



**THE COPPERBELT UNIVERSITY**

**STRATEGIC PLAN AY2009-2013**

*Towards a Culture of Institutional Accountability, Academic  
Excellence and Stability*

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## **EXECUTIVE SUMMARY**

### **Introduction.**

In order to prepare the CBU Strategic Plan for 2009-2013 the Strategic Planning Committee spent some quality time trying to establish the institutional strategic vision through the key stakeholders. Consultations did not just involve Principal Officers, but were extended to Deans, Directors and other Heads of Units and departments in the University including students.

Since CBU is not an island, studies were also made of global trends in university management as espoused by such reputable organizations as ACU, AAU and other education-related organizations in the region, as well as policy pronouncements from such regional organizations to which CBU holds membership. The local scenario was examined from the national policy directions as provided for in the 5<sup>th</sup> National Development Plan, and several Ministry of Education policy documents. The Committee also examined all previous CBU strategic plans as well as Survival Plans.

The 2009-2013 CBU Strategic Plan has therefore been compiled taking into consideration a variety of views and ideas from both within and outside the university.

### **1. Vision**

The vision of the University is:

*“To be one of the most preferred oasis of knowledge and dynamic centre of excellence in Zambia, Africa and beyond”*

### **2. Mission**

The Mission of the Copperbelt University is:

*“To contribute to the development and sustenance of the well being of the people of Zambia and the world through the provision of:*

- (a) flexible and innovative programmes of teaching and learning;*
- (b) academic and commissioned advanced research with excellence;*
- (c) distance and part time programmes to support career upgrades and re-skilling;*
- (d) information dissemination and Consultancy services;*
- (e) state-of-the-art ICT support services;*
- (f) continuous professional development;*
- (g) academic programmes that inculcate the entrepreneurial culture;*
- (h) the opportunities for acquiring higher education by all persons without discrimination;*
- (i) care and support for HIV & AIDS needs in the community;*

(j) *affirmative action on gender presentations in all activities of the University.*”

### **3. Shared Values**

The shared values of the University are many. They include:

*Accountability, Academic freedom, Academic integrity, Equity, Internationalism, Professional & ethical standards, Transparency; Academic Excellence, Productivity, Innovativeness, Income Generation, Competencies, Environmental sustainability; Stability, Autonomy, Inclusiveness, Social justice.*

These values are embraced in the **theme** of the five year strategic plan viz:

***“Towards a culture of institutional accountability, academic excellence and stability”***

### **4. Strategic Directions, Objectives and Budget**

Details of the objectives for each strategic direction are contained in the main document of this strategic plan. Below is a summarized version of the objectives, as well as the estimated budget for each strategic direction.

#### ***4.1 Infrastructure development and rehabilitation***

The objectives of this strategic direction are to review the current University Master Plan, rehabilitate identified existing buildings, expand some selected infrastructure, construct selected new structures as identified by various units, rehabilitate the road network and upgrade security services on campus.

*Estimated budget for this objective is: K87, 926, 518, 000*

#### ***4.2 Academic programme development***

The objectives of this strategic direction are to develop and rationalize new Schools, undergraduate, postgraduate programmes that inculcate entrepreneurial skills and culture, improve the quality of teaching and learning, build capacity for Distance Learning programmes, review academic curricula to reflect national needs and global trends in all disciplines, and enhance Library and Information Systems by establishing, equipping and networking online systems, diversify source of reference material and online servers in the library as well as its satellite libraries.

*The estimated budget for this objective is: K49, 393, 946, 000*

#### **4.3 Human Resources and Staff Welfare**

The objectives of this strategic direction are to recruit and retain needed and appropriately qualified staff, develop suitable appointments and promotions criteria for all staff, restructure the staff development programme, address the gender imbalances, and maintain salaries and other conditions of service at competitive levels.

*Estimated budget for this objective is: K509, 219, 102, 000*

#### **4.4 Institutional Management and Governance**

The objectives of this strategic direction include provision of strategic leadership, decentralization of decision making in student admissions, management of research funds, enhancement of the functions of departmental and school boards; improvement of internal horizontal and vertical communications; transparency and accountability in decision making; gender equity; and mainstreaming of ICTs in all the functions of the university.

*The estimated budget for these objectives is: K62, 173, 999, 000*

#### **4.5 Research and Publications**

The objectives of this strategic direction are to enhance the institutional research and publication culture by fostering, and raising research and training, developing research links with other academic institutions at home and abroad, invest in appropriate technologies to support research effort, and promote advanced research to contribute to national economic development.

*The estimated budget for these objectives is: K2, 831, 272, 000*

#### **4.6 Financial Planning and Management**

The main objectives of this strategic direction are to maintain an effective strategic Financial Planning and Control System, develop new sources of income, strengthen quality of Accounting Staff; streamline requisition and procurement procedures, and develop and implement an Internal Audit, Risk and Loss Control System.

*The estimated budget for these objectives is: K5, 069, 270, 000*

#### **4.7 Student Welfare, Sport and Recreation**

The objectives of this strategic direction are to construct and rehabilitate hostel accommodation, ablution blocks, catering facilities,

and sports infrastructure; promote and sustain conducive learning environment devoid of unnecessary conflict; promote student counselling, career guidance, HIV/AIDS and Health services; strengthen students professional associations and an environment that encourages students to actively participate in students cultural and sporting activities.

*The estimated budget for these objectives is: K2, 704, 618, 000*

#### **4.8 University Ethos and Values**

The objectives of this strategic direction are to develop an institutional code of ethics, foster respect and use of research evidence in teaching and decision making, foster openness, tolerance and uphold academic freedom and autonomy, and accredit or affiliate to other institutions of similar standing nationally and internationally.

*Estimated budget for this objective is: K568, 408, 000*

#### **4.9 Corporate Image of the University**

Objectives for this strategic direction include the establishment of positive relations with Government and International organizations; enhancing communication and linkages with commerce and Industry, NGOs, civic society and professional institutions, establishing and sustaining staff and student academic and cultural exchange linkages/networks with national, regional and international institutions; and affiliating to and participating in international community of universities through membership.

*The estimated budget for these objectives is: K555, 255, 000*

#### **4.10 University Marketing Strategy.**

The objectives for marketing the university will be to broaden access to information on CBU; market the University to stakeholders; improve Internet service bandwidth and connectivity and maintain the institutional website; improve participation of staff in national, regional and international events; and establish and maintain links with former students; CBU should be able to celebrate its Silver Jubilee.

*The estimated budget for these objectives is: K3, 671, 715, 000*

**This brings the overall total of the budget for the five year period to K724, 114, 103, 000.**

## **5. Strategies and Activities**

Specific activities have been identified for each strategic objective at both institutional and departmental levels. The activities at institutional level are tabulated in the main strategic planning document as summaries of the departmental activities. The costing done for departmental activities has been added up to constitute the overall budget at institutional level. These figures are costs estimated as at December 2008. Kindly refer to table in the main document for detailed information.

## **6. Key Success Indicators**

The key indicators for measuring the success of this strategic plan in as far as achieving institutional stability; accountability and academic excellence will be the following:

- That at least 30% of all existing buildings, classrooms, workshops and laboratories will have been rehabilitated. That existing infrastructure will be enhanced, security improved and all major roads rehabilitated.
- That at least 50% of vacant academic positions as well as 80% of other positions will have been filled, job evaluation conducted and conditions of service for all categories of staff improved.
- That the publication and research index of CBU will be established and become internationally recognized.
- That teaching and learning environment will be improved in all Schools and that CBU graduates will be readily accepted among employers because of their relevance.
- That student welfare in terms of accommodation, sports and recreation facilities, will have improved by 50%.
- That the corporate image of CBU will be enhanced through positive links and affiliations with GRZ, international organizations and NGOs. CBU will also experience major changes in institutional management through visible strategic leadership, decentralized operations, improved inter-departmental communication, and the mainstreaming of ICTs in the management of most operations.
- That the institution will sustain an effective financial planning and control system, implement an effective internal audit, risk and loss control system, and establish new sources of income.
- That visibility of the institution will be enhanced as a result of applying various marketing strategies.

The above is a summarized version of the CBU Strategic Plan for 2009-2013. To get the full details of the plan please refer to the full document.

## **ACKNOWLEDGEMENTS**

The Copperbelt University places great importance to strategic planning for it to develop and grow into a competitive centre of excellence for Business, Engineering, Mathematics, Science, Natural Resources, Human Habitat, and Technology studies. The strategic planning process was supported through generous funding from both the NUFFIC 'Triple S Project' under one of the sub-projects; as well as from internal funding from the University. The Strategic Planning Committee (SPC) is grateful to both.

It is important to acknowledge the efforts of the University Strategic Planning Committee, which carried out its task diligently and with enthusiasm. The Strategic Planning Committee comprised of the following members:

Mr. C.B.M. Lungu, Librarian, Chairperson  
Prof. F. P. Tailoka, School of Business  
Prof. O. Shumba, School of Mathematics and Natural Sciences  
Dr. P.S.M. Phiri, School of Natural Resources  
Dr. T.K. Taylor, School of Graduate Studies  
Dr. R.A. Chileshe, School of the Built Environment  
Dr. I.S. Singh, School of Technology

The team later co-opted:

Mr. M.K. Sheba from the Registrar's Department and  
Mrs. R.M. Mulenga, from the Bursar's Department.

The Planning Office provided an efficient Secretariat as follows:

Mr. R.M. Chiyanika, Special Assistant to the Vice Chancellor  
Ms. M. Zimba, Administrative Officer – Staff Development

Mrs. Mwangala Selekana, Secretary to the Special Assistant to the Vice Chancellor, helped with logistics of meetings of the Committee.

The strategic planning process was meant to be as participatory as possible and thus enabled the stakeholders within and outside the University community to provide inputs at several levels. The contribution of the Management in providing feedback on the questionnaire survey is sincerely acknowledged. Schools and Units fed into the final strategic plan by providing the results of their SWOT analyses and by providing feedback and critical comments on the draft strategy.

The Committee acknowledges the frankness in the feedback meetings and the quality of inputs that led to the final draft. Many key stakeholders outside the University provided inputs through a questionnaire survey. Schools within the University were visited by members of the Committee for consultations. All their contributions are greatly valued and appreciated.

## **PREFACE**

The planning process for Academic Year (AY) 2009-2013 was a participatory effort involving a multi-stakeholder consultation approach. The process can be summarised as involving the following seven key activities:

- ❖ A strategic planning workshop involving CBU and UNZA supported by NUFFIC.
- ❖ Regular meetings and consultations with the stakeholders. This entailed visits to Schools and developing and distributing an open-ended questionnaire for all stakeholders.
- ❖ Document analysis and review to establish:
  - Regional and international trends in higher education
  - National policies and needs, and
  - Internal situation in the University's Schools and Units. These conducted SWOT analyses in their departments, which they submitted to the Committee.
- ❖ Developing the Draft Strategy document followed by its review by stakeholders. This was based on the drafts from Schools and Units of the University who designed their own strategic plans to feed into the main strategy.
- ❖ Costing the Draft Plan with the assistance from the Cost Accountants in conjunction with Spending Officers.
- ❖ Editing and producing the final agreed 'Strategic Plan for AY 2009-2013'.
- ❖ The final stage involved designing the Implementation Plan template for Schools & Units.

The results of reviewing the global and regional context of higher education, situation analysis, the SWOT analysis, and the multi-stakeholder consultation process suggested ten strategic directions that could lead to the fulfilment of the Mission of the Copperbelt University.

- Infrastructure Development and Rehabilitation
- Human Resources and Staff Welfare
- University Ethos and Values
- Research and Publications
- Academic Programme Development
- Student Welfare, Sport and Recreation
- Institutional Management and Governance
- Financial Planning and Management
- Corporate Image of the University
- University Marketing Strategy.

The above strategic directions revolved and converged around the theme: ***“Towards a culture of institutional accountability, academic excellence and stability”***. This theme reflects the need to address a number of cultural attitudes and habits that have debilitated the institution in the past. This ‘cultural change’ is meant to not only improve efficiency, but also to change the public perception of the institution, which has been put in question by the general public in the recent past. This ‘cultural change’ is necessary in a competitive academic world that is emerging in Zambia. It is also necessary to prepare the institution for world class grading systems of universities. The three criteria critical for the envisaged cultural change can be elaborated as follows:

- **Accountability**

It is important that CBU develops a culture that promotes accountability in Financial, Administrative, and Academic matters. Accountability will be achieved through such shared values as Academic Freedom, Academic Integrity, Internationalism, Professional and Ethical standards, Demand Sensitivity, Public Image of Former Students and Transparency;

- **Academic Excellence**

CBU seeks to achieve Academic Excellence in both the programmes it has selected to specialize in, as well as in those still to be introduced in the planning period. Depending on its critical mass of specialized staff, CBU should be able to produce graduates of the highest calibre in areas of its competence as well as in its research and consultancy products and innovations it generates. Excellence will also be achieved through other shared values like Productivity, Environmental Sustainability, Income Generation as a result of marketing its products to the entire Commonwealth, Competences exhibited by its staff and students, and Innovativeness;

- **Stability**

CBU seeks to achieve stability in programmes or courses it offers. This means that the institution will be recognized by the expertise it offers in specified courses. This will be closely supported by the predictable environment in which the programmes will be offered. Stability will also be achieved through predictable and adequate funding arrangements from all funding agents. Thus, if this Strategic Plan will be funded accordingly, then stability will be assured. Stability will be achieved through other shared values like Autonomy, Inclusiveness, and Social Justice.

## **ACRONYMS AND ABBREVIATIONS**

AAU	Association of African Universities
ACU	Association of Commonwealth Universities
ADB	African Development Bank
ADEA	Association for Development of Education in Africa
AESAU	Association of Eastern and Southern African Universities
AU	African Union
CBU	Copperbelt University
CCTV	Closed Circuit Television
CIDA	Canadian International Development Agency
CLLE	Centre for Lifelong Education
COBUSU	Copperbelt University Students Union
COMESA	Common Market for Eastern and Southern Africa
CSEN	Children with Special Education Needs
DAAD	Deutscher Akademischer Austausch Dienst (German Academic Exchange Programme)
DANIDA	Danish International Development Agency
DfID	Department for International Development (UK)
DOS	Dean of Students
DVC	Deputy Vice Chancellor
ECCDE	Early Childhood Care, Development & Education
EEL	Environmental engineering Laboratory
ESAMI	Eastern and Southern African Management Institute
FIS	Financial Information System
FNDP	Fifth National Development Plan
GDP	Gross Domestic Product
GLC	Gas Liquid Chromatograph
GRZ	Government of the Republic of Zambia
GTZ	Gesellschaft fur Technische Zusammenarbeit (German Development Agency)
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
HoD	Head of Department
HRM	Human Resource Management
ICARES	Institute of Consultancy, Applied Research and extension Studies
ICDE	International council for Open and Distance Education
ICT	Information and Communication Technology
ICTAR	Institute of Corporate Training and Applied Research
IEC	Information, Educational Communication materials
JICA	Japan International Cooperation Agency
JSTOR	(Free Online digital archives for scholarship)
KGRTC	Kafue Gorge Regional Training Centre
LCD	Liquid Crystal Display
MDGs	Millennium Development Goals
MEEG	Monitoring and Evaluation Expert Group
MoE	Ministry of Education

MoU	Memorandum of Understanding
NAPSA	National Pensions Scheme Authority
NEPAD	New Economic Partnership for Africa
NGO	Non governmental Organization
NORAD	Norwegian Agency for Development Cooperation
NPT	Netherlands Programme for the Institutional Strengthening of Post-secondary Education and Training Capacity
NQF	National Qualifications Framework
NUFFIC	Netherlands Organization for International Cooperation in Higher Education
OPAC	Online Public Access Catalogue
OVC	Orphans & Vulnerable Children
PAYE	Pay As You Earn
PHED	Partnership for Higher Education in Africa
PRO	Public Relations Officer
R & D	Research and Development
RISDP	Regional Intraregional Skills Development Programme
SADC	Southern African Development Cooperation
SARUA	Southern African Regional University Association
SAUVCA	Southern African University Vice Chancellors Association
SHN	School Health & Nutrition
SIDA	Swedish International Development Agency
SIS	Students Information System
SPC	Strategic Planning Committee
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEVET	Technical Education and Vocational Entrepreneurship Training
TORs	Terms of Reference
TWAS	(Academy of Sciences for the developing world – Italy)
UK	United Kingdom
UN	United Nations
UNZA	University of Zambia
UNZANDO	University of Zambia at Ndola
UNESCO	United Nations Education and Science Commission
USA	United States of America
USAID	United States Agency for International Development
VC	Vice Chancellor
VoiP	Voice over internet Protocol
VSaT	Very Small aperture Terminal
ZIT	Zambia Institute of Technology
ZRA	Zambia Revenue Authority
ZSIC	Zambia State Insurance Corporation

## **1.0 INTRODUCTION**

The Copperbelt University was established through an Act of Parliament No. 19 of 1987 after Government decided to do away with the federal university system created through Act No.17 of 1979. Under this system, the University of Zambia comprised of the University of Zambia at Lusaka, the University of Zambia at Ndola and the University of Zambia at Solwezi. In August 1987, the Government decided to devolve University of Zambia at Ndola (UNZANDO) into the Copperbelt University and the University of Zambia at Lusaka was to become the University of Zambia (UNZA). The Minister of Higher Education informed Parliament that the Copperbelt University would take over the premises of the Zambia Institute of Technology (ZIT) in Jambo Drive, Riverside, Kitwe. The University started in 1987 with the School of Business (formerly the School of Business and Industrial Studies), and the School of the Built Environment (formerly School of Environmental Studies). It started with a total student population of five hundred and fourteen (514). In 2008, the student body had risen to five thousand one hundred and fifty five (5,155) in six schools. The six Schools and the dates they were established are as follows:

- School of Business (1987),
- School of the Built Environment (1987),
- School of Technology (1989),
- School of Natural Resources (formerly School of Forestry and Wood Science) (1996),
- School of Graduate Studies (2008), and the
- School of Mathematics and Natural Sciences (2008).

The University is growing into a full-fledged University with a specialised focus on business, the built environment, natural resources, mathematics, science, engineering, and technology field.

### **1.1 Functions of the University**

The functions of the University are defined by the University Act No. 11 of 1999. This provides a legal framework for university education in Zambia. The functions are defined in the Act as follows:

- To provide University Education, promote research and advancement of learning;
- To disseminate knowledge and, without discrimination, to hold out to all persons, who need all the stipulated academic or professional qualifications, the opportunity of acquiring university education;

- To provide facilities, appropriate to a university of the highest standing, for the pursuit of learning and research and for the acquisition of both liberal and professional education, which is responsive to the needs of Zambia; and
- To make those facilities available to persons equipped to benefit from the use of facilities on such terms and conditions as Council may determine

These functions lead to three priorities that constitute the core business of the University: teaching and learning, research and consultancy, and public service.

### **1.1.1 Teaching and Learning**

Teaching and learning is the topmost priority of the University. Teaching and learning standards at CBU have significantly improved since its establishment as an independent University in 1987. This has been possible because of a resilient staff development programme, which has contributed to the significant improvement in staffing levels. There has also been a steady staff recruitment exercise towards the attainment of satisfactory manning levels as well as a rich staff mix. This has also been complimented by a significant increase in student enrolments to the extent that CBU is now a household name in the country.

### **1.1.2 Research and Consultancy**

Research is a priority area leading to the creation of new knowledge. Research is crucial to the decision making process by government and various other policy makers. Over the years the University has tried to make funds available for research. The University has procured latest research and teaching equipment such as the Gas Liquid Chromatograph (GLC) and Atomic Absorption Spectrophotometer (AAS). The resources and facilities have continued to improve in the Computer Centre and the Library. As a result of all this the staff and students at the University are able to conduct research and consultancy in almost all the areas of engineering, sciences and business management.

### **1.1.3 Public Service**

Universities exist for the good of the public. Consequently, CBU also provides a variety of services to its various stakeholders through its consultancy, outreach and extension activities. One area where CBU has excelled is in the work of HIV/AIDS through the Management Committee of Council. The Institute of Environmental Management (now Environmental Engineering Laboratory (EEL) has conducted a number of consultancy services for both the industry and the public. In response to the increased public demand for access to higher education, retraining and need for multi-skilling, the university has responded by also offering distance education and evening courses.

Given the above clearly defined functions, the University needs to embark on at least two activities involving the development of facilities and the diversification and expansion of academic programmes. The following are the major accomplishments so far:

- a) Development of Facilities

Since its inception, through the funding from the government the University has been able to improve the infrastructure across most of the Schools. Lately, this has included improvement in student hostels, ablution blocks, and recreational facilities. Through its own valuable resources, the University has been able to build new classrooms and office space for Centre for Lifelong Education (CLLE). Through support of NUFFIC, the University has been able to take a leap in the area of ICT applications. This project covers automation of student enrolments through Student Information System (SIS), Human Resource Management (HRM), Financial Information Systems (FIS), and strengthening support to the Management and the Computer Centre.

#### b) Expansion of Academic Programmes

The Copperbelt University started its journey in 1987 with two Schools running a total of six degree programmes. As at 2008, the University had six Schools, one Institute, a Centre for Life Long Education, and the Dag Hammarskjöld Chair for Peace, Human Rights and Conflict Management. The Copperbelt University currently offers three (3) post-graduate degree, twenty seven (27) degree, fourteen (14) diploma and three (3) certificate programmes.

## **2.0 THE PLANNING PROCESS**

Since its inception, the University has gone through several strategic plans. The Strategic Plan for 2009-2013 is a continuation of this planning process. This planning process started with the appointment of a ten-member Strategic Planning Committee in November 2006. The Committee decided on an approach that would engage stakeholders within and outside the University. The methodology of the planning process involved the following seven key activities:

- ❖ A strategic planning workshop involving CBU and UNZA supported by NUFFIC.
- ❖ Regular meetings and consultations with the stakeholders. This entailed visits to Schools and developing and distributing an open-ended questionnaire for all stakeholders.
- ❖ Document analysis and review to establish:
  - Regional and international trends in higher education
  - National policies and needs, and
  - Internal situation in the University's Schools and Units. These conducted SWOT analyses in their departments, which they submitted to the Committee.
- ❖ Developing the Draft Strategy document followed by its review by stakeholders. This was based on the drafts from Schools and Units of the University who designed their own strategic plans to feed into the main strategy.
- ❖ Costing the Draft Plan with the assistance from the Cost Accountants in conjunction with Spending Officers.
- ❖ Editing and producing the final agreed 'Strategic Plan for AY 2009-2013'.
- ❖ The final stage involved designing the Implementation Plan template for Schools & Units.

## **3.0 THE PLANNING CONTEXT**

In this section, international, regional, and national needs in higher education provide the planning context for the Strategic Plan. This will lead to a situation analysis of the University's Schools and Units.

### **3.1 International Trends**

The concept of globalization in today's socio-economic and human development processes is embedded into ICTs and knowledge based activities. In this process, the role tertiary institutions play is very vital in the sense that they are the pinnacle of research and information dissemination. The emerging trend is that tertiary institutions in both developed and developing countries are bridging the gap of knowledge development and information dissemination through the process of distance learning and collaborative research and consultancy activities. Similarly, there has been a growing phenomenon of an increase in students, lecturers and researchers' mobility between continents to promote and realize the ideals of globalization in knowledge based activities and information dissemination. There is also a greater emphasis on lifelong educational learning programmes to be in line with the United Nations Millennium Development Goals (MDGs) on achieving universal primary education (goal 2) and promoting gender equality and empower women (goal 3) as well as developing a global partnership for development (goal 8).

The role of a University is highlighted in the report of UNESCO's *International Commission on Education in the 21<sup>st</sup> Century*. It states in part:

“higher education services prepare students for research, provide highly specialized training courses adopted to the needs of the economy and social life, open to all, so as to cater to the many aspects of life long learning in the widest sense, promote international co-operation through internalization of research, technology networking and free movement of persons and scientific ideas” (UNESCO, 1996).

The South-South and North-South cooperation is vital to realize the mission of the University.

### **3.2 Regional Trends**

In Africa, both the African Union and the New Economic Partnership for Africa's Development (NEPAD) stress the importance of higher education in development and in meeting the Millennium Development Goals. NEPAD has a long-term vision for regional and continental social, cultural and economic cooperation in Africa, including in higher education. Two of NEPAD's objectives are to bridge the education gap and reverse the brain drain, a recognised problem in Zambia. The African Action Plan for Africa 2006–2008 recognises the importance of higher education to national development. The African Union's Educational Sub-Committee recommended the development of higher education on the continent. In many countries, the demand for access to higher education in Africa has grown tremendously. This has seen some countries creating opportunities for participation of the private sector in higher education provision. They have developed new educational policy guidelines that allow for private investors into tertiary education. In view of the change in policy guidelines, the number of private tertiary institutions has increased significantly on the continent. In Zambia, for instance, ten private universities have emerged in the last five years. The new universities will add to the competitiveness of higher education. They may lead to the alleviation of challenges that include the following:

- Inadequate provision of quality service delivery by the public tertiary institutions.

- Government's failure to provide state of the art technology and infrastructure for teaching, research and consultancy in the public universities.
- Limited number of student enrolment in national tertiary institutions.
- Limited number of academic programmes on offer.
- Poor funding by governments because of other national commitments.
- Brain drain of university lecturers and researchers because of poor conditions of service.
- Promotion of distance learning programmes from institutions in both developed and developing countries that provide alternative choices for potential students in Africa.
- The quality of service being provided by external universities outside this continent.
- The effect of the HIV/AIDS pandemic and the human resource base of most tertiary institutions. This tends to deplete the quality of teaching and research.

Support of the World Bank to higher education is necessary. While the World Bank previously supported only basic education, its support for higher education has been on the increase in the past 5 years. The University should consider opportunities such as this for its infrastructure development. This current proposal incorporates an earlier and parallel World Bank initiative, the *Zambezi Forum for Higher Education*.

The African Union's *Second Decade of Education for Africa (2006 – 2015) Plan of Action*<sup>1</sup> proposes a systems approach to addressing challenges in higher education, which should be developed on the following bases:

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

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<sup>1</sup>MSTVT, 1996

- The building of partnerships and networks among African institutions and organizations, and with those in South and North, while recognizing the need to harmonize and rationalize the existence and work of such structures;
- Improvement of institutional leadership, including the management and governance of institutions;
- Mobilization of funds for investment in infrastructure, human resources, and teaching/research facilities, including ICTs.

Zambia is a member of regional economic blocs such as COMESA and SADC to which she is signatory to education and training protocols. For example, the SADC has a protocol on education and training and promotes the Regional Intraregional Skills Development Programme (RISDP). These seek to create centres of excellence and centres of expertise. CBU aspires to develop its Schools into centres of excellence. Its membership and participation in regional higher education associations, for example, SARUA and SAUVCA, will help it realize these objectives.

### **3.3 National Developments in Education and Training**

Several national policies inform the strategic planning process. In particular the policies reviewed include i) National Education and Training policy 'Educating Our Future', ii) the Fifth National Development Plan, iii) the National Science and Technology policy, and iv) the National ICT Policy.

#### **3.3.1 National Educational and Training Policy: Educating Our Future**

The Government of the Republic of Zambia recognizes the role of education at all levels in the process of enhancing the country's goal and economic development. This is demonstrated in the educational policy, 'educating our future'. This policy addresses many issues pertaining to education and training for sustainable national economic development. Issues pertinent to the University strategy are the following:

i) **Access Demands:** Demand for tertiary and university education by school-leavers in Zambia by far outweighs the availability of enrolment places. This trend has remained unchanged for a long time leading to current plans by government to introduce more universities. Trends have also shown that adults are increasingly becoming interested in university education and are becoming lifelong learners. This is in response to changing working environments, which are demanding new skills. The universities have an obligation to respond to this demand.

ii) **Economic Imperatives:** Countries are in competition for more competencies with the increasing liberalization of the international trade environment. The international job market has become very competitive, and only those organizations that can compete favourably in such an environment are guaranteed long-term survival. Universities are therefore challenged to equip their graduates with the relevant competencies needed to support the changing job market in support of their national economies.

iii) **National Obligations:** The Government of the Republic of Zambia deliberately established the Copperbelt University to provide the necessary human resource in the pre-determined disciplines. Government acted in the national interest by identifying areas of training lacking in the country and establishing a university, which was going to address that problem. CBU is, therefore, a deliberate arm of the State in as far as human resource development is concerned, and has to provide the competencies demanded by the State.

A major issue for universities is their response to the demands for higher education and training. For example, no more than 2% of Zambia's population has completed a Bachelor's degree of studies. The low percentage of graduates from the two national Universities, UNZA and CBU, as well as those who had the privilege to study outside the country, indicates a serious anomaly in the human resource development process. At independence in 1964, Zambia only had 108 indigenous university graduates who were all trained abroad. Since that time, the two national universities have matriculated more than 25,000 graduates to the national economy (see Vision 2030, sub-section 4.22.1).

Even though the Government is fully aware of the small number of university graduates, the major challenge that she faces has been the limited investment to infrastructure development to ensure that the universities expand and increase their academic programmes, thus creating opportunities for more potential secondary school leavers to be enrolled. For instance, during the 1980s and 1990s very little investment was made into the infrastructure of national universities such as UNZA and CBU even though the enrolment was significantly increasing. The public spending on education as a share of GDP had declined from 5% to 4.7% per annum between 1965 and 1986, to an average of 2.3% of GDP between 1987 and 2000 (see section 4.2.0 Vision 2030 document). Moreover, low levels of operational funding led to extensive dilapidation of existing infrastructure and an exodus of qualified staff. As a result, both universities are overcrowded. Table 1 shows the enrolment figures for CBU in the past six years as an example.

**Table 1. Enrolment figures for CBU in the past six years.**

Year	Enrolment Levels			
	Male	Female	Totals	% Female
2003	2039	495	2534	19.53
2004	2370	599	2969	20.18
2005	2878	723	3601	20.08
2006	3012	813	3825	21.25
2007	3266	889	4155	21.39
2008	4120	1035	5155	23.59

**Source: Copperbelt University Academic Office, 2008**

Therefore, the challenges for the government on university education are to rehabilitate existing infrastructure and construct new facilities to support the development of human capital. The data in Table 1 suggests a serious gender gap in the provision of higher education. It will be necessary to focus, not only on staff development and retention of qualified staff, but also on the gender mix in order to improve the quality of university education.

### 3.3.2 The Fifth National Development Plan (FNDP)

The Fifth National Development Plan (FNDP) will place emphasis on improvement of quality, while still regarding increase in access to higher education as a priority. In the area of access to education, the major reforms in the FNDP will involve provision of education through low cost/high impact interventions for different categories of learners who previously were not sufficiently catered for as children, youths or adults. Moreover, the Government will significantly increase the levels of funding to the education sector. The vision for the Education and Skills Development sector is, “*innovative and productive life long education and training accessible to all by 2030*”. The goals are as follows:

- To ensure universal basic education provision to children;
- To ensure that opportunities exist for all citizens to have equitable access to ECCDE, basic and high school, tertiary education and/or technical and vocational training;
- To improve the quality and relevance of education and skills training;
- To promote efficiency and cost-effectiveness;
- To enhance institutional coordination in both public and private education and training institutions; and
- To ensure that library services are improved to contribute to high standards and quality of education in Zambia.

In developing the Strategic Plan, the University took note of the FNDP programmes and objectives for the sector. Issues most pertinent to the current planning process include teacher education, infrastructure development, gender parity, and research. The FNDP programmes and objectives are as follows:

	<b>Programmes</b>	<b>Objectives</b>
1	Curriculum Development and Educational Materials	To design a comprehensive and diversified curriculum that is interlinked throughout all educational levels To provide relevant educational materials
2	Standards and Assessment	To develop a comprehensive assessment system reflective of an outcome and demand based curriculum To establish the National Qualifications Framework (NQF)
3	Teacher Education	To strengthen the systems for continuous professional development, management and support To strengthen the systems for initial teacher training, management and support To develop a comprehensive national policy and institutional framework for promotion and development of library services in Zambia

4	Infrastructure Development	To provide appropriate and sufficient infrastructure facilities and services including rehabilitation and maintenance in order to improve equitable access to and quality of education
5	Equity	To expand access and participation in the provision of basic education through alternative modes of deliver using appropriate methodologies and technologies Promote private sector participation
6	Distance Education and Open Learning	To develop flexible and inclusive education programmes that provide mechanisms for increasing equitable access to quality basic education for CSEN and OVC To provide interventions on HIV and AIDS and SHN
7	Management and Administration	To develop, revise and improve the overall framework for quality educational planning, human resources, financial management and administration of education delivery
8	Research in Education	To strengthen research and innovation capabilities in private and public tertiary institutions
9	Basic Skills Education and TEVET	To develop, revise and improve the overall framework for quality educational planning, human resource, financial management and administration of technical and vocational education delivery

Source: Republic of Zambia 5<sup>th</sup> National Development Plan 2006

### 3.3.3 Policy on Science and Technology

As a Science and Technology focussed institution, the Copperbelt University has to reflect on the National Science and Technology Policy in the formulation of its Strategic Plan. The main goals of the National Policy on Science and Technology include the following:

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

The Government of the Republic of Zambia has stated in the Fifth National Development Plan (FNDP, 2006) its intentions to facilitate innovations that shall facilitate sustainable and equitable distribution of the benefits. Consequently, the Government is expected to review the National Science and Technology Policy; enact Bio-safety legislation; formulate national policy on indigenous knowledge, genetic resources and folklore; and review Science and Technology Act and related Acts. The vision of Science and Technology sector is “*a Zambia where science and technology and innovation are the driving forces in national development by 2030*”. The goal is to enhance the contribution of science and technology to national productivity and competitiveness. The FNDP programmes and objectives for the sector are as follows:

<b>Programmes</b>	<b>Objectives</b>
Research and Development	To identify and conduct research and development activities in areas of national priority
Human Resource Development and Retention	To develop and retain qualified science and technology personnel
Infrastructure Development and Rehabilitation	To develop, rehabilitate and maintain science and technology infrastructure
Commercialisation of R & D	To promote and commercialise results of research and Development
Policy, Legislative and Institutional Strengthening	To review and strengthen the policy, legal and institution framework
Popularisation of Science and Technology in National Development	To create and promote public awareness on the role of science and technology in national economic development

**Source: Republic of Zambia 5<sup>th</sup> National Development Plan 2006**

The policy guidelines challenge universities to be proactive in Science and Technology Research and Developmental activities in the quest to achieving the millennium development goal in global partnership for development.

### **3.3.4 National ICT Policy**

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

### **3.4. Current Main Policies of the University**

The analyses of international, regional, and national needs and policies in the previous section suggest directions for higher education. In the strategic period, the University needs to respond vigorously to the national policies. So far the University has defined at least three policies viz.: i) academic development policy, ii) HIV-AIDS policy, and iii) ICT policies consistent with national needs.

#### **3.4.1 The Academic Development Policy**

One significant aspect of the academic development policy is the restructuring of Schools. The need to restructure the Schools in the University was the idea of the Senate Academic Development Committee. The rationale for the restructuring was that:

Small is beautiful and manageable and thus restructuring the Schools to re-create new Schools if possible offers the opportunities and challenges for expansion and advancement in terms of evolution and introduction of new programmes and research activities.

Documentation on the restructuring process was finally approved by the Senate on 27<sup>th</sup> April, 2008. This led to the creation of nine (9) Schools as follows:

1. School of Business
2. School of Built Environment
3. School of Engineering
4. School of Humanities and Social Sciences
5. School of Information and Communication Technology
6. School of Mathematics and Natural Sciences
7. School of Material Sciences and Process Engineering
8. School of Mining Technology
9. School of Natural Resources and Environmental Sciences

This will lead to the diversification of academic programmes and to a wider range of specialist fields offered by Schools. The approval of the document by the University Senate paved way for the University Council to approve paper CBU/COU/08/fo/19 that proposed the establishment of the School of Mathematics and Natural Sciences and the School of Graduate Studies on 27<sup>th</sup> June 2008. The establishment of the School of Mathematics and Natural Sciences is a natural and necessary development since it further enhances the University's academic niche in business, built environment, natural resources, and technology and engineering. The new School will contribute to the academic niche of CBU by providing coordinated and multi-disciplinary teaching of foundational mathematics and science courses and by providing concentrated and specialised education and training in these disciplines at undergraduate and postgraduate levels. The School provides, therefore, opportunities for students who may seek to pursue degrees other than those offered in the applied professional engineering fields, i.e., chemical, electrical, mining, metallurgical, and so forth. It provides for nationals and international students who may wish to specialise and pursue degrees in mathematics and natural science disciplines or in mathematics and science education. The School closes the current gap in the provision of academic preparation and progression in mathematics and natural sciences.

The School of Graduate Studies has been established to oversee the running of postgraduate academic programmes. To this effect, all the Schools are to have Coordinators for Postgraduate Studies programmes. Their responsibilities would include coordinating all Graduate Studies programmes within Schools. They were expected to liaise with the Graduate Schools on academic activities such as advertising of academic programmes, selection, admission and registration of graduate students, and to liaise with the Graduate School on new programmes to be evolved and launched.

### **3.4.2 The HIV/AIDS Policy**

The CBU HIV/AIDS Policy stipulates the following objectives meant for the health and wellness of the University community and the public:

- i) prevention of HIV/AIDS,
- ii) management and mitigation of the impact of HIV/AIDS,
- iii) care and support of the infected and affected by HIV/AIDS, and
- iv) elimination of the stigma and discrimination on the basis of real or perceived status.

In the strategic planning period, it is envisaged to pursue and monitor the implication of the policy. In particular, monitoring must stress on preventive measures, creation of safe and supportive environment, and behaviour change to reduce the risk of HIV infection and transmission. Under this policy there is need to assess and anticipate information needs that project the likely institutional impacts of HIV/AIDS.

### **3.4.3 The ICT Policy**

The Copperbelt University has a draft ICT policy document aimed at optimizing and securing the usage of both ICT logical and physical infrastructures, as well as the effective and efficient deployment of the infrastructure. Within the draft ICT policy there are specific policy guidelines for ethics, e-mail access and use, anti-virus and security, database password, acceptable encryption, application service providers, and acquisition & assessment. This ICT policy is meant to enhance teaching and research, and the management of information in the University. The draft ICT policy has received an inadvertent boost from the support received from the NUFFIC Triple 'S' Project.

## **4.0 SITUATION ANALYSIS**

In the previous sections, the background and planning context with respect to regional and international developments and trends was given. It is important to note that the Strategic Plan for the period 2000-2004 was not fully implemented due to the decline in public funding. In the ensuing years, the University adopted a prudent and creative survival strategy: *Strategies for overcoming liquidity problems 2002-2007* in which short-term, medium-term, and long-term strategies were proposed and implemented. Given this background, the current planning cycle must take into account, firstly, the results of current situation analysis and future development visions, and secondly, the unaccomplished but relevant strategic pointers in the 2000-2004 Strategic Plan.

### **4.1 Review of Previous Strategic Plans**

In 1997, the University developed its first survival plan whose main objective was to demonstrate how the institution would financially cope with its budgetary obligations given the situation of reduced and delayed government funding in personnel emoluments, general and capital expenditure. The 1998-2002 Strategic Plan, the first formal CBU strategic plan, followed this. The objectives of this plan were to source funds for rehabilitation of the existing infrastructure and also for building additional structures. These included the building of the library complex, classrooms, laboratories, and office accommodation for all the existing four Schools. The strategic plan was intended to consolidate all the existing academic programmes as well as endeavour to introduce new degree programmes in the School of Forestry and Wood Science and School of Technology. It was anticipated that by the end of the Strategic Plan period, postgraduate study programmes in the Department of Architecture and Urban & Regional Studies would be established. It also anticipated that all the academic units together with ICARES should have intensified both academic research and publication.

The 2000-2004 Strategic Plan was an adjustment to the first strategic plan. It provided guidance for cultivating an entrepreneurial culture in all departments in the University by introducing elements of entrepreneurship in the academic programmes. The rehabilitation of existing infrastructure was another area of emphasis. This included the road network, the student hostels, the classrooms, and the library complex, laboratories and the offices for the Schools. During the plan period, the University was to consolidate existing programmes and expand the Distance Learning facilities in the Centre for Lifelong Education. Like the 1998-2002 plan, it anticipated introducing postgraduate programmes in Architecture and Regional & Urban Studies by the end of the planned period. The plan was not implemented due to the continued decline in public funding. This led to the adoption of the 2002-2007 Survival Plan before the expiry of the 2000-2004 Strategic Plan. The Survival Plan was aimed at identifying strategies that could help the institution generate income and diversify its sources of revenue. The plan focused on short-term strategies aimed at accounting for collectibles, cost-containment, cost saving, transparency and accountability for available funds and fund generation. The medium-term strategies included mobilization of donor support, review of financial regulations, development of the corporate image and corporate responsibility, establishment of partnership with business enterprises related to courses offered by the university, and income generation. The long-term strategies of this plan included endowments, alumni support, friends of CBU Trust, advocacy for improved local, international and corporate image of CBU and the review of leave accrual rates.

#### **4.2 Successes and Constraints of Past Strategic Plans**

The 1997 Survival Plan offered the mechanism for the university to continue with its operations without compromising academic standards. The guidelines provided in the plan assisted the University to survive the pressures brought about by poor funding from government. The four major strategic directions of this plan were to improve funding on Emoluments, General Expenditure, Capital and Maintenance Expenditure and Retrenchment Funding. Although these objectives were expected to be achieved during the same year, the effects of their implementation started to be felt much later. It was soon realised that, the achievement of such objectives was feasible only in the long-term.

Whereas there were successes in the introduction of new academic programmes such as the new School of Forestry and Wood Science in the 1998-2002 Strategic Plan, there were constraints in the area of physical infrastructure rehabilitation and building of new structures. This was mainly due to the absence of capital funding from government during those years. Changes in the University management as influenced by the review of the University Act in 1999 also saw the need to review this strategic plan accordingly. Thus, this strategic plan was soon superseded by another for the period 2000-2004. Prominent among the objectives was the multi-stage upward adjustment of the fees in line with the 1997 Survival plan dollar-rated levels.

Whereas the 2000-2004 Strategic Plan was highly ambitious as it postulated new strategic directions, it also adopted most of those from the previous plans. Hence issues of capital or infrastructural developments appear in both strategic plans. That there was consistency in the identification of strategic directions in both strategic plans reflects the importance

the University attached to these objectives. However, the 2000-2004 Strategic Plan could also not be easily implemented due to inadequate funding for capital developments from the government at the time. Absence of funding for capital developments in the annual budget allocations for those years made it very difficult for individual Schools and Units to implement their own infrastructural development strategies as there were no funds to be disbursed to them. Issues of inadequate or dilapidated infrastructure, though paramount, remained unresolved throughout the period of the two previous strategic plans. In addition, because of funding arrangements that did not conform to the identified strategic directions, the 2000-2004 Strategic Plan could not be fully implemented.

The 2002-2007 Survival Plan focussed on strategies for overcoming liquidity problems. The implementation of the new fees structure was one of the major successes. This enabled the smooth running of the University. In terms of accounting for collectibles the government was also able to clear all the outstanding bills committed to the university over a long time. In terms of cost containment, all Units of the University were brought within the purview of Internal Audit unit. This contributed to the absolute transparency in terms of financial management of the University. The University also scrapped loss-making business ventures.

The principle of cost-saving was equally successful in that, issues of controlled consumption of resources, and regulation of leave days accumulation were achieved. As an effort at fund generation, the University successfully introduced various part-time diploma, certificate, and other short courses. As proposed by this plan, the University successfully signed Memoranda of Understanding (MoUs) with several business and educational institutions. As regards the long-term strategies, the University still has to address issues of endowments, Alumni support, Friends of the CBU Trust, as well as the improvement of the international corporate image of CBU.

In view of the invaluable experience afforded by the previous Strategic and Survival Plans, the University needs to develop a more realistic and futuristic strategic plan. This plan must include monitoring and review mechanisms. In general, the strategic plan will need to carry forward the outstanding objectives from the previous plans as well as the following:

- To provide adequate infrastructure to facilitate, teaching, research, and consultancy in the realization of distance and life-long learning education.
- To modernise the teaching and learning facilities such as Laboratories, Classrooms and Library and other teaching aids.
- To improve the staffing levels to achieve optimum staff numbers, staff mix in terms of expertise, leadership, and gender.
- To improve quality assurance using internationally recognized benchmarks.
- To improve the enrolment of national and international students as well as improvement to student experience.

- To review and update existing programmes and to develop new programmes that are responsive and relevant to national needs.
- To provide for HIV/AIDS Policy provisions.

### **4.3 Teaching and Learning Environment**

A conducive teaching and learning environment is critical to the realisation of both the vision and mission of the Copperbelt University, and to quality education and training through all learning and research programmes. The teaching and learning environment must be such that education and training provided will reflect depth and credibility to both clients and stakeholders. Within limits imposed by factors related to funding, the University provides teaching and learning environment that ascertains the quality of its programmes and reasonable achievement among its students. For example, the progression rate has been around 75% for a number of years but has shown growth over the three years from 75% in 2005 to 88% in 2007. It has to be acknowledged too that the number of graduands increased from 2004 ((n = 468) to the 2007 academic year (n = 639). Information suggests that all graduates are gainfully employed and thus contributing to the national economy.

In the situation analysis, a poor funding environment contributed to (i) lower levels of infrastructural development and lower growth rate overall, and (ii) to poor morale that has resulted in some disruptions to the learning programme because of protests by both staff and students. While the University has realized slow growth in infrastructure (classroom and laboratory space, library space and student accommodation), it has realized significant growth in terms of enrolments. For example, between 2004 and 2008, the University enrolment increased by over 2000 from 2969 to 5155. This number of students exceeds the number who can be accommodated in hostels with a capacity of 1, 960. The increase overly stretches and contributes to the deterioration of the current inadequate infrastructure, as there is no proportionate expansion to meet increased higher student intakes and enrolments. The University remains desirous to provide access to higher education to the greatest number of nationals who qualify and show interest to learn in it. Unfortunately, the prevailing reality is that in 2004, only 27% (822) of over 3000 applicants were admitted. In 2007, only a slight improvement in admission rate of 38.1% (2203) of the 5781 applicants was realized.

The establishment of academic staff (approved number of posts) is 264 in 2008. Of this figure, only 202 posts are filled due to difficulty in recruiting academics in certain areas of business, mathematics and science disciplines. The result is a vacancy rate of 62 academics (or 23.48%) that must be addressed. The gender mix of academic staff and students is less than the University would desire if it is to contribute effectively to proper academic and professional preparation and to rounded socialisation into citizenship. For example, out of 202 academics in post by 31<sup>st</sup> May 2008, only 24 were female representing 11.88%. In the quoted student enrolments for 2004, the proportion of females was a mere 20.18%. In 2008, the proportion of females was 23.59% in a student body of 5,155. This is in spite of affirmative action strategies in place. For example, the University allocates a minimum 30% quota to female applicants and it accepts female students with lower entry points than their male counterparts. The number of applicants,

both female and male, with required passes in mathematics, science, and technical subjects presents a serious challenge when recruiting. As a result, the University's 30% female quota cannot be realised easily. The University has considered other strategies. For example, in addition to affirmative action taken by the University, a mathematics and science education degree programme for teachers has been introduced to improve the teaching of these subjects as well as to popularise them in schools.

A good teaching and learning environment is created when staff are well accommodated and have access to information and knowledge sources and resources to develop course and research material. The situation analysis finds that there is a serious shortage of teaching and office space in the University. Not all offices are equipped with phones and Internet connectivity. This limits personal and professional communication and interaction. It makes for limited access and use of the Internet for teaching, learning, research and e-mail. Sometimes, the limited ICT infrastructure and the frequent downtime of the Internet limits information search, including on the Library OPAC system. A good development is that the University Council in 2008 approved an ICT Strategic Plan for 2008-2011 that should increase significantly the teaching, learning, and research environment and interactivity among members of the University community and between members of the University community and academics, researchers, and clients outside it. Currently, the situation analysis suggests limited availability of appropriate and required educational software, simulation and statistical packages in the Computer Centre and other computer laboratories across the University. This limits opportunities to maximise ICTs in teaching and learning and to augment learning resources such as those available in the main Library and satellite libraries.

The Library is the core of the university business of teaching, research, creation and dissemination of knowledge and culture of the past and present. The main Library is thus responsible for the development, control, and management of all other smaller libraries in units and Schools. The situation analysis suggests that the main Library and libraries in other units of the University carry insufficient and outdated reading and reference materials. They are not well stocked with a rich diversity of books, reference materials and periodicals. The current stock levels in the Main Library of the Copperbelt University stands at 50,000 books. This means that the University needs to do a lot more before the Library can realise its strategic goal to expand and effectively cater for all the academic disciplines in the University. Institutional subscription to specialised educational research and training e-journals, websites, and service providers like JSTOR is not to the level expected to support specialised study, especially at graduate level. Further, efforts in the plan period are required to enhance these shortcomings and to make the Inter-library loan system and institutional linkages more efficient through a reliable and enhanced ICT connectivity.

In the plan period, it is important to expend resources towards the construction and equipping of workshops, classrooms, lecture theatres and conference rooms, laboratories and studios. This will increase the quality of the teaching and learning environment for undergraduate studies and prepare ground for introduction of postgraduate studies. Some workshops require remodelling, adaptation and equipment to support university level

teaching and research. Certain equipment needs to be upgraded or rehabilitated but laboratory and workshop equipment and technology assessed to be obsolete or unsafe needs to be replaced. Besides, as shown in the situation analysis of the academic programme development, the University is introducing more graduate degree programmes. Equipment and technology with higher levels of sophistication to support such level of teaching and research needs to be procured. The situation analysis established that, the Gas Liquid Chromatography and the Atomic Absorption Spectrophotometer enhanced analytical procedures in the School of Technology and made it possible to provide extension and outreach services and to fundraise. Many schools lack essential facilities. Their needs are not yet met. For example, the School of Natural Resources does not have a herbarium (Botanical Museum) and requires land to establish a nursery and botanical garden.

The situation analysis suggests a need for the plan period to focus on instituting the internal quality assurance mechanisms and to build or enhance an academic culture within Departments. For example, an analysis of the institutional management structure and of the University Act suggests inadequate role definition for the Department and the Head of Department. The observed silence leads to differential function of the Head of Department within a School and/or across Schools. In many instances, members of the Department work completely independently in the determination of course content, teaching, and assessing it. Quality assurance and monitoring of teaching and examinations through Departmental Boards in many cases are not practiced. The situation requires review in the strategic plan. Reviewing courses, course standards, and examinations through Departmental Boards provides opportunities for teaching academic leadership, interpretation of regulations, and develops scholarship and an academic culture. The heavy reliance on Public Sector Funds for an external examination quality assurance procedure is unsustainable and can only provide summative data where formative information is required during course development, teaching, and assessment.

In the current planning period, it is observed that the teaching and learning environment is not optimum due to inadequate staffing levels and poor staff mix in terms of experience in research and publications, in terms of gender, and in terms of age. The University, partly due to the levels of remuneration in public institutions, and partly due to national and regional shortage of scientists, engineers, business professionals, and other experts in its focal disciplines, fails to attract and retain qualified and experienced academics. The funding levels also contribute to the failure to fill Professorial Chairs in Schools, e.g., Dag Hammarskjöld Chair for Peace, Human Rights and Conflict Management and the Indo-Zambia Chair in the School of Business. As a result, funds for the Bank of Zambia Chair are used to supplement remuneration of staff participating in the teaching of Accounting programmes.

Failure to recruit and retain senior and experienced academics has resulted in the slow-paced development of a desirable academic culture, currently characterised by insufficient research activity, low visibility at national and international conferences and symposia, low output of research and publications, and rare use of tutorials and colloquia approaches. In many Departments, the number of technical and administrative staff is

inadequate. This leaves many academics overburdened, leaving them with little scope and time for research for teaching and publication. In the situation analysis, it was established that several courses relied heavily on part-time teaching staff. In many cases, these are committed but in other cases, there are reports of erratic attendance to their classes, thereby compromising learning opportunities and quality. Shortage of senior academics has contributed to the situation where the University lacks capacity to run staff development programmes locally.

The Academic Development Committee has played a key role in the introduction of new programmes. The Committee has proposed the establishment of the Academic Development Centre for purposes of developing standards, providing continuous professional development training to staff, and generally improving the quality of teaching.

#### **4.4 Academic Development Programmes**

In the situation analysis, a substantial change had occurred in the number and range of academic programmes in response to national policy direction, to stakeholder needs in industry and commerce, and in conforming to developments in existing disciplines and in global trends. The School of Technology introduced three programmes: the Diploma in Information Technology, Bachelor of Engineering in Environmental Engineering, and Bachelor of Science in Mathematics and Science Education. The former School of Forestry and Wood Science was transformed into School of Natural Resources to reflect its range of natural resources management disciplines. The School of Natural Resources introduced the Bachelor of Science in Agro-forestry and the Postgraduate Diploma in Participatory Natural Resource Management. The regulations for the BSc in Forest Engineering, Wildlife Management, and in Fisheries and Aquaculture have been approved. An MSc in Participatory Natural Resource Management is proposed.

The School of Business introduced the MBA in Finance, MA in Human Resource Management, BSc degrees in Marketing, Purchasing and Supply, and BSc in Banking and Finance. The Centre for Life Long Education introduced the Bachelor of Arts in Human Resource Management and the Diploma in Construction. The School of the Built Environment has adapted its BSc in Land Economy programme to a BSc in Real Estate Management and the BSc (Building Science) transformed into BSc (Building Science and Quantity Surveying). The Master of Science in Project Management was approved to begin in 2009 academic year. Two new schools have been added, the School of Mathematics and Natural Sciences and the School of Graduate Studies. This raises the need for substantial capital investment in construction of infrastructure, procurement and installation of equipment, and in recruitment and appointment of academic and technical staff. Rationalisation and re-deployment of staff is already in progress in anticipation of the 2009 academic year.

#### **4.5 Research and Publications**

The developments above are complemented by the design and implementation of a Research and Consultancy policy with a budget provision meant to institutionalise a culture of research with Schools and units. In 2007, the research budget was K200

million and in 2008 it was increased to K400 million. In 2007, nine (9) research projects were inherited from previous years and nine (9) new ones were approved for funding, whereas in 2008, eighteen (18) research projects were inherited from 2007 and seven (7) more were approved. Individual Schools now have research and extension services units like the Extension Services Unit and the Institute of Environmental Management in the Schools of Built Environment and Technology, respectively.

In the situation analysis, forging research activities was hampered by lack of research infrastructures (laboratories, field stations) and the associated equipment and essential reagents. Research and publication output was constrained by inadequate expertise and inadequate academic leadership for the conceptualisation, scoping, and design of research. The current research outputs have not been well documented for the public and the University community to appreciate the intellectual potential of the academic staff at CBU, as research and prolific publication output are the essential defining attributes of a university. The goal must be the development of research programmes relevant to Zambia and the Southern African region, as well as the nurturing of a sustainable culture of publication. This will enhance the quality of the learning environment at CBU and its contribution to national development objectives. The Strategic Plan must include, therefore, the following measures:

1. To implore on researchers to improvise on the need for presentation of adequate budget levels for research proposals.
2. The University to explore mitigating measures to address some degree of poor funding for research projects.
3. Implement measures to provide guidance to budding academics by addressing the apparent inadequate research skills and lack of experience in conceptualisation of research concepts and methodology.
4. Take measures of tracking research activities forged by academic staff and research fellows, to include areas of extension services and output on consultancy.
5. Consolidate the role of the existing Publication Committee by resuscitating budgetary provisions so as to facilitate for its activities in requesting, receiving and reviewing manuscripts.

Research shall be enhanced by the introduction of graduate research programmes coordinated by the School of Graduate Studies. In the current outlook period, the School of Business has developed the MA in Human Resources Management, the Executive MBA, and two MSc programmes in Financial Economics and Development Economics and Operations and Production Management. The School of the Built Environment has developed the MSc in Project Management and is in the process of developing the MSc in Urban and Regional Planning, the MSc in Urban Planning and Infrastructure Management, and the MSc in Land Use Management and Development. The School of Natural Resources has developed the MSc in Systematics and Conservation of Plant Resources and the MSc in Natural Resources Management. The remaining two schools, the School of Technology and the School of Mathematics and Natural Sciences, are developing the MSc programmes in Chemical Engineering, Computer Science and Mining Engineering and in Mathematics and Science disciplines. In addition, the latter

has an MSc and Post-Graduate Diploma in Education (Mathematics and Science Education) targeting the development of teachers and educators. The establishment of the School of Graduate Studies paves the way for launching new postgraduate programmes in the year 2009 with a further stage leading to the commencement of the construction of the Graduate School complex by the year 2011.

#### **4.6 Public Service**

The situation analysis finds many areas in which University staff contribute significantly to public service but that these are not well documented. There is need for a clear strategy of tracking staff contributions in extension, outreach and consultancy services to the public. For example, the University has contributed to public service through:

- The provision of laboratory services, by the Department of Civil Engineering Extension Service Unit.
- Resolution of environmental issues executed by the Environment Management Unit.
- Provision of spectrometric analytical services by the Department of Mining Engineering.
- Provision of plant taxonomic services, inventory of biological diversity and offer of advisory services in forestry and plant genetic resources by the School of Natural Resources.
- Provision of advisory services to UNESCO facilitated through membership of a professor in the School of Mathematics and Natural Sciences and a focal point for the Africa Region in the Global Monitoring and Evaluation Expert Group (MEEG) on the UN Decade of Education for Sustainable Development 2005-2014.
- Offering the public access to the University Library and the Computer services.
- Consultancy in areas of business and accountancy by the School of Business.
- Provision of architectural services by the School of the Built Environment.
- Provision of distance education opportunities and professional development courses in a range of fields of study, for example through the CLLE and the School of Business.

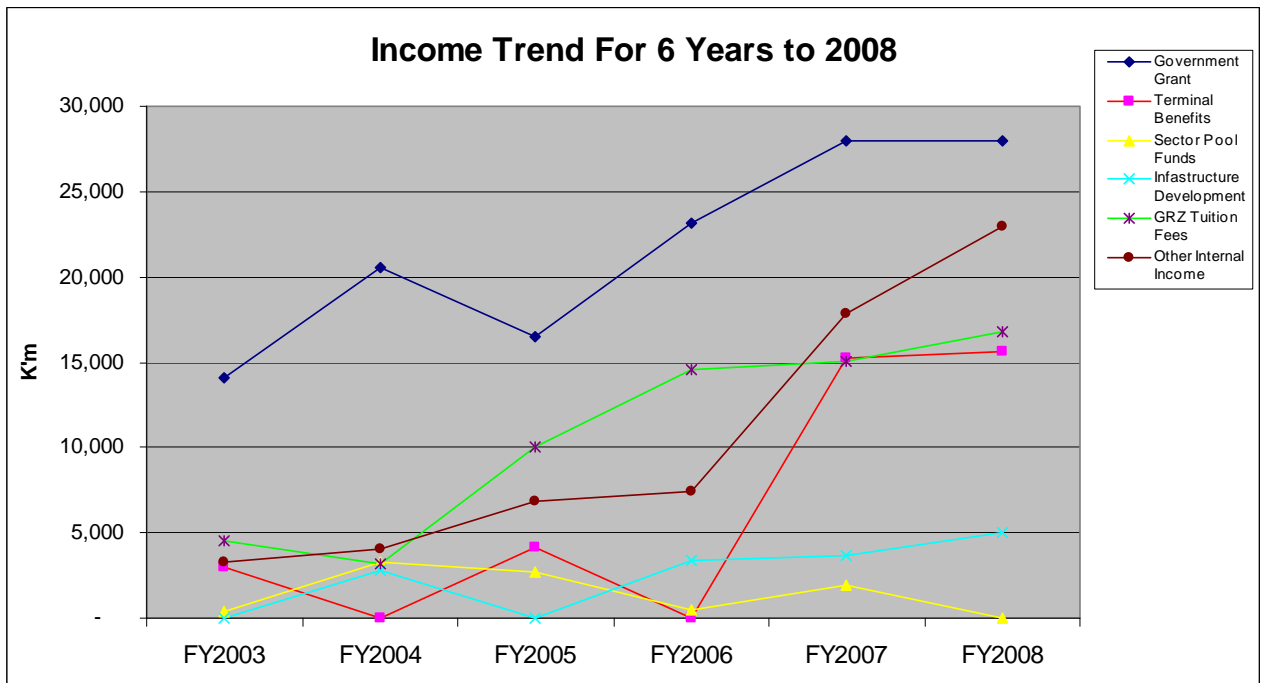
The Public Relations Office needs to proactively inform the public on these services accessible to it.

#### **4.7 Funding**

The University is heavily dependent on Government funding through grants. However, the institution has over the previous years experienced financial constraints particularly in regard to Government funding. Budget submissions have not been adhered to and funding has been done on ad-hoc basis. This has had an adverse impact on the institution's ability to carry out its obligations. The effect of this weakening financial base has led to overcrowding; dilapidation in infrastructure of hostels, classrooms, laboratories and library facilities; high student lecturer ratios; lack of expansion in facilities; high levels of indebtedness; inadequate education materials; ICT and high academic staff turnover. The decline and erratic funding suffered by the University also resulted in the suspension of the 2000-2004 Strategic Plan and the adoption of the

survival plan entitled ‘Strategies for Overcoming Liquidity Problems (2004-2007)’. This document outlines short, medium and long-term strategies on how CBU could generate and diversify its sources of revenue. This situation continued for the years 2003 to 2005. However, in the year 2006, Government increased the grant from a budget of K17.9 billion in 2005 to K23.1 billion in 2006, representing 29% improvement. In 2007, Government increased the grant to the institution by 20.8% from K23.1 billion in 2006 to K27.97 billion in 2007.

The University had financial obligations that it could not readily meet. For example, paying retirement benefits and terminal benefits for employees, and Statutory Payroll obligations namely ZRA, PAYE, ZSIC Pension and NAPSA. The Government provided special funding to assist; the amounts disbursed were K3.0 billion and K4.0 billion in 2003 and 2005, respectively. In 2007 the government increased the funding level to K15.2 billion in order to assist in clearing the outstanding statutory payroll obligations. As at 31<sup>st</sup> December 2007, the ZRA–PAYE amounting to K87.9 billion had not been settled. These debts pose a major challenge to the University. Success in implementing strategies will depend on improved funding, and funding arrangements from the Ministry of Education, review of the current funding policy, improvement on funding levels, review of the Bursary/Loan scheme, and timely approval of budgets and disbursement of approved institutional budgets by the MoE as well as any other special funding agencies. Figure 1 shows the income trends for the period 2003–2008.



**Figure 1. Income Trend for the period 2003 – 2008.**

The Copperbelt University has benefited greatly from the Sector Pool support from Government, receiving a total of over K8 billion for the period 2003-2007. This support went to improve the learning and teaching environment in the University. Major items of expenditure included the acquisition of the following: four (4) field trip minibuses one (1)

research vehicle, one (1) academic office vehicle, library books and periodical subscriptions, computers, printers and software, laboratory and lecturing equipment, examinations, classroom desks and chairs, library software, and construction of a lecture theatre.

The University has a number of services meant to reduce its financial dependence on Government. These include i) analytical laboratory services, e.g., Department of Civil Engineering Extension Services Unit, Environment Engineering Laboratory, and Mining Engineering Spectrometric Services, ii) plant taxonomic services and inventory in School of Natural Resources (and to be relocated to the School of Mathematics and Natural Sciences), iii) catering by the University Guest House, and iv) clinical and antenatal care services provided by the Clinic. However, returns from these activities are negligible. The plan needs to draw from the successes of the Survival plans as well as address specific outstanding fund-generating issues like endowments, Alumni support, Friends of CBU, etc.

#### **4.8 Institutional Infrastructure**

In the past five years, institutional infrastructure development did not proceed according to expectations because the capital budget was not funded for quite a long time. However, with donor support, the School of the Built Environment Office Block was extended. A laboratory, a lecture room and five staff offices were constructed and commissioned in 2003. Well-wishers donated vehicles to the University. For example, the Dag Hammarskjöld Chair received a vehicle donated by Industrial Credit Company of Ndola. The State President donated a 65-seater bus for students' use on behalf of Tata (Z) Ltd. The Institution started receiving funding for infrastructure rehabilitation in 2002. By 2003, a total of K9.7 billion had been disbursed to the University leading to the following major achievements:

- Each one of the four (4) Schools had a 35-seater minibus procured using Sector Pool Funding.
- Under the Sector Pool Funding, computer laboratories were refurbished and computers and printers were procured in the School of Technology. Extensions were made to the Civil Engineering Department and University rehabilitation and face-lifting projects were undertaken across the University, e.g., walkways and classrooms in School of Technology and School of the Built Environment, partitioning of Sports Hall to create classroom space, painting of student hostels and classrooms, provision of borehole water supply to students' hostels, relocation of volleyball courts, construction of a Student Centre, and other projects.
- Construction of the School of Business is nearing completion. The lecture theatre and some offices were completed. The construction of two classrooms, two workshops, and a computer room and school library are ongoing. Construction of two student hostels, two classroom blocks for the School of Technology, and the Centre for Life Long Education is on going.

In spite of all these developments under Sector Pool Funding and through local fundraising initiatives, in the case of the Centre for Life Long Education, the demand for teaching and learning space and office accommodation remains acute. Completion of the said projects will do little to resolve the demand.

#### **4.9 Staff Welfare**

The Copperbelt University conditions of service have not attracted qualified and experienced academic, professional and technical staff, and staff resignations have been largely due to poor salaries and conditions of service. The private sector and most universities in the sub-region offer better salary packages than that obtaining at CBU. For example, in 2004 alone 5 lecturers resigned from service and cited poor salaries and conditions of service at CBU, as grounds for their resignations. Advertisements for new staff go unanswered in competitive fields such as Accountancy, Computer Science, Engineering, Mathematics, and Physics. The 2009-2013 Strategic Plan must also address the issue of staff welfare in a bid to promote institutional stability.

#### **4.10 Student welfare**

One of the major challenges in the management of the Copperbelt University has been the increase in student enrolments without any corresponding expansion of physical facilities and social services. For example, the increase in student enrolment over the years has surpassed the capacity of the University to accommodate all its students (see Table1, p13). Consequently, the University hostels are overcrowded and do not provide a favourable environment for study. Despite the challenges the University has made some notable achievements concerning student welfare. The President of the Republic of Zambia donated a 65-seater bus for students' use on behalf of Tata (Z) Ltd. Rehabilitation projects were undertaken, for example, the students' ablution block under Phase 1 campus rehabilitation, partitioning of sports hall to create classroom space, painting of student hostels, provision of borehole water supply to students' hostels, relocation of volleyball courts, construction of a Student Centre, rehabilitation of students' hostel road, rehabilitation of library roof and students' common rooms and washrooms, and construction of two student hostels. Student sponsorships need reviewing in order to create a conducive learning environment and create stability in the operations of the university.

### **5.0 THE INSTITUTIONAL SWOT ANALYSIS**

The situation analysis presented in this section leads to the analysis of strengths, weaknesses, opportunities, and threats (the institutional SWOT). The institutional SWOT analysis summarised in Figure 2 was developed on the basis of the situation analyses and SWOT analyses of the Schools and Units.

Strengths	Weaknesses	Opportunities	Threats
<p>The Copperbelt University is one of the only three public Universities in Zambia (population of Zambia is about eleven (11) million). Most programmes offered at the Copperbelt University at Diploma and Degree levels are not offered elsewhere in Zambia.</p> <p>Ability to introduce new programmes.</p> <p>Availability of land for future expansion and development of physical infrastructure.</p> <p>The Copperbelt University is located in the heart of the mining region.</p> <p>The CBU has developed a strong ICT support base.</p> <p>The CBU has developed the HIV/AIDS Policy.</p> <p>Improved Government funding and relations.</p>	<p>Location of the institution away from the seat of Government.</p> <p>Uncompetitive salaries structures nationally and regionally.</p> <p>Inadequate funding for research and absence of a vibrant publishing culture.</p> <p>Inadequate number of staff and poor staff mix, as well as non-implementation of staff appraisal system.</p> <p>Inadequate staff development funds</p> <p>Insufficient number of lecture theatres, conference rooms, office space, laboratories, library &amp; research facilities.</p> <p>Inadequacies of finances generated from both tuition fees and other activities.</p> <p>Inadequate internal communication facilities, (e.g. telephones), as well as internal communication challenges, both vertically and horizontally.</p>	<p>Multiplicity of mining and other business corporations.</p> <p>There is a great number of School Leavers willing to enrol in the programmes of the University.</p> <p>Liberalization of the economy has increased the need for consultancy service.</p> <p>Privatization of industries leading to new interest in higher education.</p> <p>In the wake of enhanced Environmental issues, the University offers relevant Environmental academic and research programmes.</p>	<p>HIV/AIDS taking a toll on the highly educated and productive group of the Zambian economy.</p> <p>Increasing competition from industry for academic staff because of widening gap in staff remuneration.</p> <p>International competition from other Universities in the region and outside of the region.</p> <p>Increased local competition due to increase in tertiary institutions in the country.</p> <p>Frequent closures due to student unrest or staff industrial actions due to external funding problems.</p>

**Figure 2: Summary of the University SWOT analysis.**

## **6.0 THE STRATEGIC PLANNING FRAMEWORK**

Since its inception, the Copperbelt University has been navigating through inadequate and irregular funding. This has been the main bottleneck in achieving its mission in totality. However, the CBU has made significant progress in academic development and maintaining academic standards in the last one decade. To a certain degree, this has been possible due to the efficient use of the available resources as directed by our various strategic and Survival plans.

### **6.1 Rationale**

The CBU faces the challenge from tremendous demand for university education. A large number of deserving school-leavers are deprived of a place because of limited infrastructure and staffing levels. The industries are expectant of highest degree of research, consultancies and cutting-edge facilities from the CBU. These challenges warrant a realistic strategic plan which can guide the CBU in its endeavour to accept the challenges and accelerated achievement of its mission.

The Strategic Plan 2009-2013 has evolved through the direct participation of all the units of the CBU and consultations with wide range of other stakeholders. The Plan aims to offer clear direction to all the stakeholders on the objectives of the University as well as the objectives of each Unit.

### **6.2 Vision**

The vision of the University is:

*“To be one of the most preferred oasis of knowledge and dynamic centre of excellence in Zambia, Africa and beyond”*

### **6.3 Mission**

The Mission of the Copperbelt University is:

*“To contribute to the development and sustenance of the well being of the people of Zambia and the world through the provision of:*

- (a) flexible and innovative programmes of teaching and learning;*
- (b) academic and commissioned advanced research with excellence;*
- (c) distance and part time programmes to support career upgrades and re-skilling;*
- (d) information dissemination and Consultancy services;*
- (e) state-of-the-art ICT support services;*
- (f) continuous professional development;*
- (g) academic programmes that inculcate the entrepreneurial culture;*
- (h) the opportunities for acquiring higher education by all persons without discrimination;*
- (i) care and support for HIV & AIDS activities in the community;*
- (j) affirmative action on gender presentations in all activities of the University.”*

#### **6.4 Shared Values and Theme of the Strategic Plan**

The shared values of the University are many, and include the following:

- Academic freedom
- Academic integrity
- Internationalism
- Professional and ethical standards
- Autonomy
- Productivity
- Environmental sustainability
- Income generation
- Demand sensitivity
- Public image of former students
- Competencies
- Equity
- Accountability
- Transparency
- Inclusiveness
- Social justice
- Innovativeness

These values are embraced in the theme of the five year strategic plan: “*Towards a culture of institutional accountability, academic excellence and stability*”. The 2009-2013 Copperbelt University Strategic Plan seeks to address a number of cultural attitudes and habits that have debilitated the institution in the past. This ‘cultural change’ movement is meant not only to improve efficiency, but also to change the public perception of the institution, which has been put in question by the general public in the recent past. This ‘cultural change’ is necessary in a competitive academic world emerging in Zambia. It is also necessary to prepare the Institution for world class grading systems of Universities. The three criteria critical for the envisaged cultural change can be elaborated as follows:

- **Accountability:** It is important that CBU develops a culture that promotes accountability in Financial, Administrative, and Academic matters. Accountability will be achieved through such shared values as Academic Freedom, Academic Integrity, Internationalism, Professional and Ethical standards, Demand Sensitivity, Public Image of Former Students and Transparency;
- **Academic Excellence:** CBU seeks to achieve Academic Excellence in the programmes it has selected to specialize in. Depending on the critical mass of staff and students, CBU should be able to produce graduates of the highest calibre in areas of its competence not only in the quality of its graduates, but also in the research products, consultancy, as well as innovations it generates. Excellence will also be achieved through other shared values like productivity, Environmental Sustainability, Income Generation as a result of marketing its

products to the entire Commonwealth, Competences exhibited by its staff and students, and Innovativeness;

- **Stability:** CBU seeks to achieve stability in programmes or courses it offers. This means that the Institution will be recognized by the expertise it offers in specified courses. This will be closely supported by the predictable environment in which such programmes will be offered. Stability will also be achieved through predictable and adequate funding arrangements from all funding agents. Thus, if this Strategic Plan will be funded accordingly, then stability will be assured. Stability will also be achieved through other shared values like Autonomy, Inclusiveness, and Social Justice.

### **6.5 Institutional Strategic Directions**

The results of reviewing the global and regional context of higher education, situation analysis, and the SWOT analysis suggest ten strategic directions that could lead to the fulfilment of the Vision of the Copperbelt University. According to the ranking done by Spending Officers, the following is the ranking of Strategic Directions in priority order:

- **Infrastructure development and rehabilitation**
- **Academic programme development**
- **Human resources and staff welfare**
- **Institutional management and governance**
- **Research and publications**
- **Financial planning and management**
- **Student welfare, sport and recreation**
- **University ethos and values**
- **Corporate image of the University**
- **University marketing strategy.**

### 6.6 The Strategic Directions, Objectives, Activities and Indicators AY2009-2013

<b>STRATEGIC DIRECTION 1: INFRASTRUCTURE DEVELOPMENT AND REHABILITATION</b>				
<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Review the University master plan	<ul style="list-style-type: none"> <li>Review the University master plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Development projects in line with the University master plan</li> </ul>	2009	Council
2. Rehabilitation of existing buildings, classrooms, workshops, and laboratories	<ul style="list-style-type: none"> <li>Paint buildings across campus</li> <li>Repair all faulty fittings and structures</li> <li>Adapt all buildings for access by physically challenged people</li> </ul>	<ul style="list-style-type: none"> <li>➤ All buildings get a facelift or are painted</li> <li>➤ All faulty fittings and structures fixed</li> <li>➤ All buildings adapted for access by physically challenged people</li> </ul>	2009 2009, On-going	Registrar, Resident Engineer, Deans
3. Expansion and upgrading of infrastructure for schools	<ul style="list-style-type: none"> <li>Schools identify and prioritise infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 50% of infrastructure upgraded</li> <li>➤ The remaining 50% of infrastructure upgraded</li> </ul>	2011 2013	Registrar, Deans Resident Engineer
4. Enhance and sustain security around campus	<ul style="list-style-type: none"> <li>Construct Security Office Block</li> <li>Construct wall fence around campus</li> <li>Establish an electronic card gate pass system</li> <li>Fit street lighting around campus</li> </ul>	<ul style="list-style-type: none"> <li>➤ Security Office Block constructed</li> <li>➤ At least 50% wall fence around campus completed</li> <li>➤ Gate pass system established and implemented</li> <li>➤ Needed street lighting and CCTV system installed</li> </ul>	2011 2010 2013 2009-2012	Registrar, Chief Security Officer, Resident Engineer

<p>5. Establish the sites for, and construct the Schools of Natural Resources, Mathematics and Natural Sciences, and Graduate Studies</p>	<ul style="list-style-type: none"> <li>• Identify and service the sites for the three schools</li> <li>• Construct administrative and office block for the new schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Campus building plans developed and sites serviced</li> <li>➤ Administrative and office blocks constructed</li> <li>➤ At least 25% of required classrooms and labs constructed</li> <li>➤ At least 50% of required classrooms and labs constructed</li> </ul>	<p>2009</p> <p>2010</p> <p>2011</p> <p>2013</p>	<p>Registrar, Deans &amp; Resident Engineer</p>
<p>6. Identify needed staff offices, classrooms and laboratories in all Schools</p>	<ul style="list-style-type: none"> <li>• Construct and equip staff offices, classrooms and laboratories</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 75% staff offices equipped and commissioned</li> <li>➤ At least 25% of required classrooms and labs constructed</li> </ul>	<p>2011</p> <p>2013</p>	<p>Registrar, Deans &amp; Resident Engineer</p>
<p>7. Identify required essential Services Buildings and Units</p>	<ul style="list-style-type: none"> <li>▪ Design and construct a University library</li> <li>▪ Design &amp; construct DOS Office Block.</li> <li>▪ Develop &amp; equip University Archives</li> <li>▪ Design and construct Multi-purpose health services centre</li> <li>▪ Conduct feasibility assessment for developing campus boreholes</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 50% of the University library completed</li> <li>➤ At least 50% of the DOS Office Block completed</li> <li>➤ University Archives developed and used</li> <li>➤ Multi-purpose health services centre constructed</li> <li>➤ Feasibility assessment for developing campus boreholes completed</li> </ul> <p>At least 50% of feasible</p>	<p>2012</p> <p>2011</p> <p>2009-2013</p> <p>2009</p> <p>2010-2013</p>	<p>Registrar, DOS, Librarian, Med. Officer &amp; Resident Engineer</p>

		boreholes operational		
8. Establish ICT network infrastructure for all university buildings, e.g. offices, classrooms, libraries, workshops, and laboratories	<ul style="list-style-type: none"> <li>▪ Network all existing and new university buildings</li> <li>▪ Improve connectivity (servers, bandwidth, and fibre network)</li> </ul>	<ul style="list-style-type: none"> <li>➤ All existing and new university buildings networked.</li> <li>➤ Improved connectivity established.</li> </ul>	2009  2009	Registrar, UCC Manager.
9. Rehabilitate campus road networks as well as landscaping the grounds and general outlook of the physical environment	<ul style="list-style-type: none"> <li>• Repair campus roads</li> <li>• Work on campus landscaping and the physical environment.</li> <li>• Paint defaced campus buildings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All campus roads repaired</li> <li>➤ Landscaping done.</li> <li>➤ Defaced buildings painted.</li> </ul>	2009 On-going  On-going	Resident Engineer
10. Construct and rehabilitate hostel accommodation, ablution blocks and catering facilities	<ul style="list-style-type: none"> <li>• Build new hostels suitable for undergraduate and graduate student accommodation</li> <li>• Carry out a thorough inspection of all the hostels to identify the problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 2 &amp; 4 new hostels constructed and commissioned for graduate &amp; undergraduates, respectively.</li> <li>➤ Painted and refurbished hostels &amp; ablution blocks</li> </ul>	2009-2011  2011	Registrar, DOS & Resident Engineer.

**STRATEGIC DIRECTION 2: ACADEMIC PROGRAMME DEVELOPMENT**

<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Enhance library and Information Systems by establishing, equipping and networking	<ul style="list-style-type: none"> <li>• Invest in ICT equipment</li> <li>• Network satellite libraries to Main Library.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computers and software for efficient networking purchased and installed</li> </ul>	2009–2011	Registrar, UCC Manager, Librarian

<p>2. Diversify reference materials and online servers in the Library and satellite libraries</p>	<ul style="list-style-type: none"> <li>• Identify &amp; procure up-to-date and relevant learning &amp; teaching materials.</li> <li>• Subscribe to relevant on-line data bases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Up-to-date materials available in the library</li> <li>➤ Relevant online databases accessible</li> </ul>	<p>On-going</p> <p>On-going</p>	<p>Registrar, UCC Manager, Librarian</p>
<p>3. Develop and rationalise new Schools</p>	<ul style="list-style-type: none"> <li>• Create new Schools</li> <li>• Rationalise expertise and existing Schools and Departments to fit into new Schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ All proposed new Schools established by 2013</li> <li>➤ Expertise rationalised and approved schools established</li> </ul>	<p>2009-2013</p> <p>2009-2011</p>	<p>VC, DVC, Registrar, &amp; Deans</p>
<p>4. Develop and diversify undergraduate, postgraduate programmes that inculcate entrepreneur skills and culture</p>	<ul style="list-style-type: none"> <li>• Recruit highly qualified academics, i.e., senior lecturers and professors</li> <li>• Identify &amp; re-distribute expertise within Departs, Schools and Units</li> <li>• Create entrepreneurship training, research and consultancy centre</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 2 senior lecturers and 1 professor per Department recruited</li> <li>➤ Experts appropriately distributed among Schools and Depts.</li> <li>➤ Establishment of the academic research and consultancy centre</li> </ul>	<p>2012</p>	<p>Registrar, Deans, Heads of Depts.</p>
<p>5. Improve the quality of teaching and learning in order to develop and contribute to human resource capacity building</p>	<ul style="list-style-type: none"> <li>• Provide in-house training programmes and refresher courses</li> <li>• Invest in latest technology in teaching</li> <li>• Facilitate staff industrial placements and attachments</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 2 workshops per year</li> <li>➤ Establish an academic development centre</li> <li>➤ LCD projectors installed in all lecture rooms</li> <li>➤ Links with industries established</li> </ul>	<p>2009 – 2013</p> <p>2010</p> <p>2009</p> <p>On-going</p>	<p>Registrar, Deans, Heads of Depts.</p>
<p>6. Review and strengthen existing undergraduate and postgraduate</p>	<ul style="list-style-type: none"> <li>• Institute periodic review of existing undergraduate and postgraduate programmes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Undergraduate and postgraduate curricula reviewed every 5 years</li> </ul>	<p>On-going</p>	<p>Deans, Heads of Depts.</p>

<p>programmes in line with national needs and global trends.</p>	<ul style="list-style-type: none"> <li>• Recruit and involve senior academic members of staff in academic curricula development activities</li> <li>• Optimize quotas for student admissions</li> <li>• Review the entry qualification for mature-age applicants</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 2 Senior Lecturers and 1 Professor on all academic programmes</li> <li>➤ Enrolment increased by 30% each year</li> <li>➤ Mature-age entry points determined and effected</li> </ul>	<p>2013</p> <p>On-going</p>	
<p>7. Provide students with quality education that prepares them for the dynamic requirements of the job market</p>	<ul style="list-style-type: none"> <li>• Institute and monitor academic standards</li> <li>• Create and maintain School Advisory Boards</li> <li>• Maintaining Academic standards using External Senior Academics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attrition rate reduced</li> <li>➤ Advisory Boards meeting 3 times in a year</li> <li>➤ At least one External Examiner appointed per programme</li> </ul>	<p>2010</p> <p>2009</p> <p>2009</p>	<p>VC, DVC, Registrar, Deans</p>
<p>8. Develop affirmative action programmes to correct gender imbalance in all academic programmes</p>	<ul style="list-style-type: none"> <li>• Increase the quota for girl child admission and enrolment</li> <li>• Review the cut-off point for the girl child admission</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 30% of students admitted are female</li> <li>➤ Flexibility of cut-off points when applicants have passed in Mathematics and English</li> </ul>	<p>2009</p> <p>On-going</p>	<p>VC, Registrar Deans</p>
<p>9. Develop and build capacity for Distance Learning programmes</p>	<ul style="list-style-type: none"> <li>• Establish a well equipped Distance learning Centre</li> <li>• Establish an e-Learning Centre</li> <li>• Establish tutorial centres</li> <li>• Recruit experts in Distance and e-learning programmes</li> <li>• Purchase state of the art ICT</li> </ul>	<ul style="list-style-type: none"> <li>➤ Centre for Distance Learning established</li> <li>➤ E-learning services available</li> <li>➤ Tutorial centres established</li> <li>➤ At least 80% of experts recruited and appointed</li> <li>➤ New ICT Equipment</li> </ul>	<p>2009-2011</p>	<p>VC, Registrar, Director, CLLE UCC Manager &amp; Deans</p>

	equipment for Distance Learning	purchased, installed, and used		
10. Restructure the staff development programme to improve the quality of staff	<ul style="list-style-type: none"> <li>• Review Staff Development Policy</li> <li>• Appoint appropriately qualified staff in the SDO</li> <li>• Provide refresher training to SDO staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ New Staff Development Policy developed and implemented</li> <li>➤ Appropriate staff appointed</li> <li>➤ Refresher courses identified and provided.</li> </ul>	2009 2010 2009	DVC, Registrar, & Deans

**STRATEGIC DIRECTION 3: HUMAN RESOURCES AND STAFF WELFARE**

<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Establishment of suitable and transparent criteria for all categories of staff appointments.	<ul style="list-style-type: none"> <li>• Review staff appointments criteria in consultation with stakeholders.</li> <li>• Determine optimum staff establishments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff appointment criteria for all staff categories in place.</li> <li>➤ Approved establishment lists available for all Schools &amp; Units.</li> </ul>	2009 2009	VC, DVC, Registrar, Deans, Heads of Units
2. Recruitment of more academic staff against approved establishments.	<ul style="list-style-type: none"> <li>• Schools identify staff needs taking into account gender, experience and specialisation and prioritise for recruitment</li> <li>• Advertise and appoint needed academics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lists of identified staff needs prepared by schools.</li> <li>➤ At least 25% of academic vacancies filled.</li> </ul>	2009 2011	Registrar, Deans, HoDs
3. Recruitment of appropriately qualified and specialized technical and administrative staff	<ul style="list-style-type: none"> <li>• Schools &amp; Units identify staff needs and prioritise for recruitment</li> <li>• Advertise and appoint needed technical &amp; administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lists of vacancies produced</li> <li>➤ At least 50% of technical and admin staff appointed.</li> </ul>	2009 2011	Registrar, Deans, HoDs

4. Establishment of affirmative action programmes to correct staff gender imbalances.	<ul style="list-style-type: none"> <li>• Develop and apply affirmative action policies when recruiting</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 30% of staff in each Unit or Department are female</li> </ul>	2009	Registrar, Deans & HoDs.
5. Establishment of competitive conditions of service to enhance staff retention.	<ul style="list-style-type: none"> <li>• Continue to negotiate for competitive salaries and conditions of service</li> <li>• Introduce Market Supplement Schemes for academic staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Salaries and conditions of service comparable to those in higher education institutions in the region.</li> <li>➤ Attractive Market Supplement Scheme in place</li> </ul>	2009 2010	Registrar & Unions. Registrar & Deans.
6. Establishment of an effective academic and non-academic staff annual appraisal system.	<ul style="list-style-type: none"> <li>• Develop and implement annual appraisal systems for all categories of staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appraisal systems developed and approved</li> <li>➤ Appraisal systems implemented</li> </ul>	2009 2010	Registrar
7. Review terms of employment to enhance productivity, efficiency and effectiveness	<ul style="list-style-type: none"> <li>• Develop Job Descriptions and Profiles</li> <li>• Review permanent and pensionable terms of employment in relation to contract terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Job Profiles and Descriptions in place</li> <li>➤ Different categories of staff appointed on specified conditions of service.</li> </ul>	2009 2009-2010	Registrar
8. Restructure the staff development programme to improve the quality of staff	<ul style="list-style-type: none"> <li>• Review Staff Development Policy</li> <li>• Appoint appropriately qualified staff in the SDO</li> <li>• Provide refresher training to SDO staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ New Staff Development Policy developed and implemented</li> <li>➤ Appropriate staff appointed</li> <li>➤ Refresher courses identified and provided.</li> </ul>	2009 2010 2009	DVC, Registrar, & Deans

<p>9. Provision of quality health care and services</p>	<ul style="list-style-type: none"> <li>● Appoint and retain appropriately qualified medical staff for effective medical consultation and counselling.</li> <li>● Procure appropriate equipment and medicines.</li> <li>● Establish and maintain links with reputable hospitals for referral cases.</li> <li>● Maintain relevant medical statistics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of qualified staff in the CBU Clinic</li> <li>➤ Availability of medical equipment and provisions.</li> <li>➤ Links established and maintained with reputable hospitals.</li> <li>➤ Medical statistics available.</li> </ul>	<p>2009</p> <p>2010</p> <p>2009</p> <p>2009</p>	<p>Registrar &amp; Medical Officer,</p>
<p>10. Protection and improvement of staff health</p>	<ul style="list-style-type: none"> <li>● Promote awareness in staff counselling, HIV/AIDS and health services</li> <li>● Conduct training, inspection, vector and rodent control, solid waste management, disease surveillance and tracing, compilation of epidemiological data, and larviciding</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 20% of staff trained each year.</li> <li>➤ Availability of IEC materials</li> <li>➤ At least one meeting held per Term.</li> <li>➤ Reports available</li> <li>➤ At least one sensitization campaign effected per Term.</li> <li>➤ At least two research, monitoring and evaluation activities conducted per Term.</li> </ul>	<p>On-going</p>	<p>Registrar, Medical Officer, Public Health Officer</p>
<p>11. Strengthening of partnerships in public health</p>	<ul style="list-style-type: none"> <li>● Initiate additional partnerships with stakeholders in public health.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of more and stronger partnerships with stakeholders</li> </ul>	<p>2009</p>	<p>Registrar, Medical Officer, Public Health Officer</p>
<p>12. Improvement of personnel records management</p>	<ul style="list-style-type: none"> <li>● Implementation of HRM system</li> <li>● Training staff in HRM system application.</li> </ul>	<ul style="list-style-type: none"> <li>➤ HRA system commissioned and running</li> <li>➤ At least 80% of records managers trained.</li> </ul>	<p>2009</p> <p>2010</p>	<p>Registrar &amp; UCC Manager</p>

<b>STRATEGIC DIRECTION 4: INSTITUTIONAL MANAGEMENT AND GOVERNANCE</b>				
<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Provide Institutional strategic leadership	<ul style="list-style-type: none"> <li>• Resource mobilisation</li> <li>• Establish partnerships and linkages with renowned institutions.</li> <li>• Market the Strategic Plan</li> <li>• Distinguish and enhance the responsibilities of Council and Senate Committees</li> <li>• Create forums of Vice Chancellors and Registrars</li> <li>• Forums of Vice Chancellors and Registrars to initiate inter-university dialogue on issues of common interest.</li> <li>• Define ToRs of the Vice Chancellor's Committee of Deans and Heads of Units and Rename it to University Management Committee</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of mobilised funds &amp; resources from different sources.</li> <li>➤ At least 2 MoUs and exchange agreements signed.</li> <li>➤ Strategic plan adhered to</li> <li>➤ Availability of streamlined Council and Senate Committees</li> <li>➤ Inter-university forums established &amp; operational.</li> <li>➤ Vice Chancellor's Committee of Deans and Heads of Units renamed and ToRs established.</li> </ul>	<p>On-going</p> <p>2010</p> <p>2009</p> <p>2009</p> <p>2009</p> <p>2009</p>	Vice Chancellor, DVC, Registrar, Deans
2. Promote greater decentralisation of decision making in student admissions, management of research funds	<ul style="list-style-type: none"> <li>• Review ToRs and functioning of all Administrative and Functional Committees</li> <li>• Identify, list and re-assign centralised functions to relevant functionaries</li> </ul>	<ul style="list-style-type: none"> <li>➤ New ToRs for all Committees available.</li> <li>➤ Lists of decentralised functions and assigned functionaries available.</li> </ul>	2009-2010	VC, Registrar, POs & Deans

	<ul style="list-style-type: none"> <li>• Devolve responsibility for academic governance and management to Departments, Schools, and Units</li> </ul>	<ul style="list-style-type: none"> <li>➤ All devolved functionalities operational</li> </ul>		
3. Promote and enhance the functions of departmental and school boards in monitoring academic standards	<ul style="list-style-type: none"> <li>• Develop standards and monitoring regulations and procedures</li> <li>• Regularize meetings through institutional Almanac</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of standards and regulations</li> <li>➤ Availability of Almanac</li> </ul>	2009-2010	VC, DVC, Registrar, Deans
4. Improve internal horizontal & vertical communication & external communication	<ul style="list-style-type: none"> <li>• Review &amp; standardize internal and external correspondence systems.</li> <li>• Upgrade electronic communication system.</li> <li>• Introduce regular operational &amp; consultative meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Standard correspondence systems in use.</li> <li>➤ Availability of VoiP, V-Sat, and improved bandwidth</li> <li>➤ Almanac available.</li> </ul>	2009 2009 2009	Registrar, Bursar, UCC Manager
5. Encourage cooperation among schools and foster spirit of mutual respect	<ul style="list-style-type: none"> <li>• Create forums facilitating frequent interaction of schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of committees with inter-School representation</li> </ul>	2009-2013	VC, Registrar, Deans
6. Practice transparency and accountability in decision making	<ul style="list-style-type: none"> <li>• Introduce relevant management committee systems and verification mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Existence of verification mechanisms such as audit and watchdog facilities</li> </ul>	2009-2013	VC, DVC, Registrar, Internal Audit, Unions
7. Promote gender equity in recruitment, staff development and staff promotion	<ul style="list-style-type: none"> <li>• Develop gender equity policies for recruitment, staff development and promotion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gender equity policy documents and statements available</li> </ul>	2009-2010	VC, DVC, Registrar & Unions
8. Promote awareness of purpose and facilities of the university to public	<ul style="list-style-type: none"> <li>• Identify and market facilities available for public use</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visibility of University facilities available to the public through press,</li> </ul>	2009-2013	Registrar, Deans, PRO

		website and brochures		
9. Mainstreaming ICTs in teaching, learning, research, and management	<ul style="list-style-type: none"> <li>• Implementation of SIS, FIS, HRM &amp; other specialised software</li> <li>• Close collaboration of Departments, Schools, and Units</li> </ul>	<ul style="list-style-type: none"> <li>➤ SIS, FIS, HRM &amp; other specialised software available and implemented</li> </ul>	2009 and On-going	Registrar, Bursar, UCC Manager, HoDs, and Deans
10. Develop a fully functional Student Information System (SIS) in the University and other affiliated institutions	<ul style="list-style-type: none"> <li>• Identify and install a multi-campus SIS system.</li> <li>• Upgrade the system, train and orient users of the system</li> <li>• Convert and test the data</li> </ul>	<ul style="list-style-type: none"> <li>➤ New system acquired and installed</li> <li>➤ A number of users trained</li> <li>➤ Online linkage of schools and other users to academic office</li> <li>➤ Transcript of results &amp; student information reports available online.</li> </ul>	2009-2013	Registrar & UCC Manager.

**STRATEGIC DIRECTION 5: RESEARCH AND PUBLICATIONS**

<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Foster Capacity for research and publications leading to raise the publication index profile of the University	<ul style="list-style-type: none"> <li>• Review Research &amp; Publication policy of the University.</li> <li>• Invest in Research and Publication activities</li> <li>• Provide workshops on research and publication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of updated Research, Consultancy &amp; Publication policy</li> <li>➤ At least 2 research publications per school</li> <li>➤ At least two workshops per year.</li> </ul>	2009  On-going  On-going	DVC, Registrar, Deans, Librarian
2. Change research and publications culture	<ul style="list-style-type: none"> <li>• Increase research funds accessible to staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased number of research projects in Depts and Schools.</li> </ul>	2010	DVC, Registrar, Deans, Librarian

	<ul style="list-style-type: none"> <li>• Create an activity scheme for research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of schedule &amp; completion reports.</li> </ul>	2011	
3. Enhance & promote staff research capabilities.	<ul style="list-style-type: none"> <li>• Invest in research and Training Activities and Workshops</li> <li>• Provide funding for external conferences and workshops</li> <li>• Acquire state of the art equipment for research</li> <li>• Establish Editorial Committees</li> <li>• Reactivate the Publications Committee</li> <li>• Establish a Printing Press</li> <li>• Develop and implement an Intellectual Property Rights Policy</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least two training workshops per year.</li> <li>➤ Availability of budget for external conference participation.</li> <li>➤ State of the art equipment acquired and functional</li> <li>➤ At least one Editorial Committee in each school</li> <li>➤ Publications Committee reactivated &amp; meets at least once per Term.</li> <li>➤ Printing Press procured and installed.</li> <li>➤ IPR policy developed &amp; implemented.</li> </ul>	<p>On-going</p> <p>2010</p> <p>2011</p> <p>2011</p> <p>2009</p> <p>2012</p> <p>2009.</p>	<p>DVC, Registrar, Bursar, Deans &amp; UCC Mgr.</p> <p>DVC, Registrar, Deans</p>
4. Develop and facilitate research links and collaborations with national and international academic institutions	<ul style="list-style-type: none"> <li>• Identify collaborating institutions both at home &amp; abroad.</li> <li>• Establish &amp; maintain collaborative linkages with identified institutions</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least three national &amp; international collaborations identified.</li> <li>➤ At least three MoUs and Agreements signed.</li> </ul>	<p>2009</p> <p>2011</p>	<p>VC, DVC, Registrar, Deans, HoDs</p>
5. Promote Academic Staff mix to enhance a research culture	<ul style="list-style-type: none"> <li>• Recruit more qualified and experienced senior Lecturers and Professors from the</li> </ul>	<ul style="list-style-type: none"> <li>➤ The senior academic to lecturer and female to male ratios improved to 1:</li> </ul>	2011	VC, DVC, Registrar, Deans, HoDs

	global market	4 and 1:3, respectively.		
6. Invest in ICT for teaching, research and publication and information management	<ul style="list-style-type: none"> <li>• Recruit more qualified ICT specialists.</li> <li>• Procure state of the art in ICT equipment and multivariate software</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 80% at ICT specialists recruited and appointed</li> <li>➤ Improved quality &amp; number of publications.</li> <li>➤ High powered servers and computers purchased, installed and used</li> <li>➤ Multivariate software packages acquired and utilised</li> </ul>	2010 2012 2010 2010	VC, DVC, Registrar, Deans & UCC Manager.
7. Establish and promote close research and consultancy linkages with government and private sector	<ul style="list-style-type: none"> <li>• Marketing the University within the corridors of the government institutions</li> <li>• Engaging the private sector in University activities</li> <li>• Advertise the University's activities in the press and electronic media</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 4 linkages maintained with Government organisations</li> <li>➤ At least 3 linkages maintained with the private sector organisations</li> <li>➤ Adverts to promote University activities made at least 3 times per year in the press media</li> </ul>	2010 2010 2010, On-going	VC, DVC, Registrar, Deans, Heads of Units
8. Promote and sustain advanced and applied research in the University to contribute to national economic development	<ul style="list-style-type: none"> <li>• Market the University on research and consultancy activities</li> <li>• Respond to advertised bids in the media.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adverts to promote University activities in the media every quarter</li> <li>➤ CBU Staff engaged in national research &amp; consultancy activities</li> </ul>	2009 2010	VC, DVC, Registrar, Deans & Heads of Units

<b>STRATEGIC DIRECTION 6: FINANCIAL PLANNING AND MANAGEMENT</b>				
<b>Strategic Objectives</b>	<b>Activities</b>	<b>Indicators</b>	<b>Timeframe</b>	<b>Responsibility</b>
1. Maintain an effective strategic Financial Planning and Control System	<ul style="list-style-type: none"> <li>• Review financial regulations</li> <li>• Decentralise financial management to Schools and Units.</li> <li>• Make Schools and Units into Cost Centres.</li> <li>• Review and restructure the Bursar's Department.</li> </ul>	➤ Updated financial regulations in place	2009	Registrar, UCC Mngr, Bursar, Internal Auditor, Deans, Heads of Units
		➤ Financial Information Management System (FIS) implemented campus wide	2009	
		➤ Structure of Bursar's section reviewed and restructured	2009	
2. Implement the Financial Information Management System (FIS)	<ul style="list-style-type: none"> <li>• Assign Accounts Staff for Schools</li> <li>• Develop a Training Scheme for Deans and Heads of Units</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of Accounting Officers in schools.</li> <li>➤ All Deans, Heads of Units, and Senior Academic and Non-Academic Staff oriented/trained in FIS.</li> </ul>	2009 2010	Registrar, Deans, Heads of Units
3. Develop new Sources of Income	<ul style="list-style-type: none"> <li>• Re-visit survival plans and update income generating strategies</li> <li>• Units and Schools identify own potential for income generation</li> <li>• Schools &amp; Units implement income generating activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of income generating plans to stakeholders</li> <li>➤ Availability of identified income generating projects.</li> <li>➤ Several ventures established and more income generated.</li> </ul>	2009 2009 2010	Registrar, Deans, Heads of Units
4. Strengthen quality of Accounting Staff	<ul style="list-style-type: none"> <li>• Provide in-service and professional training to</li> </ul>	➤ At least 80% of Accounting staff trained.	2012	Registrar, Bursar, Internal

	Accounting staff.			Audit
5. Streamline requisition and procurement procedures	<ul style="list-style-type: none"> <li>Review procurement policies and procedures</li> <li>Decentralise some procurement procedures</li> </ul>	<ul style="list-style-type: none"> <li>Availability of new procurement policy &amp; procedures.</li> <li>Direct procurement of most materials by schools &amp; Units.</li> </ul>	2009  2010	Registrar, P & S Mgr, Deans, & Heads of Units
6. Develop and implement an Internal Audit, Risk and Loss Control System	<ul style="list-style-type: none"> <li>Establish a transparent and efficient Internal Audit, Risk and Loss Control System</li> <li>Strengthen Independence of the Internal Audit Unit</li> </ul>	<ul style="list-style-type: none"> <li>All Deans, Heads of Units, and Senior Academic and Non-Academic Staff oriented/trained in the Internal Audit, Risk and Loss Control System</li> <li>Internal Audit Unit operating independently.</li> </ul>	2009,  2009	Registrar, Internal Auditor, Deans, Heads of Units

**STRATEGIC DIRECTION 7: STUDENTS WELFARE, SPORTS AND RECREATION**

<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Rehabilitate and develop all sports infrastructure	<ul style="list-style-type: none"> <li>Improve basketball courts</li> <li>Develop new playing fields for soccer</li> <li>Build a sports centre</li> </ul>	<ul style="list-style-type: none"> <li>All basketball courts refurbished</li> <li>At least 3 soccer fields, 2 netball fields, and 1 sports centre constructed</li> </ul>	2010  2012	Registrar, DOS, Resident Engineer & COBUSU.
2. Promote and sustain a conducive learning environment devoid of unnecessary conflicts and closures	<ul style="list-style-type: none"> <li>Institute an open door policy in the administration of student affairs issues</li> <li>Create students' forums to discuss student issues</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility to authorities of decision making improved</li> <li>Forums involving students meet at least 3 times per year</li> </ul>	2009	VC, DVC, Registrar, POs, Deans & HoDs.

<p>3. Promote awareness and provide student counselling, career guidance, HIV/AIDS and Health services</p>	<ul style="list-style-type: none"> <li>• Publicize University policy on HIV/AIDS</li> <li>• Organize workshops on HIV/AIDS</li> <li>• Employ Student Counsellors &amp; Career Guidance Officers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Market University policy on HIV/AIDS.</li> <li>➤ At least one HIV/AIDS workshop or Outreach programme.</li> <li>➤ At least 3 Student Counsellors &amp; a Career Guidance &amp; Placement Officer appointed.</li> </ul>	<p>2009 and On-going Per Term.</p> <p>2010</p>	<p>Registrar, DOS, Deans, HoDs, COBUSU</p>
<p>4. Promote and Strengthen Students Professional Associations</p>	<ul style="list-style-type: none"> <li>• Advise students to form Students' Professional Association Chapters to link up with mother bodies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased number of Student Professional Associations</li> <li>➤ At least 80% of Student Chapters linked to mother bodies</li> </ul>	<p>2009, On-going</p> <p>2010</p>	<p>Registrar, DOS, COBUSU, Deans &amp; HoDs.</p>
<p>5. Promote an environment that encourages students to actively participate in students cultural and sporting activities</p>	<ul style="list-style-type: none"> <li>• Form cultural &amp; sporting groups</li> <li>• Advise cultural and sporting groups to participate in national competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ At least 4 cultural &amp; sporting groups formed</li> <li>➤ Student cultural &amp; sporting groups engaged in national competitions.</li> </ul>	<p>2009</p> <p>2009</p>	<p>Registrar, DOS, COBUSU, Deans, HoDs,</p>
<p>6. Develop a system of academic guidance and counselling</p>	<ul style="list-style-type: none"> <li>• Appoint academic tutors</li> <li>• Raise awareness on academic victimisation</li> <li>• Inculcate responsible behaviour and attitude in students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic tutors appointed &amp; assigned to specific groups of students.</li> <li>➤ Number of students reporting victimisation reduced</li> <li>➤ Reduced areas of conflict with authority.</li> </ul>	<p>2010</p> <p>2011</p> <p>2010</p>	<p>Registrar, DOS, HoDs &amp; Deans</p>

<b>STRATEGIC DIRECTION 8: UNIVERSITY ETHOS AND VALUES</b>				
<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Foster respect and use of research evidence in teaching and decision making	<ul style="list-style-type: none"> <li>• Introduce criteria based peer and student evaluation of teaching</li> <li>• Introduce a policy of internal moderation for examinations and student scripts</li> </ul>	➤ Students' evaluations conducted at the end of every course	2009	Deans & HoDs
		➤ At least one peer evaluation of teaching every year	2009	
2. Foster openness and tolerance and uphold academic freedom and autonomy	<ul style="list-style-type: none"> <li>• Create forums for expressing thoughts, e.g., departmental board meetings, colloquia, and tutorials</li> </ul>	➤ Departmental boards held at least once a term and minutes recorded	2009	Deans & HoDs
		➤ School boards held at least once a term and minutes recorded	2009	
3. Foster scholarship and research that encompasses the discovery of knowledge, its integration, its application and its transmission	<ul style="list-style-type: none"> <li>• Create an incentive scheme for research</li> <li>• Increase research fund accessible to staff</li> <li>• Improve range of journals accessible in the Libraries</li> <li>• Support travel and subsistence for participation in conferences by staff</li> </ul>	➤ Incentive scheme for research designed, agreed, and effected	2009	Deans & HoDs
		➤ Each Department reports on publications and research reports produced by its staff annually	2010	
		➤ The library subscribes to at least 2 journals of each major discipline in the University	2009	
		➤ Departments report increasing numbers of their staff who participate actively in conferences	2011	

		annually		
4. Foster realistic acquisition and sustenance of teaching/learning equipment and resources	<ul style="list-style-type: none"> <li>• Raise teaching/learning equipment levels to standards established by accreditation &amp; professional bodies.</li> <li>• Procure approved equipment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Equipment and resource levels meet standards set by accreditation and professional bodies</li> <li>➤ Approved equipment procurement budgets utilised</li> </ul>	2009  2010	Registrar, Deans & Heads of Units
5. Accredite and affiliate appropriate institutions	<ul style="list-style-type: none"> <li>• Develop and implement policy guidelines for accrediting and affiliating and for reviewing and deregistering institutions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of policy guidelines on accreditation and affiliation.</li> <li>➤ MoUs signed with accredited and affiliated institutions</li> </ul>	2009  2010	Registrar, Deans & Heads of Units
6. Develop a code of ethics	<ul style="list-style-type: none"> <li>• Develop and implement codes of ethics for academic &amp; professional staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Codes of ethics documents developed and approved by stakeholders</li> </ul>	2009	Registrar, Deans & Heads of Units

**STRATEGIC DIRECTION 9 : CORPORATE IMAGE OF THE UNIVERSITY**

<i>Strategic Objectives</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Establish positive relations with Government and International organizations	<ul style="list-style-type: none"> <li>• Exploit and utilize the opportunities offered by GRZ and its agencies by offering expertise</li> <li>• Provide timely responses to Government requests</li> </ul>	<ul style="list-style-type: none"> <li>➤ Institutional representation on various Government development agencies</li> <li>➤ Regular contact with government agencies</li> </ul>	2009  2009	VC, DCV, Registrar, Deans, HoDs, PRO
2. Enhance communication and linkages with commerce and Industry,	<ul style="list-style-type: none"> <li>• Identify organizations with which to establish linkages.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lists of organizations with which to establish links available.</li> </ul>	2009	VC, DVC, Registrar, Deans, HoDs,

NGOs, civic society and professional institutions	<ul style="list-style-type: none"> <li>Establish and sustain professional linkages with these organizations</li> </ul>	<ul style="list-style-type: none"> <li>MoUs, memberships, research and consultancies signed.</li> </ul>	2010	PRO
3. Establish and sustain staff and student academic and cultural exchange linkages/networks with national, regional and international institutions	<ul style="list-style-type: none"> <li>Identify national, regional &amp; international institutions with which to establish cultural exchanges.</li> <li>Sign academic and cultural MoUs with all relevant institutions and maintain</li> </ul>	<ul style="list-style-type: none"> <li>Lists of institutions with which to establish cultural exchanges available.</li> <li>MoUs and exchange agreements established and signed</li> </ul>	2009 2010	VC, DVC, Registrar, Deans, PRO
4. Affiliate to and participate in international community of universities.	<ul style="list-style-type: none"> <li>Identify international university organizations to which to affiliate</li> <li>Establish membership to organisations such as ACU, AAU, AESAU, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lists of organizations with which to affiliate available.</li> <li>Subscriptions to identified organisations established</li> </ul>	2009 2010	VC, DVC, Registrar, Bursar, Deans

**STRATEGIC DIRECTION 10: UNIVERSITY MARKETING STRATEGY**

<i>Strategic Objective</i>	<i>Activities</i>	<i>Indicators</i>	<i>Timeframe</i>	<i>Responsibility</i>
1. Broaden access to information on CBU	<ul style="list-style-type: none"> <li>Publicise university's profile, innovations, publications, and outreach activities</li> </ul>	<ul style="list-style-type: none"> <li>Visibility of CBU through TV, radio, press, newsletter, website, open days and cultural and social activities</li> </ul>	2009-2013	VC, Registrar, Deans, PRO
2. Market the University to stakeholders	<ul style="list-style-type: none"> <li>Identify &amp; engage stakeholders in CBU's activities</li> </ul>	<ul style="list-style-type: none"> <li>Lists of identified stakeholders maintained.</li> <li>Participation in joint workshops, curriculum development and student</li> </ul>	2009 2009	VC, DVC, Registrar, Bursar, Deans, PRO

	<ul style="list-style-type: none"> <li>• Schools set up School Advisory Boards</li> </ul>	<ul style="list-style-type: none"> <li>➤ sponsorships, etc</li> <li>➤ School Advisory Boards operational</li> </ul>	2009	
3. Celebrate Silver Jubilee	<ul style="list-style-type: none"> <li>• Budget, Fund-raise and prepare for event</li> <li>• Market through Schools newsletters</li> </ul>	<ul style="list-style-type: none"> <li>➤ Silver jubilee celebrated</li> </ul>	2010	VC, Registrar, Bursar, PRO, Deans, HoDs
4. Improve Internet service bandwidth and connectivity	<ul style="list-style-type: none"> <li>• Procure and install state-of-the-art V-Sat equipment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Availability of latest V-sat and enhanced internet speed</li> </ul>	2009	Registrar, Bursar & UCC Manager.
5. Maintain institutional website	<ul style="list-style-type: none"> <li>• Update website information regularly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Latest information about CBU available on website</li> </ul>	2009	UCC Manager, Webmaster & PRO
6. Improve participation of staff in national, regional and international events	<ul style="list-style-type: none"> <li>• Sponsor CBU staff for meetings, workshops, symposia, conferences, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased reports on participation of CBU staff in such events.</li> <li>➤ At least 25% of academic staff sponsored each year.</li> </ul>	2010 2010	VC, DVC, Registrar, Bursar, Deans
7. Establish and maintain links with former students	<ul style="list-style-type: none"> <li>• Activate and promote Alumni Association</li> <li>• Facilitate for Alumni meetings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visibility of CBU through alumni activities</li> <li>➤ Availability of Calendar of Alumni meetings and functions.</li> </ul>	2009 2010	Registrar, DOS, Bursar, Deans, PRO

## **7.0 SUPPORT STRATEGIES**

### **7.1 Introduction**

The strategic plan developed in the last section requires support strategies for its successful implementation. This section outlines support strategies, as can be derived from internal sources within Zambia, within Southern Africa, the African continent, and from the international world.

### **7.2 Planning Assumptions**

- That the world economic crisis currently being experienced will be contained to levels where it will not have serious adverse impact on the Zambian economy, and that the Kwacha exchange rate against major world currencies will stabilize.
- That Government will continue to develop on the basis of both the Vision 2030, as well as the Fifth National Development Plan, which formed part of the background to the CBU Strategic Plan.
- That investor confidence will remain high and that more credible investments will come to Zambia.
- That the country and the University will continue to attract funding from donors for various identified projects, and that such relations already existing will continue for at least part of the Plan period.
- That the Ministry of Education will continue to take into consideration the actual needs of the Copperbelt University when allocating its 2010 – 2015 Strategic Plan budget.
- That the University will continue with existing and also be able to attract new partnerships.

### **7.3 Internal Support Strategies**

The successful implementation of the strategic plan will depend upon cooperation among Schools and Units within the University. In their individual strategic plans, they need to work towards the strategic directions and objectives of the University.

Successful implementation will also depend on the cooperation of the University with companies, institutions and organisations within the Copperbelt Province. It already enjoys good relationships with the two mining giants, Konkola Copper Mines and Mopani Copper Mines, and the Bank of Zambia. For example, they provide some scholarship funds for students, support student internship programmes, and provide awards and prizes to encourage competition and seriousness on the part of students to maintain academic standards. In addition, the Bank of Zambia provides local supplementation and supports research publication and acquisition of study material for the Department of Accounting and Finance in the School of Business. It is important to expand cooperation agreements and MoUs with other local and international organizations. MoUs already exist with many organizations, for example, locally, KGRTC and ICTAR; and internationally with for example, Cleveland State University and the Kofi Annan School of Business at Utrecht. In MoUs with both institutions, the aim is to provide staff and student exchange programmes and collaborative research work.

#### **7.4 Support Strategies within Southern Africa**

Within SADC, the University is a member of several higher education associations. For example, it enjoys membership in Southern African Regional University Association (SARUA). SARUA provides strategic support to develop the institutional capacity of its members. It provides a forum for contributing to the development of regional policy and cooperation in University education and training, and research and development. SARUA's main objectives are:

- To improve, strengthen and increase higher education, training and research through regional, international business partners and donors.
- To ensure the recognition of Universities as major contributors to national and regional development through training of quality leadership able to share knowledge, facilities and experiences as well as develop collaborative programmes and areas of regional common interest.

The University's Vice-Chancellor is a member of the Southern African University Vice-Chancellors' Association (SAUVCA). Vice-Chancellors of Universities under SAUVCA are expected to provide high levels of leadership in steering the affairs of the Universities, in academic teaching, research and consultancy. Vice Chancellors are trained and supported for key areas in the strategic plan. The key objectives of the Association are as follows:

- a) To collectively champion the needs of higher education regionally and within Africa and increase the international competitiveness of our regional system of higher education; and to seek opportunities for accessing financial and other resources to support capacity building activities.
- b) To support all developments related to the implementation of the SADC Protocol on Education and Training particularly in the higher education sector.
- c) To promote and strengthen regional and institutional capacity building initiatives, prioritising higher education leadership; applications of science and technology to economic development; and HIV/AIDS policy implementation.
- d) To identify and support the development of turnkey public-private partnerships locally and regionally.
- e) To provide a strategic resource for important initiatives such as NEPAD and the AU.
- f) To foster cooperation and build stronger relationships between university Vice-Chancellors and Heads of other higher education institutions and research institutes in the Southern Africa region.
- g) To establish regional and international networks that advance information sharing, improved communication and transfer of knowledge on key strategic issues.

The University has benefited and will continue to benefit from its involvement with the Eastern and Southern African Management Institute (ESAMI). ESAMI is a Pan African Regional Management Development Centre established in 1980 and currently owned by ten member governments from the Eastern and Southern African region: Tanzania, Kenya, Uganda, Malawi, Zambia, Mozambique, Zimbabwe, Swaziland, Namibia and Seychelles. The objectives of the Institute are to improve the performance and management effectiveness of public and private institutions and enterprises within the

member states. It does so by promoting, organising, co-sponsoring or facilitating the organisation of management training courses, workshops, seminars, or symposia designed to enhance the skills and performance effectiveness of management personnel in the services of public, parastatal and private institutions and enterprises within the member States of the Institute.

### **7.5 Support Strategies from the Continent of Africa**

In the strategic plan period, the University will need to explore and exploit opportunities for support and funding availed by the African Union, NEPAD, and the Africa Development Bank. Support can be accessed for human resource development and for capacity building in science and technology. Support can also be availed for establishing relevant institutional linkages. The University needs to thrive to become a Centre of Excellence beyond the southern Africa region.

The African Development Bank (ADB) funds programmes related to the development and strengthening of science and technology infrastructures. In this regard, opportunities must be explored with as many institutions as possible. For example, the Association for the Development of Education in Africa (ADEA), Partnership for Higher Education in Africa (PHED), and others.

### **7.6 International Support Strategies**

The University will need to continue exploring and establishing cooperation arrangements with international institutions and agencies. For example, the Copperbelt University has benefited a lot from the support of the British Council, German Academic Exchange Service (DAAD), World Bank, UNESCO, Department for International Development (DFID), US Agency for International Development (USAID), Japanese Government Scholarships, Japan International Cooperation Agency (JICA), Swedish International Development Cooperation Agency (SIDA), Canadian International Development Agency (CIDA), American Fulbright Scholarships and the Italian TWAS scholarships, fellowship and staff exchange programmes, and others. The Association of Commonwealth Universities (ACU) has been supportive by providing scholarships for both students and lecturers, by supporting teaching and research and consultancy in member institutions, and providing financial support for faculty members as External Examiners for quality assurance and maintenance global academic standards.

UNESCO is the international Educational, Scientific, and Cultural Organisation. The organization supports the establishment of sustainable higher education systems by: i) building and strengthening capacities at the national level, ii) providing global leadership concerning teacher training and related policy issues, iii) developing policy options for an educational response to the challenges of globalization through research and knowledge-sharing, and iv) by assisting Member states in planning for and developing sustainable policies in the use of ICTs in education in a lifelong learning perspective. The University needs to explore more opportunities for support from UNESCO in pursuing its development objectives. For example, the University hosts the Dag Hammarskjöld Chair for Peace, Human Rights and Conflict Management.

For example, the University has received support from NUFFIC. The 2006-2009 Triple 'S' NUFFIC project covers the Copperbelt University and the University of Zambia. This is assistance under the Netherlands Programme for Institutional Strengthening of Post Secondary Education and Training Capacity (NPT). At CBU, the NUFFIC project has covered the following sub-projects:

- Financial Information Systems
- Human Resource Management
- Student Information System
- ICT Infrastructure
- Management Support

Taking the case of JICA, for example, the main strategic support activities that may be exploited include the following:

- Human capacity development programmes, i.e., provision of higher training programme leading to Masters and Doctorate degrees.
- Short Term Human capacity development programme, certificate and diploma programmes.
- Support higher educational institutions on manpower assistance in the area of teaching, research and consultancy.
- Provision of financial support for applied research and consultancy.
- Provision of financial support for organisation of conferences and workshops on academic and national issues.
- Provide support for infrastructure development and equipment procurement for laboratory activities.

The University will also need to explore opportunities provided by international organisations including those such as the Observatory on Borderless Higher Education and the International Council for Open and Distance Education (ICDE). The former is a joint initiative of the Association of Commonwealth Universities. It offers the service of an environmental scanning facility on higher education issues and provides an efficient and cost-effective way for subscribers to keep abreast of borderless developments globally. The ICDE is a global membership organisation of educational institutions, national and regional associations, corporation, educational authorities and agencies in the fields of open learning, distance education, and flexible, lifelong learning. It is a non-governmental organisation authorised by the United Nations to serve as the 'Global Membership Organisation in Open Distance and E-learning'. Since 2003, ICDE has offered 'international accreditation and quality evolution' of distance and virtual institutions.

## 8.0 The Budget

### 8.1 Historical Perspective.

In 1989 the Ministry of Education published a policy document entitled “New Policy Measures for the Financing of Higher Education”. This policy provided that government subvention would be meeting expenses relating to:

- Approved Gross staff emoluments
- Research
- Approved developments such as Staff Development, Capital Development and Programme Development

Running costs were expected to be met from tuition fees. This is the major policy guideline for University funding in use so far. However, the University has not been able to charge economic fees as can be seen from the table below:

<b>Kmillion</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Number of Students	2,712	3,165	3,810	3,848	4,903	5,185
Arts Programmes	3,000	3,700	4,700	5,700	5,700	5,700
Science Programmes	3,500	4,500	5,500	7,500	7,500	7,500
Average Fees	3,250	4,100	5,100	6,600	6,600	6,600
Cost per Student	20,191	13,914	15,726	21,001	19,115	19,233
Variance (Subsidized)	(16,941)	(9,814)	(10,626)	(14,401)	(12,515)	(12,633)

**Table 2: Funding Historical Data (Source: Bursar’s office)**

That there was a big deficit (variance) each year, implies that the fees charged have been uneconomical. At the Siavonga meeting of 16-22 September 2007 called by Ministry of Education and attended by management and stakeholders from the two Universities (i.e, CBU & UNZA), the following recommendations on funding Universities were made:

- Personal emoluments for staff on establishment to be covered fully by the grant.
- Government to enhance the grants to the Universities to improve conditions of service to competitive levels in the region.
- Government to increase funding to support attraction and retention of staff (as recommended in the Bobby Bwalya and Goma Policy document – 1989).
- Government should increase the financial capital outlay for modernization and expansion of infrastructure and equipment.
- Government should increase the financial capital outlay for modernization of student amenities and recreational facilities.
- Universities to broaden and enhance the financial base by charging economic tuition fees, consultancy and research activities.
- Government should introduce a separate budget line to support Staff Development.

Since these resolutions were made by a forum consisting all stakeholders, including Ministry of Education officials, it is expected that these will not only be incorporated in

the Ministry of Education Strategic Plan, but will also be effected within the CBU Strategic Plan period.

## 8.2 Income Estimates for the period FY2009-FY2013

The Income that the University is estimated to earn during the plan period is as reflected in the table below:

<b>Kmillion</b>	<b>FY2009</b>	<b>FY2010</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>
GRZ	40,973	40,973	45,770	45,770	45,947
Infrastructure Development	5,000	5,000	5,000	5,000	5,000
Outstanding bills	2,670	2,670	2,670		
<b>Total Grant-In-Aid</b>	<b>48,643</b>	<b>48,643</b>	<b>53,470</b>	<b>50,770</b>	<b>50,947</b>
Internal Income	43,578	55,274	71,098	93,399	124,697
<b>Total Income</b>	<b>92,221</b>	<b>103,917</b>	<b>124,568</b>	<b>144,167</b>	<b>175,644</b>

**Table 3: Income Estimates for FY2009-FY1013. (Source: Bursar's Office)**

It is clear from the table above that budget increases on government subvention will remain relatively modest. The potential in increasing CBU's budget therefore, lies in internal fund generation.

## 8.3 Strategic Plan Costing 2009-2013

The provisional estimates of the costing of the Strategic Plan are as reflected in the table below. This is provisional because actual costs will be affected by various economic trends experienced in each year of the plan period.

<b>Activity</b>	<b>Base year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
	<b>2008 Actual</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
1 SD1	5,454,963	9,570,565	17,278,990	18,176,888	18,259,577	19,185,535	87,926,518
2 SD2:	5,900,646	5,213,631	8,248,151	9,072,966	9,980,263	10,978,289	49,393,946
3 SD3:	70,369,906	64,879,081	80,579,641	88,637,605	97,501,366	107,251,502	509,219,102
4 SD4:	12	10,667,142	11,098,221	12,208,043	13,428,848	14,771,732	62,173,999
5 SD5:	231,272	400,000	500,000	500,000	600,000	600,000	2,831,272
6 SD6:	616,500	290,000	387,442	426,186	468,805	515,685	2,704,618
7 SD7:	956,751	590,000	759,000	834,900	918,390	1,010,229	5,069,270
8 SD8:	80,000	80,000	88,000	96,800	106,480	117,128	568,408
9 SD9:	50,000	250,000	55,000	60,500	66,550	73,205	555,255
10 SD10:	226,553	280,000	682,000	750,200	825,220	907,742	3,671,715
<b>Total</b>	<b>83,886,603</b>	<b>92,220,419</b>	<b>119,676,445</b>	<b>130,764,089</b>	<b>142,155,498</b>	<b>155,411,048</b>	<b>724,114,103</b>

**Table 4: Strategic Plan Costing 2009-2013 (Source: Bursar's Office)**

### 8.4 Strategic Plan Costing – 2009

The budget for 2009 has been worked out on the basis of costing received from the various Schools and Units. The budget estimates in the table below show the distribution patterns of the budget planned for 2009. Unless there will be other sources of income the University will need to stick to the figures provided.

Activity		Budget							
		Base Year 2008 Actual	Year 1 2009						
			Original	Available				Total	Gap
				GRZ Grant	Internal	External			
1	SD1	5,454,963	14,358,172	5,000,000	4,570,565		9,570,565	(4,787,607)	
2	SD2	5,900,646	7,498,319		5,213,631		5,213,631	(2,284,688)	
3	SD3	70,369,906	74,316,439	43,643,259	21,235,822		64,879,081	(9,437,358)	
4	SD4	15,834,716	10,089,292		10,667,142		10,667,142	577,850	
5	SD5	231,272	400,000		400,000		400,000	0	
6	SD6	956,751	690,000		590,000		590,000	(100,000)	
7	SD7	616,500	290,000		290,000		290,000	0	
8	SD8	80,000	80,000		80,000		80,000	0	
9	SD9	50,000	250,000		250,000		250,000	0	
10	SD10	226,553	420,000		280,000		280,000	(140,000)	
	<b>Total</b>	<b>99,721,307</b>	<b>108,392,223</b>	<b>48,643,259</b>	<b>43,577,160</b>	<b>0</b>	<b>92,220,419</b>	<b>(16,171,803)</b>	

**Table 5: Strategic Plan Costing -2009 (Source: Bursar’s Office)**

The 2009 actual budget (K92, 220,419,000) has been calculated partly using the 2008 actual expenditure as a base, partly using the actual budget allocation for 2009, and through the year’s projected income. From the original costing made from the Plan, the estimated budget is K108, 392,223,000. There was therefore need to readjust the budget in line with anticipated income. It is however expected that some income will be realised from external sources through donors and other cooperating partners. This will reduce or even eliminate the funding gap indicated in the table above.

## 9.0 The Implementation Process

### 9.1 Historical Perspectives

The experience of the Copperbelt University has been that the strategic plans were hardly implemented. Reasons for this include:

- That the dominant top-down approach prevented an alignment with the real day to day practices of the schools; The plans were not perceived as being helpful in addressing these practices;

- The plans were never officially launched thereby setting the stage for operating in a new environment;
- The funding from government was never in conformity with the activities in the plans.

In view of the above experience, the 2009-2013 Strategic Plan has chosen a completely different approach. This is an approach where all Schools and Units which have hitherto been involved in setting-up this strategic plan in an iterative process will again be directly involved in designing their own implementation plans. Ten strategic directions have been defined and prioritized. Each strategic direction has been translated into strategic objectives, activities to be undertaken to achieve the objectives, indicators for required outcomes, the time frame, and the officers that will be expected to lead the implementation.

### **9.2 Implementation Principles**

1. The implementation of a strategic plan is a very important part of the job of the managers of the university at all levels. It is their responsibility to set priorities and monitor the actual implementation. This is the most important way to ensure that changes will actually take place and the strategic plan becomes a guide for policy making at all levels.
2. Implementation can therefore, never be ‘delegated’ to a committee because day-to-day consequences are within the jurisdiction of the managers who also have the right information to monitor.
3. So implementing strategic objectives should be part of the ‘going concern’ procedures within the Schools and Units in which superiors discuss performances with their subordinates and support them in actually doing their jobs.
4. It is consistent with the outcomes of the analysis that underpins the approach chosen for the development of the current strategic plan, that the implementation will be the responsibility of the managers of the Schools and the Units.
5. Priority setting therefore, is also a bottom-up approach in which the chosen priorities will constitute the institutional priorities as well as their understanding.

To support the managers in executing the above mentioned tasks, the Strategic Planning Committee has provided guidelines for implementation that incorporate also the criteria for priority setting for the year 2009.

### **9.3 Financing the strategic directions**

In the past months attempts have been made to translate the “wish list” that resulted from the strategic plan in required budget items. Although everyone is aware that CBU has a very limited budget, an overview has been presented that resulted in a quite considerable deficit.

The current situation is that the funding from GRZ is even not enough to cover all running costs like human resource and welfare and other necessary and obligatory expenditures. In fact the budget for 2009 shows that approx. 80 % of the budget is spent

on salaries and the like, more than 10% on other fixed costs like utilities and only the remaining 10 % is available for strategic objectives (see Table 5 on p54)

Besides that, there is common agreement that investments in infrastructure have the highest priority. There is an earmarked amount available of K5bn. Earmarked means that contractually it is not possible to spend this money on other budget lines. If for instance most of the activities planned for strategic direction 1 (infrastructure development) in 2009 are implemented in full, there will be a deficit of roughly K5bn.

Many attempts have been and are being made to get additional funding from donors for infrastructure. To a certain extent these attempts have been successful and probably also will be in the near future. However there are contractual obligations to spend these funds on the specific target that they were raised for in the first place. The same counts for other designative funding from government, such as retirement.

At this moment in time there can be no other conclusion than that for 2009 (besides infrastructure) the majority of the implementation of the strategic plan should be **budget-neutral!** Fortunately the strategic plan contains ample strategic objectives that require little or no funding at all.

#### **9.4 Observations:**

1. Priorities for implementation of the strategic plan should be either budget neutral or should be covered with income generating activities at school and/or department level.
2. Serious fund-raising should be an option as well (exposure, marketing etc).
3. Cost-saving and cost-containment are other options.
4. Generating income is an absolute strategic priority <sup>2</sup>

#### **9.5 Criteria for priority setting**

The Strategic Planning Committee is therefore proposing the following criteria for priority setting:

1. Identify activities that require relatively less resources (in terms of time and money) and activities that are relatively cheap.
2. Focus on leverage (high impact) and on quick wins (relatively easy but effect for many) in setting priorities
3. Focus also on feasibility and risk assessment: ask which implementation has already started to a certain extent, and whether it is really going to work in practice. Will there be enough support? If not, how easy is it to realize this?

Since the theme of the strategic plan is: *Towards a culture of institutional accountability, academic excellence and stability*, this implies the following additional criteria:

4. A focus on objectives that deal with issues of cultural and attitudes change and work ethics (these often do not require financial resources and will have a high impact). Credibility is essential for income generation as well.

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<sup>2</sup> Of course some departments are more likely to generate income than others. It may be considered to establish distributing mechanisms across the university of additional funding from the schools

5. Job profiles necessary for all management levels and monitoring procedures that ensure that managers act accordingly. Focus on integrity and transparency.

### **9.6 Way forward towards implementation**

As stated earlier, starting from a scenario that budget is not really available, the managers should decide on priorities based on the criteria described above. These priorities should be translated in operational plans that consist of:

1. Mid-term objective (project results) *e.g. enhancing research and publication culture.*
2. Indicators for outcomes *e.g. 70% of the lecturers have published in peer reviewed journals.*
3. Indicators for progress *e.g. 3 abstracts before August.*
4. Explanation of the activities to be undertaken in 2009 that are essential for achieving the objective *e.g. lecturers that are very much willing are identified, support by an experienced professor in identifying the topic, the journal, writing the abstract, a writing workshop outside the campus, etc.*
5. Organization: Responsibility, available resources and incentives, project structure and reporting *e.g. Dean is responsible, monthly meetings with the academic staff involved, quarterly reporting to superior on achievements and dilemma's.*

### **9.7 Recommendations**

The conclusion of the Strategic Planning Committee regarding implementation of the 2009-2013 CBU Strategic Plan is that the approach to be adopted should be:

- That Each School or Unit that submitted its own strategic plan should appoint its own Implementation Committee. Such a Committee should meet regularly and monitor the implementation of its identified activities.
- That those activities that need central coordination need to be carefully coordinated by the Registrar and the Bursar. This means that the two offices need to work out a joint implementation plan, and may need to jointly monitor such activities.
- That the Vice Chancellor should appoint a Monitoring and Evaluation Committee at institution level. The responsibilities of this committee will be to individually monitor the implementation taking place in the various units and compile an institutional report. We suggest that the composition of this committee should be based on the authority the members will have on the process and on generating and distribution of the funds within the University. For purposes of continuity, a member of the Strategic Plan Committee can be included on this committee.

### **9.8 Key Success Indicators**

The key indicators for measuring the success of this strategic plan in as far as achieving accountability and academic excellence and institutional stability by 2013 will be the following:

- That at least 30% of all existing buildings, classrooms, workshops and laboratories will have been rehabilitated. That existing infrastructure will be enhanced, security improved and all major roads rehabilitated.
- That at least 50% of vacant academic positions as well as 80% of other positions will have been filled, job evaluation conducted and conditions of service for all categories of staff improved.
- That the publication and research index of CBU will be established and become internationally recognized.
- That teaching and learning environment will be improved in all Schools and that CBU graduates will be readily accepted among employers because of their relevance.
- That student welfare in terms of accommodation, sports and recreation facilities, will have improved by 50%.
- That the corporate image of CBU will be enhanced through positive links and affiliations with GRZ, international organizations and NGOs. CBU will also experience major changes in institutional management through visible strategic leadership, decentralized operations, improved inter-departmental communication, and the mainstreaming of ICTs in the management of its operations.
- That the institution will sustain an effective financial planning and control system, implement an effective internal audit, risk and loss control system, and establish new sources of income.
- That visibility of the institution will be enhanced as a result of applying various marketing strategies.

## **10.0 Conclusion**

The 2009-2013 Strategic Plan for the Copperbelt University is a product of inputs from several sources and stakeholders compiled over a period of several months of iterative consultations. It is however, not a static document intended for the shelves, but an active document to be consulted, reviewed and updated from time to time during its lifespan. It provides the basic roadmap for the development of the Copperbelt University in the next five years.

This document is also a summation of all strategic plans from the various Schools and Units of the University. It is therefore in these individual Schools and Units that the major implementation, monitoring and evaluation of the activities will be done. Since the Schools and Units will be pursuing the same strategic objectives as identified at institutional level, whatever will be fulfilled at School level will automatically translate into fulfilment at institutional level.

The budget for each strategic objective at institutional level is the sum total of the same objective in all Schools and Units. Schools and Units will however not be expected to implement all the objectives at the same pace. This is where monitoring at institutional level will become crucial to ensure balanced development of the institution. This strategic

plan is therefore a working document which will experience revisions from time to time during the implementation, monitoring and evaluation period.

## 10.0 BIBLIOGRAPHY

The Committee consulted several publications and among these were the following:

### 9.1 United Nations Publications

- UN Decade of Education for Sustainable Development
- UNESCO International Commission on Education in the 21<sup>st</sup> Century
- World Bank - Zambezi Forum for Higher Education

### 9.2 Association of African Universities

- University of Zambia Strategic Plan for FY2008 - 2012, February 2008
- Planning University of Botswana for the NDP10 Period, 2009 – 2015
- Zimbabwe National University of Science & Technology, Strategic Development Plan for Information & Communications Technology (ICT) for the period 2003 – 2005.

### 9.3 African Union Publications

- African Action for Africa 2006 – 2008
- Second Decade of Education for Africa *Plan of Action 2006 – 2015*
- NEPAD Reports
- COMESA & SADC Protocols on Education & Training
- SADC Protocol on Education & Training, Blantyre 8<sup>th</sup> September 1997

### 9.4 National Publications

- Vision 2030, December 2006
- Fifth National Development Plan 2006 – 2010, December 2006
- 2007 Annual Budget
- University Act N0. 11 of 1999
- *Educating our Future* – National Education & Training Policy
- National Science & Technology Policy
- National ICT Policy 2008.

### 9.5 Institutional Publications

- CBU Survival Plan 1997
- CBU Strategic Plan 1998 – 2000

- CBU Strategic Plan 2000 – 2002
- CBU Strategic Plan 2002 – 2004
- Strategies to Overcome Liquidity Problems 2002 – 2007, CBU Librarian.
- University Calendar 2007 - 2009
- Annual Report for the Year 2006, Registrar's Department December 2007
- Council Exit Report - November 2008, Vice-Chancellor's Office.
- Reports from Senate, Academic Office 2003 – 2008.
- Senate Paper on the Reorganization of the Copperbelt University
- Council Paper on the Proposed Establishment of the School of Mathematics and Natural Sciences & the School of Graduate Studies
- CBU HIV/AIDS Policy for the period 2006 - 2008
- CBU ICT Strategic Plan for 2008 – 2011, CBU Computer Centre.
- Management & NUFFIC Workshop Proceedings, November 2006 to December 2008
- S W O T Analysis Submissions from Schools and Units, September & October 2008.



# **THE COPPERBELT UNIVERSITY**

## **CBU STRATEGIC PLANNING QUESTIONNAIRE FOR STAKEHOLDERS**

1. What do you think are the Global, National, Organizational and Institutional trends in Educational Developments that are likely to impact on CBU's development?

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2. What in your opinion are the current National Educational Needs and how can CBU help achieve them?

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3. How can CBU become a Center of Excellence using its critical mass of Planned and Available Experts, Specialized Equipment and other Resources for which it has comparative advantage?

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4. What are CBU's major Obstacles to Development and how can these be overcome?

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5. What major Changes need to take place in the Management of CBU to help drive the institution through, and stick to the Strategic Plan?

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6. What major changes would you like to see in: Teaching and Learning, Research and Consultancy, as well as in all major Support Services in order for the institutional vision to be manifested?

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7. How should CBU, in its quest for the achievement of its vision, Demonstrate Transparency, Accountability, and achievement of Measurable Development when sourcing for, managing and distributing its funds?

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8. Please identify CBU's major Functions, Products, Values and Competences which may help propel the institution towards achieving its vision.

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9. If your institution/department/firm has employed CBU graduates kindly:  
a. Highlight specific areas of knowledge where CBU products have impacted positively to the well being of your institution/department/firm.

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b. Identify areas of academic weakness necessitating possible improvements to consolidate the relevance of CBU to your specific needs.

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10. Taking the issues above into consideration please identify where you think CBU should be in five years time, why and how it gets there.

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11. Any additional comment(s) you would like to make relating the future well-being of the Copperbelt University in general?

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12. THANK YOU VERY MUCH FOR YOUR COOPERATION.  
*COURTESY OF CBU STRATEGIC PLANNING COMMITTEE 2008.*

## **THE STRATEGIC PLANNING PROCESS TEMPLATE**

[To be consistent with the Strategic Plan of the University 2009-2013]

### **1. Background of the School**

### **2. Vision of the School**

### **3. Mission Statement**

### **4. Strategic objectives of the School**

[To be consistent with the Strategic Plan of the University 2009-2013]

### **5. SWOT Analysis for the School**

Analysis of the school for strengths, weaknesses, opportunities and threats reveals the following.

#### **5.1 Strengths**

#### **5.2 Weaknesses**

#### **5.3 Opportunities**

#### **5.4 Threats**

### **6. Main issues emanating from the SWOT analysis**

### **7. Specific strategies to attain objectives**

[Must contribute to realization of the Strategic Plan of the University 2009-2013]

### **8. Implementation Activity Plan, Costing, and Time Frame**

[To be consistent with the Strategic Plan of the University 2009-2013]



# THE COPPERBELT UNIVERSITY

## STRATEGIC PLAN FOR 2009-2013

### IDENTIFYING PRIORITIES 1: RANKING

On the scale of 1-10 please rank each of the following goals (strategic directions) in your own order of priorities:

No.	Strategic Direction	Ranking
SD-1	Infrastructure development, rehabilitation and capital replacement	
SD-2	Human Resources and staff welfare	
SD-3	University Ethos and Values	
SD-4	Research & Publications	
SD-5	Academic Programme Development	
SD-6	Student Welfare, Sport and recreation	
SD-7	Institutional Management and Governance	
SD-8	Financial Planning and management	
SD-9	Corporate Image	
SD-10	Marketing	

Following your ranking above please list the goals in order of your priorities starting with the goal with the highest ranking:

Priority	Strategic Direction	Points
1		10
2		9
3		8
4		7
5		6
6		5
7		4
8		3
9		2
10		1

Comments:.....  
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# THE COPPERBELT UNIVERSITY

## STRATEGIC PLANNING FOR 2009-2013

### **IDENTIFYING PRIORITIES 2: GAP ANALYSIS**

Ten strategic directions have been identified as key in the development and implementation of the CBU strategic plan for 2009-2013. The vision is to plan and base the development of the institution on these goals. The basis of this argument is the acknowledgement of the difference between current levels of development of these goals against the vision of where the institution wishes to be at the end of 2013. The difference between where we are now and where we would like to be in 2013 is the gap that needs to be filled (developed).

On a scale of 1-10 for each of the goals, please estimate the gaps you think exist between the situations as they exist now, and what has been envisioned for 2013.

No.	Strategic Direction	Current ranking	Gap
SD-1	Infrastructure development, rehabilitation and capital replacement		
SD-2	Human Resources and staff welfare		
SD-3	University Ethos and Values		
SD-4	Research & Publications		
SD-5	Academic Programme Development		
SD-6	Student Welfare, Sport and recreation		
SD-7	Institutional Management and Governance		
SD-8	Financial Planning and management		
SD-9	Corporate Image		
SD-10	Marketing		

Comment:.....  
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