recruit experienced public health personnel to advance the programme.	Research, develop & accredit public health curriculum Recruit students, targeting community – based workers who want to broaden their skills & knowledge to serve communities more holistically Health" students to follow development students to the field in second semester	Curriculum developed, published & accredited Brochure prepared Admission records Students' field work timetables & records	Dean	To commence 1st Semetsster 2012/2013

EDUCATION

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To introduce special educational needs (SENs) to mainstream teachers To train teachers in pure & applied sciences	Introduction of short courses SENs (hearing & visual impairment) for mainstream teachers	Research, develop & accredit short course curriculum Advertisements & publicity materials Staff development School based activities Micro teaching	Curriculum developed, published & accredited Micro project proposals & reports. Students' written work Contracts with relevant partners Availability of professional teachers in the special education Availability of lecture rooms Availability of departmental offices Availability of office equipment including laptops & printers	HoD & consultants	Courses to begin in 2011/2012 academic year
	OBJECTIVES	**STRATEGY**	**ACTIVITIES**	**INDICATORS**	**RESPONSIBLE PERSONNEL**	**TIMELINE**
B. LONG TERM	To introduce a post graduate diploma (PGD) in the course area To train qualified teachers in data collection & research skills To equip professional teachers to teach English language & literature in schools	Human resource identification & capacity building	Research, develop & accredit special education PGD curriculum Recruit professional teachers Provision of requisite resources Research with help of visiting lecturers Field trips visits for mainstream teachers & special head schools	Curriculum printed & accredited Completion of brochures on special education Recruitment of special education related staff Acquisition of relevant resources	Academic Dean & HoD HoD & Administration HR Officer HoD & Finance Office	PGD to begin in 2014 2012/13 academic year

INFORMATION TECHNOLOGY

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A. SHORT TERM	To enhance the operation of FC with quality computer facilities for both staff & students	Provision of basic computer facilities to the FC	Proposal development Contracts signed with relevant partners Employ computer & internet proficient staff	Availability of good computers & accessories Functioning Internet facilities Standby generators to facilitate classes as scheduled	HoD, Development Office & Finance Officer HoD & Estates Office	2011 onwards
	To facilitate improvement in staff & students' computer skills	Organize cost effective computer classes for FC staff & students	Organize classes that suit staff working patterns			
	To provide network & internet facilities to enhance the day to day operations of FC	Source & install appropriate internet equipment	Organize intensified short courses for those in need Make available recent, standard computers & accessories in a conducive atmosphere for learning Monitor that Internet is used only for legitimate academic purposes.	Display of computer classes schedule Assessment & exam records IT policy publicised & adherence monitored	HoD HoD & Exams Office HoD, Registrar	

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To ensure one computer per student in each computer class	Procure additional computers The building of students specific computer classroom	Source funding, procure computers Install computers in ideal computer labs Orientate staff/students on use, monitoring & basic upkeep of computers & accessories	Completed project proposal on requisite expansion Purchase plan for the required computers & accessories Computers installed Drawn plan & Bill of quantities for the proposed ideal computer class building	HoD & Development Office	2013/2014 academic year

PHILOSOPHY & RELIGIOUS STUDIES

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To modify existing course structures to offer education programmes with minors in religious studies/philosophy	Philosophy /religion integrated into education courses	Consultation with all stakeholders to develop & accredit new course structure	Curriculum developed, published & accredited	Academic & Faculty Deans with HoDs Consultant & HoDs	Start 2011/12 academic year
	To promote the marketability of religious studies & philosophy		Estalbish netwroks that will engage religious studies students for employment			2012/13
			Use contemporary terms to market courses as relevant	Revised brochures & departmental documentation	HoD & Registry	2011/12
			Develop religious dimension for all departments			
			Evaluate existing foundation courses & strengthen in light of evaluation reports	Evaluation reports & revised curricula documents		
	To ensure a spiritual dimension to FC's teaching, community service & research activities	Strengthen chaplaincy services to students & staff	Evaluate current activities, (weekly Masses, Retreats) & explore options to enhance spiritual life on campus (prayer groups, choirs, ethics debates)	Faith orientated activities taking place on campus	Chaplain, VC, Dean of Students. HoD	On going
	OBJECTIVES	**STRATEGY**	**ACTIVITIES**	**INDICATORS**	**RESPONSIBLE PERSONNEL**	**TIMELINE**
B. LONG TERM	To introduce a modular system for whole College to allow students to choose modules across faculties for rounded degrees	Recruit an Academic Dean to refocus all programs to meet contemporary needs	Advertise & recruit Academic Dean Stakeholder consultations to develop news course structures	Academic Dean's contract Minutes of meetings. Revised curricula	Vice Chancellor & HR Officer Academic Dean & HoDs	2014/2015

RESEARCH

OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
To set up a research centre	Appoint Director of Rese arch Centre. Identify office and admin support for Research Centre Earmark budget for centre for academic yr. 2011-12	Senate to appoint Administration to allocate office and office furniture/equipment budget allocation	Director in post Registrar (?) budget allocated	Chair of Senate Registrar finance committee	Sept 2012 Sept 2012 Sept 2012
To have a research committee	Policy document outlining structure and personnel making up committee	Academic committee to draw up draft	Policy document exists	Academic Committee chair	Sept 2011
To develop a research policy	Set up research committee	Set up research committee	Research policy document for period 2011-2013 submitted in draft form by Dec 2011	Director of Research to Academic Committee/Senate	01/03/2012
To conduct research seminars at least monthly during semester time	Research committee to draw up and publish programme for the semester before each semester	Committee to consult, agree topic and presenter for each seminar before publishing programme	Minutes of research seminars submitted to Academic Committee/Senate at the end of each semester	Director of research centre	Starts Jan 2012
To allocate small research grant(s) to academic staff who submit research proposals approved by Centre Committee	Research committee to draw up guidelines for submission of proposals and write-ups to obtain grants	Research committee to draw up guidelines	Grant allocated and write up received in agreed time-scale	Director of research	First grant allocated by March 2012, first write-up received Sept 2012
To publish a Fatima College Research Journal	Research committee develop editorial guidelines to authors on style/length /content and publicize to staff and students. Allocate budget for journal	Research committee draw up guidelines	Journal published both online on Fatima website and as hard copy for sale within FC and beyond	Director of Research Centre and other designated staff	First edition published by end of 2012
All academic staff to have completed a research project (individually or as a member of a small team and presented the methodology and findings in a written form to the director of Research	Include research skills training as part of the academic staff professional development courses. At least ?? number of staff seconded for Masters programmes and ?? seconded for Ph.D. programmes	Staff development programme to be implemented which includes research skill training Identify funds for staff secondments	All academic staff submitted at least one written up and completed research project ?? number seconded for Masters degrees ?? number seconded for Ph.D.	Senate, Faculty Deans, H of D director of Research Senate, Deans of Faculty, H of D. director of Research	2012

ADMINISTRATION & HUMAN RESOURCE OFFICE

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To enhance support to teaching, community service & research at FC	Adopt a 'servant' leadership approach Interdepartmental collaboration	Coordinate infrastructure development of lecture halls, administrative buildings & hostels	Funding in place, architects plans drawn. Engineer supervisor contracted	Administrator with Development Office, Finance officer, Deans, HoDs & Engineer	By end of 2012
			Ensure above facilities are fully furnished & equipped	Sufficient desks, chairs, other furniture & equipment in use	Administrator & Estates Officer	Enough furniture for existing facilities by end 2nd semester 2011
			Coordinate procurement of teaching & learning materials	Invoices & receipts Teaching & learning materials in use	With Finance Officer With lecturers	On-going
			Ensure adequate security on campus	Agreed number of securities on duty at all times	With Estates office	On-going
				Compound fenced & access restricted to authorised personnel & visitors only	With Development Office & Estates	By end 2012
			Transparent recruitment of trained & qualified staff	Advertisements in media	HR Officer & Mass Comm HoD	On-going
				All applications, correspondence & interview notes filed	HR Officer & Admin clerk	
				Interview procedures documented	HR Officer & admin clerk	
				Upgrade staff working conditions	HR Officer, Finance Officer & Governing Council	
			Coordinate staff appraisals, collate support & training needs	Appraisals & training records filed in personnel records	HR Officer, HoDs & Admin clerk	Annual, competed by September each year
			Access appropriate training opportunities for staff in consultation with HoDs	Mentoring, tutoring & counselling of staff	HR officers refers to appropriate mentor	
	To support the psychosocial development of students beyond academic activities		Integrate personnel records into FC database	Personnel records computerised & integrated into database	Admin clerk with HoD IT	By end 2012
			Provision of sporting activities & recreational facilities	Sporting calendar	Admin clerk & Dean of Students	To begin full implantation by 2011/2012 academic year
			Coordinate outings & social activities on campus	Invoices, receipts, newsletter, reports	Admin Clerk	
			Counselling available through Chaplaincy	Confidentiality precludes records	Chaplain	On-going

ADMINISTRATION & HUMAN RESOURCE OFFICE *continued*

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To ensure policy formulation for the smooth running of the FC	Broadmindedness & forward looking stance as administrative wing	To review & revise FC's Policy, Systems & Procedures Guidelines Manual'	Updated policy documents distributed to staff & students	Administrator with all stakeholders	By end 2013/14 academic year
			To review & revise FC's 'Students' Handbook'		Administrator & Dean of Students	
	To ensure environmental sustainability of FC's operations	Environmental impact assessment (EIA)	Conduct an EIA & implement recommendations in areas such of energy use, water & waste management, landscaping & tree planting	EIA report	Administrator & Consultant	
				Activities implemented in line with EIA	Administrator, development studies HoD & sustainable development students	EIA recommendation implemented by end 2015
	`			Funding secured	Development office	

DEVELOPMENT OFFICE (FUNDING)

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To enhance success project driven development	On going research, networking & appropriate methods of fundraising	Project identification		All stakeholders	On-going
			Review of previous research on potential donors criteria (on line, internationally & locally for funding criteria of potential partners)	Completion of a donor database	Dev Office team	April 2011
	To build the capacity of Departments to access donor funds through successful proposal writing and submission	Collaboration with HR Officer & HoDs	Proposal development	Project proposals submitted and funded	Dev Office team with relevant departments	On going
			Proposal submission	Donor response		On going
			Appropriate consultation	Consultations held	Dev Office team with relevant departments	
			Monitoring, evaluation & report writing	Reports written & submitted on time		
			Conduct staff orientations on basics of project proposal development	Staff training records		

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To designate specific office space for team	Allocation of office space & requisite equipment	Secure funding, contract architect for plans	Administration block completed according to specifications	Dev Team & administrator	January 2015
			Administration block built or extended			
			Equip development secretariat	Administration block equipped & furnished		

ESTATES OFFICE

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To enhance the effective & efficient running & maintenance of FC property	Planning, monitoring & supervision Interdepartmental collaboration	Assess the equipment & skills needs for effective cleaning & maintenance of buildings & compound	Report	Estates Officer	March 2011
			Procure necessary equipment	Receipts, equipment in use	With Finance Officer	March 2011
			Provide training & explanation of job descriptions to cleaners & grounds men	Training records, job descriptions & personnel file	Deputy Estates Officer & HR Officer	June 2011
			Establish duty rotas & designated areas of responsibility i.e. classroom or toilets	Duty rotas posted	Foreman	On-going
			Monitor & supervise ancillary staff including securities	Buildings including toilets clean and fit for use in a timely manner	Deputy Estates Officer & foreman	On-going
			Establish a system for reporting & prioritising maintenance requests	No litter around compound, appropriate waste management systems in place	Estates team & all staff & students	June 2011
			Compile a database of local artisans to supplement FC own skills base	Database compiled &maintenance requests actioned in timely fashion	Estates Officer	September 2011
			Establish a housekeeping store & distribution system for basic housekeeping items such as soap, toilet tissue, chalk, light bulbs, nails & fluorescent strips	Store established, requisitions supplied on time	Estates Clerk & Finance Officer	End 2012
			Provide technical advice & assistance to administration & development office regarding construction projects	Reports & minutes of meeting	Estates Officer & all stakeholders	On-going
			Assist with the procurement of furniture & other equipment	Sufficient furniture & equipment in place	Estates office & all stakeholders	On-going
	OBJECTIVES	**STRATEGY**	**ACTIVITIES**	**INDICATORS**	**RESPONSIBLE PERSONNEL**	**TIMELINE**
B. LONG TERM	To compile a compete inventory of FCs assets	Stewardship of FCs physical resources	Compile a complete inventory in collaboration with each department Establish an identification system for all FC's physical assets	Database of assets completed & updated monthly Equipment marked with identifications codes Random inventory checks of all departments	Deputy Estates Office & staff	System in place by end of 2011/2012 academic year

EXAMS OFFICE

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To enhance the effectiveness of student assessment procedures including examination processes	Confidentiality, integrity, efficiency & effectiveness	Evaluate present assessment & examination procedures & modify in the light of findings	Evaluation report Effective printing, proper storage & supervision of all exams	Consultant Examinations team	By end of 2011
			Review, revise & publicise exams code of conduct & guidance on academic misconduct such as plagiarism & collusion	Students' Handbook incorporates exams code of conduct & guidance on academic misconduct.	Examinations Team, Deans & HoDs	By end of 2011/2012 academic year
			Coordinate second & external marking of exam scripts	Examiners reports	Examinations Team & Academic Dean	Start with 2nd semester exams 2011
			Develop examination invigilators' guidelines & provide relevant training	Invigilators' guidelines incorporated in FC's 'Policy, Systems & Procedures Guidelines Manual'	Examinations Team, all potential invigilators	2012

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To develop a range of tools to more fairly assess students' progress	Integration of assessments tools into all curricula	Collaborate with academic staff to develop a wider range of tools to assess students' progress (open book examinations, oral & practical examinations, presenting academic papers)	Methods of assessment included in all departmental curricla	Examinations Team. Academic Dean & HoDs	By end 2015
	To implement a fully electronic exam record system	Develop the IT expertise & skills of the Examinations Team	Assess IT skills deficits within Team & access relevant training	Training records	Examinations team & HR officer	By end of 2013
			Fully integrate examination & assessment records within the FC database	Database complete, queries answered within 24 hours	Examinations Officer & IT HoD	
			Make examinations results available online	Examination results available online	Examinations team. HoD IT & Administrator	By end of 2012

FINANCE

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To standardize financial systems to enhance the smooth financial operations at FC	Professional & transparent financial systems & procedures	Evaluate effectiveness of existing financial procedures & modify in light of the report Effective ues of cash book	Enhanced financial procedures documented in manual & communicated to Departments	Finance Officer, Auditors & Consultants	During 2011/12 academic year
		Staff capacity building	Staff orientation on recent financial procedures & manuals	Schedule for staff training.	Finance Team & HR Officer	
			Departments preparing realistic annual budgets	Number of orientations on financial procedures & manuals	Finance Team & HoDs	
			Staff development	Departmental budgets collated		
			Prompt monthly bank reconciliations			
			Evaluate fee collection & increase effectiveness in light of evaluation	Students' fee collected on time	Finance Team, Registrar, Head of Admissions, Dean of Students	Before start of 2011/12 academic year
			Adherence to recommendations of annual audit	Annual audit reports	Finance team & Auditors	

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To create a 'fit for purpose' finance office	Relocation/rehabilitation	Relocation or rehabilitation of office space	Timely relocation or rehabilitation	FC Administration	2015

LIBRARY

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A. SHORT TERM	To enhance learning at FC by providing materials that meet the needs of faculty, students & post graduate researchers	Purchase books & journal subscriptions	Source funding for purchase of books & journal subscriptions	Library budget available	Finance Committee	Budget established by 1st Semester 2011
		Solicit donations of relevant books & materials	Order books in consultation with internal stakeholders	Up-to-date books available from the reading list of all FC modules	Librarian & Academic Dean	On-going
			Library rules & systems in place & communicated to all stakeholders	Notices re rules posted, sanctions enforced through Disciplinary Committee	Library Team & Disciplinary Committee	
			Enhance security of personnel & materials	Security personnel contracted	HR Officer	
				Thefts & mutilation of books reduced according to records	Library Staff	
			Train librarians in electronic cataloguing in country & overseas	Quiet conducive area for reading & study		
			Set-up a standard electronic catalogue of all materials	Electronic catalogue established & in use by staff & students		End 2012/2013 academic year
			Training for faculty & students in use of electronic catalogue	Qualified & experienced librarians committed to library work employed	HR Officer	

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To create an electronic library	Modify present library system to accommodate the electronic segment	Sourcing of electronic library gadgets	System up & running	Librarian & IT HoD	By end of 2015
			Installation of the electronic system			
		Staff capacity building to enhance proper use of the electronic aspect of the library	Staff orientation on use, monitoring & basic upkeep of the electronic devices	Staff training records	Librarian & HR officer	
	To provide programs to inculcate a reading culture in students, staff & the community	Stakeholder consultations	Establish FC & community book clubs Quality novels & magazines available to	Faculty books clubs and 2 community based book clubs meeting monthly with access to quality reading materials	Library Team & Development Studies students	Start academic year 2011/12
	To work with other universities to develop a national network of academic resources	Stakeholder consultations	Development system for interlibrary loans	Faculty & researchers borrowing materials from different academic libraries	Library team, Academic Dean & Registrar	End 2015

REGISTRY

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To provide a more comprehensive repository of FC student & academic records (electronically & manually)	Effect professional networking with all FC departments	Evaluate existing records & approaches to information gathering	Evaluation report	Consultant & Registrar	By end of 2011/12 academic year
			Establish information gathering and retrieval systems in line with evaluation results.	Standard operating procedures established, documented & communicated to all departments	Deputy Registrar	
			Ensure confidentiality of personal information.	Database networked & queries answered within 24 hours	Registry clerk	
			Establish routine for updating database	Staff training records	HR officer	
			Network FC database	Database networked	IT HoD & Registry Team	
			Staff training in Access, Excel & other relevant computer programmes	Staff training records	IT HoD & HR officer	
			Monitor staff & student attendance	Letters of waning to poor attenders	Deputy Registrar	

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To establish standard FC formats for curricula, lecture plans, brochures & exams	Transparent & effective communications	Interdepartmental working group established to design formats Brief staff on required formats & documentation	Copies of all curricula & departmental documents to standard format lodged with Registry.	Registrar. Academic Dean & HoDs	End of 2012/13 academic year
	To establish a separate Admissions Office within the Registry	Source funding for infrastructure & equipment	Proposals submitted & funded. Admissions Office established with staff trained in procedures including online admissions procedure	Financial records Plans & bills of quantity Students admitted with appropriate documentation via a transparent process	Registrar, Development Officer, Finance Officer, Head of Admissions	2015

RESOURCE CENTRE

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To increase the range of affordable resources for FC's benefit	Professional printing, photocopying & other resources supplied on cost recovery basis Undertake work that is currently given to external businesses	Research additional services required i.e. dissertation binding, printing, poster & ID card production Implement research findings through technical training of staff & procurement of equipment Increased income recorded, receipted & submitted to Administration	Staff training records Equipment procured FC documents & student dissertations printed & bound on site Posters, publicity material, departmental brochures & ID cards produced on site Financial records	Centre Manager HR officer & Administrator Centre Manager with HoDs Finance Officer	End 2011 End 2012 End 2012

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To engage in fundraising activities`	Procure, produce and sell products with FC logo for income generation	Prepare T Shirts & FC stationery such as notebooks & calendars for sale Procure FC materials (pens & pencils) wholesale for income generation Expenditure & income recorded, profit submitted to Administration	Quality products available for purchase by staff and students Increased profit (submitted to Administration) Financial records showing increased profit	Centre Manager	2012 onwards

GOOD GOVERNANCE & HUMAN RIGHTS

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A SHORT TERM	To develop new ways to engage positively with state actors on governance & human rights in a bid to foster sustainable development	Stakeholder consultations on programme relevance & effectiveness Research issues surrounding governance & human rights	Evaluation of existing approaches & activities Identify integrity champions & organize experience sharing on their successes & challenges Facilitate consultation between duty bearers & rights holders Increase the capacity of departmental staff to enable them offer professional training Research & publish on human rights & integrity challenges both locally & nationally Link with other service providers for support	Evaluation report Meeting minutes, workshop plans Attendance registers Meeting minutes & reports Media reports Journal articles published Monographs in College library	Team HoD and Mass Comms HoD Academic Dean & HoD Team & Librarian	During 2011/12 academic year 2012 2012 2011 onwards By end 2012/13 academic year
	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	To establish a School of Governance & Integrity for public servants/civil society to develop high professional standards in all spheres of life	Provision of infrastructure / equipment for the proposed School of Governance Source requisite funding	Source funding for infrastructure & equipment Develop formal curriculum for Governance & Integrity in liaison with Academic Dean Network with other Governance Schools	Proposals prepared Successful fund raising efforts Drawn plan & bill of quantities for the proposed School of Governance Purchase plan for requisite equipment Building completed, furnished & equipped	Development Office & Team Team & Academic Dean Team & Estates Office	By end of 2015

MENTAL HEALTH

	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
A. SHORT TERM	Ensure effectiveness of activities	Evaluate the existing curricula Undertake relevant research into MH issues	Evaluate staff capacity Build on evaluation framework Publication of research on MH issues	Evaluation schedule Evaluation report Publications (peer reviewed journals)	Consultant/Team Team & Academic Dean	2011 By end of 2011/2012 academic year
	Strengthened community links	Modification of referral process Establishment of Community Health Boards	Effective monitoring Step up livelihood support for clients Intensify programme advocacy network Training of community volunteers & traditional healers	Monitoring schedule Training reports Availability of program advocacy tools Minutes of Board meetings Curricula & workshop plans	Team & Academic Dean	On-going from present
	Step up program publicity	Embark on community relevant publicity drive Source additional program partnership	Community sensitization Conferences (local & international) Preparation of program website & brochures	Radio Discussions Electronic & print media Outreaches Website & brochures available	Team & Radio Maria/Mass Comms HoD	By end 2011
	OBJECTIVES	STRATEGY	ACTIVITIES	INDICATORS	RESPONSIBLE PERSONNEL	TIMELINE
B. LONG TERM	Develop of new curriculum for training nurses	Evaluate the existing curricula	Draft curriculum & consult relevant experts	Draft curriculum document Experts' reports & finalised curriculum	Consultant/Team Academic Dean	End 2014
	Enhance efficiency of MH operations through staff capacity building	Refresher courses for FC trained MH staff. Support relevant short courses for MH Staff Establish staff exchange programs with similar entities elsewhere	Secondment of MH staff for further training Staff training on identified relevant 'short courses' Organizes staff exchange visits with RWANDA or Ghana	Schedule of refresher courses for MH staff Relevant MH short courses identified Availability of program website & brochures Exchange programs schedule prepared	Team , HR Officer, Finance Office Team with HoD IT	End 2012