UNIVERSITY*of* CAPE COAST

Special Gazette

VICE-CHANCELLOR'S
VISION AND STRATEGY

Volume 58 | No. 4

2020 - 2024

Vision

To be a University with a worldwide acclaim that is strongly positioned for innovative teaching, research, outreach and professional development.

Mission

The University of Cape Coast is an equal opportunity university uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and responsible citizens.

Core Values

Excellence: UCC seeks to pursue excellence through the creation of standards in teaching, intellectual inquiry, engagement and professional practice.

Empowerment: UCC offers opportunities to its employees and products in a manner that empowers them to be agents of change.

Equal Opportunities: UCC strives to provide equal opportunity and access to quality education, and services to all categories of persons regardless of colour, creed, ethnicity, gender, social status and physical ability.

Ethical Behaviour: UCC upholds acts of honesty and responsible behaviour and holds its members accountable for their actions and conduct in a way that promotes integrity of the person and the image of the University.

Dr.(Sir) Sam Esson Jonah
Chancellor

Mrs. Nancy O. C. Thompson
Chairman of Council

Prof. Johnson Nyarko Boampong
Vice-Chancellor

Prof. Dora Francisca Edu-Buandoh
Pro Vice-Chancellor

Mr. Jeff Teye Emmanuel Onyame
Registrar

MEMBERS OF THE UNIVERSITY COUNCIL

Chairman	-	Mrs. Nancy O. C. Thompson
Vice-Chancellor	-	Prof. Johnson Nyarko Boampong
Government Nominees	-	Dr. Thomas Agyarko-Poku
	-	Prof. (Mrs.) Ernestina F. Antoh
	-	Prof. Tanimu Osman
Two Representatives of Convocation	-	Prof. Akwasi Kumi-Kyereme
	-	Dr. Justus Precious Deikumah
A Representative of UTAG	-	Dr. Samuel Bert Boadi-Kusi
A Representative of CHASS	-	Madam Cecilia A. Wofesor
A Representative of TEWU of TUC	-	Mr. Stephen Williams
A Representative of Alumni Association	-	Mr. Kobina Sam Bentsi-Enchill
A Representative of NCTE	-	Dr. Awaisu Imurana Braimah

In Attendance

Pro-Vice-Chancellor	-	Prof. Dora F. Edu-Buandoh
Registrar/Secretary	-	Mr.Jeff Teye Emmanuel Onyame
Director of Finance	-	Mrs. Elizabeth Obese
Council Secretariat	-	Mr. Emmanuel Aidoo

ACKNOWLEDGEMENTS

would like to thank the Almighty God for giving me the opportunity to serve as the leader of the University of Cape Coast. To Him be the glory and honour.

I would like to express profound appreciation to the Chancellor, Dr. Sir Samuel Esson Jonah, Chairman of the University Governing Council, Mrs. Nancy O.C. Thompson and members of the University Governing Council for their immense support and counsel in shaping up this document, and accepting the idea of forming the strategic teams to drive the vision. I also wish to thank former Vice-Chancellors of UCC and other sister universities as well as the College of Professors of UCC.

Again, I am very grateful to Nananom, the entire University Community, and the Heads of various Government Agencies in the Central Region, all of whom I consulted. I appreciate the thoughts they shared to help reposition our great University as an entrepreneurial university.

I am also highly indebted to those who brainstormed and worked assiduously to put this document together.

My sincere appreciation to all members of the University Community, especially, those who have accepted to be chairpersons and members of the initial strategic teams.

Finally, I wish to thank you all most sincerely for your dedication, hard work, tenacity and determination towards the realisation of my vision.

Ayekoo !!!!!!!!

CONTENTS

LIST OF TABLES

LIST OF ACRONYMS

AD	-	Academic Distinctiveness (Curriculum Review Team and Instructional Design, Teaching and Learning Support Team)
AMC	-	Agricultural Modernisation and Commercialisation
CANS	-	College of Agriculture and Natural Sciences
CES	-	College of Education Studies
CoDE	-	College of Distance Education
CHLS	-	College of Humanities and Legal Studies
CoHAS	-	College of Health and Allied Sciences
CIE	-	Centre for International Education
DAA	-	Directorate of Academic Affairs
DAPQA	-	Directorate of Academic Planning and Quality Assurance
DBA	-	Doctor of Business Administration
DHR	-	Directorate of Human Resource
DIS	-	Documentation and Information Section
DPDEM	-	Directorate of Physical Development and Estate Management
DRIC	-	Directorate of Research, Innovation and Consultancy
EEDBI	-	Entrepreneurship, Enterprise Development and Business Incubation
E-STEM	-	Entrepreneurship, Science, Technology, Engineering and Mathematics
GTEC	-	Ghana Tertiary Education Commission
LMC	-	Laboratory Modernisation and Comercialisation
LUID	-	Land Use and Infrastructure Development
IAO	-	Institutional Affiliation Office
IAR	-	Institutional Advancement and Rebranding
IR	-	Internationalisation and Ranking
M&E	-	Monitoring and Evaluation
MoU	-	Memorandum of Understanding
PANAFEST	-	Pan-African Festival
PhD	-	Doctor of Philosophy
STEM	-	Science, Technology, Engineering and Mathematics
StuFSO	-	Students' Financial Support Office

SSW   -   Students and Staff Welfare
TLSC   -   Teaching and Learning Support Centre
UCC   -   University of Cape Coast
UCCCST   -   UCC Corporate Strategic Thrust
UCCDTBDC -   UCC Design Thinking and Business Development Centre
VOTEC   -   Vocational and Technical Education
VC   -   Vice-Chancellor
VCSTA   -   Vice-Chancellor's Strategic Areas

FOREWORD

Higher Education Institutions form the focal point of generating knowledge through teaching, research and outreach to boost economic growth and development by fostering innovation and human capital development.

University education forms a critical component of human development through the production of high level skills for all aspects of a nation's economy. There is growing evidence that university education, through its role in producing highly skilled professionals, building institutions, and strengthening regulatory frameworks and governance structures, plays significant roles in a country's effort to eradicate poverty and create opportunities to improve the standard of living of citizens.

Since its establishment in over five decades ago, the University of Cape Coast has left impressive footprints in the development of Ghana and this has been considered as the destination for quality education delivery in the country. The University has strategically repositioned itself to contribute substantially to the growth of Ghana's economy by producing graduates not only for the education and Agriculture Sectors, but, in recent times also in Business and Commerce, Health, Legal, Arts and Culture, to mention but a few. These remarkable milestones have been the culmination of hard work, determination and foresight of our past leaders whose vision has transformed UCC as the University of Competitive Choice.

As the current Vice-Chancellor and by implication the holder of the UCC Corporate Strategic Plan, 2018-2022, I am determined to accelerate the development of the University by transforming UCC into an Entrepreneurial University. In my quest to achieve this, I have developed five key strategies, all of which are based on nine key strategic thrusts in the University's Corporate Strategic Plan (2018-2022) to implement my vision, which seeks "to reposition UCC as a global hub of creative thinkers, offering demand-driven programmes, integrated with practical entrepreneurial courses, and actively translating the products of its innovative research for sustainable development".These five key strategies are as shown in the strategic map in Table A.

Table A: Strategic Map

Vice-Chancellor's Strategic Areas (VCSTA)	UCC Corporate Strategic Thrusts (UCCCST)
VCSTA#1: Increase intake and success of students.	**UCCCST #1:** Promote active and reflective teaching and learning environment that seeks to improve students' life and produce graduates with strong ethics and commitment to society. **UCCCST #2:** Strengthen and improve ICT infrastructure and facilities that enhance usability. **UCCCST #3:** Improve upon physical infrastructure and municipal services that support conducive working and learning environment.
VCSTA#2: Emphasise academic distinctiveness.	**UCCCST #4:** Attract, recruit, develop and retain high calibre and motivated staff who are innovative and globally competitive. **UCCCST #5:** Strengthen research capacity and output to position the University as a centre of excellence.
VCSTA#3: Generate additional revenue and maintain fiscal discipline.	**UCCCST #7:** Improve revenue generation and enforce fiscal discipline to achieve operational and financial sustainability.

VCSTA#4: Enhance visibility and promote Internationalisation.	UCCCST #6: Embark on international- isation drive that seeks to enhance the visibility of the University.
VCSTA#5: Create organisational culture and improve effectiveness and efficiency of governance system.	UCCCST #8: Improve upon institutional governance system that provides leadership for equal opportunity, teamwork, efficiency, discipline and commitment. UCCCST #9: Create an organisation capable of continuously learning, transforming itself and responding to change.

This document serves as the blueprint for the realisation of these five key strategies and outlines the roadmap that will ensure that the University is on course. In line with this, a Monitoring and Evaluation Unit will be set up under the Office of the Vice-Chancellor to supervise progress of the implementation of these strategies.

Despite the huge task ahead, I entreat office holders and members of the University community as well as stakeholders, to rally behind me to pursue this creative and innovative path to lead the process of transforming UCC into a World Class Entrepreneurial University with a global competitive edge.

Prof. Johnson Nyarko Boampong
Vice-Chancellor

INTRODUCTION

The COVID-19 pandemic has caused a 'Great Reset' in the way academic institutions, corporate bodies and, indeed, the global society at large have to conduct themselves in order to survive the aftermath of the pandemic. The new normal, as it is referred to, calls for the adaptation of newer ways to provide a greater range of options, as well as speed and agility to a world in dire need of creative solutions for survival.

Through their engagement, teaching and research, Universities all over the world are expected to redouble their efforts to work alongside the business community, governmental and non-governmental organisations as they search for new businesses, scientific models, and policies to assist the 'Great Reset'. With so many lives turned upside down and millions of jobs destroyed, the entrepreneurial ability to create new products and services, and hence employment, while enhancing sustainability and social inclusion, is central to global recovery.

Since assuming office on 1st August, 2020, I have visited all constituencies in the University of Cape Coast (UCC) and the University Council to share my vision as well as the strategies to reposition UCC as an Entrepreneurial University. Having interacted with these key stakeholders and some alumni, there is no doubt that expectations are very high and therefore, the task ahead is challenging and demands a rapid response, if the University is to be elevated to higher levels.

The task ahead is daunting and cannot be successfully executed by an individual no matter how great his or her disposition, skills and expertise to give that kind of leadership. I know that all my efforts as Vice-Chancellor will not yield positive outcomes without the cooperation and collaboration of the University community, including government, the diplomatic community, alumni and all other major stakeholders. We need to galvanise the expertise and the networks of all and sundry to enable us to succeed in achieving beyond our expectation. This is why I have put together nine teams to drive the vision.

I agree with Thomas Jefferson, who once said, "no duty the executive has to perform is so trying as to put the right man in the right place". The University of Cape Coast possesses a deep reservoir of knowledgeable people, but I have tasked few to act as the core team, although the team is at liberty to co-opt others whose expertise would be helpful.

I am poised to increase students' intake and ensure their success by building and maintaining a good educational experience and ensure that their research capabilities remain well funded. Great emphasis would be placed on academic distinctiveness, promotion of internationalisation and University visibility. Efforts would also be made to generate additional revenue and maintain fiscal discipline. I am clear in my mind that faculty, staff, students, and all stakeholders would feel motivated and give of their best when an excellent organisational culture is created to improve effectiveness and efficiency in the governance system of the institution, and I am wholeheartedly committed to providing ingenious leadership to achieve these noble ideas. A very proactive monitoring and evaluation team will as well be tasked to ensure the success of this great project. As the captain, and with these strategic teams in place, I am confident that as the captain, I can see the whole four-year trip through before leaving the dock. I have identified the challenges; I have spent time to pray; I have approached the key influencers and have received buy-in from the people, and we now have to start working. I am not being complacent, I am mindful of the mines on the way, but, with Genesis 11:6; "Now then, these are all one people and they speak one language; this is just the beginning of what they are going to do. Soon they will be able to do anything they want!" as a guide, we will unite and build the entrepreneurial university with world-wide acclaim.

Let us, therefore, arise to our call and to our call let us rise. Veritas Nobis Lumen.
A cursory glance through this document highlights the core functions of the nine (9) teams that have been constituted with the approval of the University Council to offer guidance towards the realisation of the Vice-Chancellor's vision. These have been outlined as follows:

1. The Entrepreneurship, Enterprise Development and Business Incubation Team is responsible for leading the Vice-Chancellor's entrepreneurship agenda of the University. Its mandate covers the generation of ideas, development of proposals and translating them into business ventures for the University.

2. The Internationalisation and Ranking of University of Cape Coast Team will focus on achieving the Vice-Chancellor's internationalisation agenda embedded in the University's vision to have a University that is strongly positioned with world-wide acclaim. This Team's activities include providing support to Colleges, Schools/Faculties, Departments, Students, Staff and External Stakeholders on issues of internationalisation and ranking. The team will advise management on the provision of the needed resources towards the achievement of the internationalisation and ranking agenda.

3. The Institutional Advancement and Rebranding Team's activities will centre on building relationships with the University's Constituencies, including alumni, faculty and staff, students, parents of current and former students, business and industry, community leaders, funding agencies, the media, and other friends of the University with sustainability and brand identity in mind.

4. The Academic Distinctiveness Team (Curriculum Review Team and Instructional Design Teaching and Learning Support Team) will advise on the recruitment of professional staff required for promoting academic development and strengthening research capacity and output to position UCC as a Centre of Excellence in the global education landscape. The Team will liaise with Colleges, Schools/Faculties, Departments, Directorates and external stakeholders to implement the strategies to achieve academic distinctiveness.

5. The Students and Staff Welfare Team will focus on the provision of programmes and facilities that will make the stay of both staff and students on the University campus comfortable, and promote the University's agenda by improving the welfare of both staff and students.

6. The Agricultural Modernisation and Commercialisation Team will ensure that the University's agricultural facilities are upgraded to the standards of international best practice and resourced to serve as income generation units. The scope of the team's activities covers investments in the modernisation of the University's agriculture infrastructure and its commercialisation.

7. The Modernisation and Commercialisation of Laboratory Services Team will ensure that the University's laboratory facilities are upgraded, coordinated and resourced to provide practical experiences for students and generate revenue from these facilities.

8. The Land Use and Infrastructure Development Team will assess and ensure that the physical and ICT infrastructure, land use, and the University's landed property are managed to ensure compliance for sustainable land management. The activities of the Team will cover all University of Cape Coast's land use and infrastructural development activities.

9. The Monitoring and Evaluation Team will coordinate activities of the Vice- Chancellor's strategic teams for the attainment of his vision. Its scope will cover all the strategic teams' activities and any other duties prescribed by the Vice-Chancellor.

ENTREPRENEURSHIP, ENTERPRISE DEVELOPMENT AND BUSINESS INCUBATION (EEDBI) TEAM

Introduction

Universities all over the world are seen as agents of economic development and are expected to produce graduates with the skills, knowledge and innovative ideas which will propel the growth of the world's economy. Students who graduate from universities are expected to inject innovative ideas, which will drive sustainable growth in the economies of their respective countries. It has, however, become clear that there has been a mismatch in the skills that the graduates acquire and what industry needs to grow. This phenomenon, together with other myriad concerns, has contributed to the rise in graduate unemployment, especially in developing countries.

Ghana, like most developing nations of the world, is faced with youth or graduate unemployment due in part to the fact that its economy is not generating sufficient employment opportunities to absorb the unprecedented growth within the working-age population. This has resulted in most graduates from institutions of higher learning being either unemployed or employed in jobs below their academic qualifications. As a result, many of these graduates flood the labour market yearly in search of the limited job opportunities available, and some become vulnerable to vices often brought about due to youth unemployment. As such, generations of young and productive graduates are at risk of facing an uncertain future unless something is done to reverse this trend.

The potential of institutions of higher learning, like the University of Cape Coast, to promote positive change in the Ghanaian economy, materialises when the university is able to diffuse novel knowledge and skill set into the country's economy and that of the international community. There is a growing interest in recent times on the role entrepreneurship can play in the creation of employment in various countries all over the world. It is in that light that, entrepreneurship education has been touted as one of the important tools by which the conundrum of graduate unemployment that has overwhelmed the country can be nipped in the bud.

As part of my vision for the four-year tenure in Office as the Vice-Chancellor of the University of Cape Coast, I have decided to develop and resource a University- wide Design Thinking and Business Development Centre. This Centre will, among other things, build the entrepreneurial ideas of the entire university community so as to develop start-ups, which could grow to support the various sectors of the Ghanaian economy. This facility will provide an interactive platform on which the faculty, graduates, undergraduates and experienced industry players from Ghana and, indeed, other countries will build synergies needed to enhance the creation of viable and sustainable businesses. Again, through short cutting-edge/focused courses, experiential learning, and contests, students will get the practical tools and experiences needed to start, finance, and manage their own business,

In the light of the above,the Entrepreneurship, Enterprise Development and Business Incubation Team is constituted to work assiduously to achieve the tasks as indicated in Table 1.

Objective

The objective for establishing the Entrepreneurship, Enterprise Development and Business Incubation Team is to lead the entrepreneurship agenda of the University.

Scope

The team's mandate, amongst others, covers income generation ideas, development of proposals and translating them into business ventures for the University.

Functions

The functions of the team are to:

1. establish the UCC Design Thinking and Business Development Centre(UCCDTBDC);
2. develop the University's Enterprise Development Policy with a draft Memorandum of Understanding (MoU);
3. prepare the University's entrepreneurship policy to harness and incubate the entrepreneurial and innovative ideas of the University community;
4. identify, nurture and grow viable businesses in partnership with students, staff and the University community;
5. facilitate collaboration with industry for the commercialisation of research and practice-oriented teaching with relevant units in the University;
6. partner with Colleges/Schools/Faculties/Departments on the implementation of entrepreneurial activities;
7. strengthen the capacity of the income generation units to improve their revenue generation;
8. develop and submit working document(s) of the EEDBI Team to the Monitoring and Evaluation Unit; and
9. prepare quarterly reports on its activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 1: Activities and Key Performance Indicators of the Entrepreneurship, Enterprise Development and Business Incubation Team

No.	Activity	Time Frame	Responsible Person/Team	Key Performance Indicators
1.	Develop Entrepreneurship policy.	December 2020	EEDBI Team	Entrepreneurship policy developed.
2.	Develop Business and Enterprise Development Policy with draft Memoranda of Understanding (MoU) to strengthen the existing business projects as well as to serve as a guide to strengthen the University's business relationship with industry players.	July 2021	EEDBI Team	Business and Enterprise Development Policy launched.
3.	Develop Proposal to establish University of Cape Coast (UCC) Design Thinking and Business Incubation Centre.	December 2020	EEDBI Team	Proposal Evaluated and adopted.
4.	Establish simulation laboratories for practice orientation.	December 2021	EEDBI Team	At least one laboratory in use.
5.	Develop modalities for funding students' start-ups.	July 2021	EEDBI Team	Document completed and available for use.
6.	Translate research findings and concepts into prototype.	August, 2021 – July 2024	EEDBI Team/ DRIC/ UCCDTBDC	Prototypes developed.

7.	Establish Vice-Chancellor's Stimulus Fund for Entrepreneurship, Science, Technology, Engineering and Mathematics (E-STEM)	December 2021	EEDBI Team	Fund launched.
8.	Incorporate Practical Entrepreneurship in teaching and learning.	August 2021-July 2024	EEDBI Team	Entrepreneurship incorporated.
9.	Develop business projects through the strengthenin of the University Enterprises.	July 2021- July 2024	EEDBI Team	Four projects launched.
10.	Assess all income generation Units to identify which ones require private partnership.	July 2021-January 2022	EEDBI Team	Assessment Report presented to VC.
11.	Seek private partnership to strengthen income generation Units.	January 2022-July 2024	EEDBI Team	Five partnerships established.
12.	Commercialisation of research and the funding of research output.	July 2021-July 2024	EEDBI Team	Commercialise and fund at least one research finding a year
13.	Conduct Annual Entrepreneurship fair.	September 2021-July 2024	EEDBI Team	Conduct at least one entrepreneurship fair a year

INTERNATIONALISATION AND RANKING OF UNIVERSITY OF CAPE COAST (IR) TEAM

Introduction

Globalisation, technology and open innovation have placed a limitation on the competitive advantage derived from the segmentation of the economy, institutions and organisations. Today, institutions can only survive the competition in the global market if they are prepared to confront the wave of globalisation head-on by adapting to the changing dynamics, innovating and embracing international best practices. Internationalisation of universities is an eminent response to globalisation, diversity and multiculturalism to create global competencies. University ranking, on the other hand, is an important source of comparative information for various stakeholders, especially for the attraction of foreign students and expertise.

The University of Cape Coast (UCC) in recent years, has pursued an internationalisation policy to improve its international outlook and position itself as a destination of foreign students from the sub-region, and provide academic qualifications which are globally competitive. Though some modest successes have been achieved in the internationalisation drive, efforts towards the ranking of UCC have not been enough. The speed of globalisation and sophistication arising from the complex needs of our stakeholders requires urgent action to speed up the internationalisation and ranking of the University.

As part of my vision as Vice-Chancellor, I have decided to   intensify the University's internationalisation activities and the process to get it favourably ranked. This will require a dedicated effort, intentional and institutional support. The Internationalisation and Ranking of UCC Team is formed with the sole responsibility to facilitate the internationalisation and ranking of the University.

Objective

The objective for establishing the Internationalisation and Ranking of UCC Team is to lead the internationalisation agenda embedded in the University's vision to be strongly positioned with world-wide acclaim.

Scope

The scope of the Team's activities include providing support to Colleges, Schools/Faculties, Departments, students, staff and external stakeholders on issues of internationalisation and ranking. The team will advise management on the provision of the needed resources towards the achievement of internationalisation and ranking agenda. See Table 2 for details of the team's activities.

Functions

The functions of the Team are to:

1. conduct a comprehensive assessment to identify lapses that affect the internationalisation agenda of the University;
2. provide guidance to teaching departments on graduate-undergraduate enrolment ratio towards the global ranking requirement;
3. assess and advise on the faculty-student ratio in line with the global ranking requirements;
4. assess and advise on the resource requirement of various units toward the attainment of global ranking requirement;
5. coordinate and monitor all community impact engagement which are geared towards favourable impact assessment of the University;
6. develop and submit working document(s) to the Monitoring and Evaluation Unit; and
7. submit quarterly report on the University's internationalisation and ranking activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 2: Activities and Key Performance Indicators of the Internationalisation and Ranking Team.

No.	Activity	Time Frame	Responsible Person/Team	Key Performance Indicators
1.	Increase graduate output and improve on doctorate to bachelor ratio (Introduce more PhD programmes, including professional doctorate programmes, including DBAs). Increase doctoral degrees awarded to staff ratio.	August 2021 – July 2024	Pro VC / Provosts/ Deans/DAA/ IR TEAM	Professional Doctorate introduced. Increased doctoral degrees awarded to staff ratio
2.	Increase research and grantsmanship. Enhance recognition of those who bring research grants. • build capacity of staff and students in research and grantsmanship. • increase research productivity (number of publications) 500 SCOPUS indexed articles. • liaise with DRIC to create reward and recognition (faculty with five publications in SCOPUS will be given a citation and award) for faculty.	December 2021 – July 2024	DRIC/CIE	Evidence of over 500 Scopus Indexed Articles UCC ranked by 2022

3.	Improve the proportion of international students and staff. -Develop e-learning platforms and add more online programmes -Engage more international staff from our partner institutions for collaborative research with Faculty as well as supervise and teach post graduate programmes online. • improve international collaborations designed purposefully to attract international students and faculty • present programmes to showcase our culture, indigenous agricultural innovations etc (History, African Studies, Ghanaian Languages). Invite diaspora to participate in the programmes.	August 2022-July 2024	IR TEAM / Provosts/CIE/ DAA/	Certificate and Diploma programmes developed and delivered online UCC ranked by 2022
4.	Commercialisation of Research • Commercialise knowledge from science research (plant medicine, innovations in agriculture / information technology/vocational and technical education) • VOTEC to run short courses for caterers, seamstresses and hairdressers. Partner with students operate restaurants and dressmaking businesses	December 2021	DRIC	Research commercialised and UCC ranked by 2022

5.	Intentionally work towards our Impact Ranking in 2021 by giving special attention to the Sustainable Development Goals: i. Poverty reduction ii. Zero hunger iii. Good health and well-being iv. Quality education v. Gender equality vi. Clean water and sanitation vii. Affordable clean energy viii. Decent work and economic growth ix. Industry,innovation, manufacture x. Reduced inequalities xi. Sustainable cities and communities xii. Responsible consumption and production xiii. Climate action xiv. Life below water xx. Life on land; planting of trees xxi. Peace, justice and strong institutions xxii. Partnerships for the goals	December 2020 - July 2024	Provosts/ DRIC (DRIC to liaise with relevant stakeholders)	Evidence of UCC impact in the community UCC ranked by 2022 and beyond
6.	Develop and update database for all Memoranda of Understanding (MOU) and publish on the University website.	July, 2021 – July 2024	IR TEAM/ CIE/ Registrar's Office	Published all active MoU on University Website
7.	Incorporate internationalisation agenda in all University Memoranda of Understanding.	March, 2021 – July 2024	IR TEAM/ CIE/ Registrar's Office	Evidence of MoU reflecting Internationalisa-tion agenda
8.	Track and monitor the activation and effectiveness of all signed MoU	July, 2021-July 2024	CIE/ Registrar's office	All active MoU effectively running

9.	Follow-up on and ensure that all Colleges/Schools/Faculties/Departments online portals are well populated and staff directories appropriately completed.	July, 2021	DAA/DHR	All portals and directories appropriately updated
10.	Collaborate with PANAFEST Secretariat to engage Diaspora.	July, 2021-July 2024	CIE/CHLS/ CAIS/ Dept. of History/ Sam Jonah Library	Programme mounted

INSTITUTIONAL ADVANCEMENT AND REBRANDING (IAR) TEAM

Introduction

The role of institutional advancement in mobilising private resources to support public higher education has been acknowledged as an important vehicle to fill the gap between the rising costs of higher education and limited state funding. It is, therefore, crucial for Public Universities to position themselves as worthy of both public and private support. Universities need to be able to respond to the needs of Students, Faculty and Staff in order to remain competitive in this direction. The sound investment in best practices of advancement, loosely defined as Marketing, Public Relations, Alumni Relations, Fundraising and Government Relations are necessary for the very survival of many of these Universities today. As noted by AAHE (1978), institutional advancement refers to a total programme to foster understanding and support for a University. Building a strong relationship with Alumni, Parents, Friends and Organisations that further advances excellence in teaching, research and scholarship of a University is critical for its sustainability.

The University of Cape Coast, like any other global University, currently finds itself in the process of an upheaval, provoked by the need to respond to the inroads made by globalising forces, which requires all universities to take on some of the characteristics of business organisations. The University can no longer dwell on its traditional accolades. Instead, the University must compete with other similar institutions through advertising and an energetic policy of rebranding. A brand can be described as an organisation, service or product with a certain personality that takes shape through the public's perception of it. The rebranding represents the process of changing and upgrading the means of communication of the brand, adapted to new trends on the market.

The rebranding perfectly complements the Institutional Advancement Office to create an institutional identity of the University of Cape Coast and its sustainability.To promote alumni engagement, raise funds and rebrand the University, the Vice-Chancellor has decided to pursue an institutional advancement and rebranding agenda to position the University as a University of Competitive Choice. The Institutional Advancement and Rebranding Team is constituted and tasked to lead this crusade.

Objective

The objective for establishing the Institutional Advancement and Rebranding Team is to lead the University's institutional advancement and rebranding agenda.

Scope

The scope of activities of the Institutional Advancement and Rebranding Team is to build relationships with the University's Constituencies, including Alumni, Faculty and Staff, Students, Parents of current and Former Students, Business and Industry, Community leaders, Funding Agencies, Media and other friends of the University with sustainability and brand identity in mind. See table 3 for details of activities.

Functions

The functions of the team are to:

1. create brand identity for the University;
2. spearhead advocacy and community outreach effort to enhance UCC presence in Ghana and beyond;
3. engage and reconnect alumni to build lifelong relationships;
4. develop rebranding strategies to influence student, current and past staff, and alumni public perception about UCC;
5. develop and submit working document(s) of the Institutional Advancement and Rebranding activities through the Monitoring and Evaluation Unit to the Vice-Chancellor; and
6. submit quarterly reports on institutional advancement and rebranding activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 3: Activities and Key Performance Indicators Institutional Advancement and Rebranding Team

No.	Activity	Time Frame	Responsible Person/ Team	Key Performance Indicators
1.	Develop instruments for tracer studies for UCC alumni.	July, 2021	IAR Team/ DAPQA	Instruments developed and presented to IRB.
2.	Administer and publish results of tracer studies.	December 2021	IAR Team/ DAPQA	Results ready and presented to management.
3.	Create e-mail for all alumni, which should be used to apply for transcripts, references etc. (Alumni should be defined to include those from our affiliate Universities).	July, 2021-July 2024	IAR Team	Alumni e-mails ready.
4.	Establish Complaints Office to ensure the successful implementation of the rebranding agenda.	August, 2021	IAR Team	Complaint Office established.
5.	Emboss all UCC documents with the University logo.	July, 2021-July 2024	IR TEAM/DPA/ DIS	Evidence of all videos and pictures embossed.
6.	Establish Digital Television, including a Youtube Channel All Universities programmes as well as short promotional videos and UCC documentaries should be aired intentionally to promote the rebranding efforts.	December 2022	IAR Team/DPA	TV station launched.

7.	Supply quality and usable stakeholder souvenir.	July, 2021	IAR Team	Ready for use.
8.	Identify key government policies and present position papers on them.	December 2021 July 2024	IAR Team	At least three policies reviewed.
9.	Develop an informative map and a prototype of the University's plan to be mounted in front of the University administration.	December 2021	IAR Team	Prototype map mounted.
10.	Develop strategies for raising funds from alumni.	August, 2021	IAR Team	Fundraising strategy document developed.
11.	Build residential facilities for students for the 2022 celebrations of the University of Cape Coast's Diamond Jubilee.	July, 2021-December 2022	IAR Team/ DPDEM	Residential facility constructed.
12.	Improve stakeholder engagement.	July, 2021	IAR Team	Reports of Stakeholder engagement by all departments and units.
13.	Strengthen the Institutional Affiliation Office (IAO) to partner government organisations to run academic programmes.	July, 2021	IAO/IAR Team	Signed MoU with at least one government organization.

ACADEMIC DISTINCTIVENESS (AD) TEAM

• Curriculum Review Team
• Instructional Design, Teaching and Learning Support Team

Introduction

Universities play critical roles in innovation and human capital development and serve as a catalyst to the success and sustainability of the knowledge economy. In contemporary times, Universities have partnered industry to tailor their programmes to meet the growing demand of specialised skills and human capital, to meet the needs of society. It is recognised worldwide that skills and human capital form the foundation of economic prosperity and social well-being in the 21st Century.

Universities have, therefore, become extremely important in the national agenda to proffer solutions to the challenges confronting nations. It is against this backdrop that Universities must also position themselves strategically to add value to their students through quality teaching, research and innovation that would equip their students to become more competitive with skillsets to solve problems or challenges.

The University of Cape Coast has over the years carved a niche as one of the giants in higher education in Ghana and, to some extent, the African continent. There has been diversification in UCC's mandate of providing teacher education with the introduction of additional academic disciplines to meet national needs by contributing significantly towards the development of the country through all sectors of the economy.

In order to consolidate the gains made so far and to propel the University of Cape Coast to a higher height, the Vice-Chancellor as part of his vision, has set in motion some strategies to achieve academic distinctiveness focusing on curriculum review and instructional design.

Objective

The Academic Distinctiveness Team will serve as the pivot to achieve the University's vision of emphasising academic distinctiveness by advising on the recruitment of professional staff

required for promoting academic development and strengthening research capacity and output, to position UCC as a Centre of Excellence in the global education landscape.

Scope

The Team will liaise with Colleges, Schools/Faculties, Departments, Directorates and external stakeholders to implement the strategies to achieve the academic distinctiveness agenda in the University. See table 4 for details of activities.

Functions

The functions of the team are to:

1. assess the strengths and weaknesses of both academic and non- academic staff;
2. recommend areas of professional development of the various categories of staff;
3. provide modalities for the establishment of integrated laboratories and Biomedical & Clinical Research Centre;
4. prepare quarterly report on academic distinctiveness;
5. review existing programmes to harmonise and align them;
6. develop and submit working document(s) to the Monitoring and Evaluation Unit; and
7. submit quarterly reports on academic distinctiveness activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 4: Activities and Key Performance Indicators of Academic Distinctiveness Team.

No.	Activity	Time Frame	Responsible Person/Team	Key Performance Indicators
1.	Conduct audit and harmonise Academic Programmes • Audit all programmes at both undergraduate and postgraduate levels to identify duplicated courses and programmes.	October, 2020	AD Team/ DAPQA	Report of audit presented to VC
2.	Constitute Academic Board sub-committee on accreditation and reaccred- itation of programmes with mem- bers from each college nominated by the Academic Board. • Use the GTEC/relevant professional programmes format and integrate it with that of UCC.	October, 2020 – December 2022	VC	Comprehensive report on curriculum review and programmes accredited
3.	Integrate ethics in all programmes	July, 2021 – August 2022	AD Team	Ethics embedded in all courses
4.	Strengthen relationships with partner institutions outside the country to mentor both students and faculty.	July, 2021- July 2024	AD Team	Reports of Mentorship activities presented
5.	Run regular programmes at CoDE study centres .	August 2022-2023	AD Team	Full time programmes available at Papafio and Dominase study centres operational

6.	Experiential Learning i. Appoint industry-liaison officers in each College who will report to the Provost ii. Colleges to identify and build a register of possible collaborators for students' internship..	July, 2021	Provost/VC	Liaison Officers appointed Colleges to maintain data base of industry partners for internships
7.	Establish university-wide Instructional Design Unit (UWIDU) to promote practice-oriented teaching and learning and organise workshops for lecturers and tutors in affiliate institutions..	July, 2021-August 2022	AD Team	Office of UWIDU Established
8.	Introduce flexibility in the teaching time table and adopt modular teaching methods	July, 2021	AD Team	Report presented to Monitoring and Evaluation Team
9.	Develop and promote E-STEM education.	August, 2021	AD Team	Report presented to Monitoring and Evaluation Team
10.	Encourage schools/ faculties/ departments to co-opt experts from Industries to be part of their Boards.	July, 2021	AD Team	Provide evidence of inclusion of industry partners on Boards
11	Encourage faculty and students to focus on research relevant to local and national development.	July, 2021	AD Team	

STUDENTS' AND STAFF WELFARE (SSW)TEAM

Introduction

Every University is a community agency whose prime concern is teaching and learning, research and outreach services. As learning communities, Universities must be concerned with the well-being of students for whom they are responsible. Student welfare is a basic aspect of all work involved in education. It is therefore, important for Universities to establish policies and practices that provide for care, support and welfare of all students.

Equally, the University recognises all its employees as the most valuable resource, and that the welfare of all staff is essential in achieving the University's Vision and Mission. Consequently, the University is committed to providing a caring and supportive working environment, which is conducive to the welfare of all staff to enable them develop and optimise their full potential.

In order to consolidate the gains made so far and advance the welfare of both students and staff, the Vice-Chancellor, as part of his vision, has set in motion strategies to enhance the welfare of the University Community. In addition, efforts will be made to create a conducive and thriving academic environment to unearth students' talents so that they will be able to contribute meaningfully towards the development of the nation.

Objective

The objective for establishing the Students and Staff Welfare Team is to advance the University's Welfare Service Agenda.

Scope

The scope of the Team's activities covers welfare matters concerning students and staff of the University. See Table 5 for details of activities

Functions

The functions of the Students' and Staff Welfare are to:

1. provide avenues and link the Students' Financial Support Office to scholarship opportunities both locally and internationally for Staff and Students;
2. advise management to institute measures that boost staff confidence in promotions;
3. explore annual incentive packages for staff from the activities of income generating units;
4. recommend incentive packages to motivate staff to give their outmost best;
5. recommend ways of enhancing students' welfare schemes;
6. develop and submit working document(s) to the Monitoring and Evaluation Unit; and
7. submit quarterly reports on students and staff welfare activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 5: Activities and Key Performance Indicators of Students' and Staff Welfare Team

No.	Activity	Time Frame	Responsible Person/Team	Key Performance Indicators
1.	Accommodation • Liaise with all landlords to standardise accommodation facilities. • Register all private hostels and link them to students' registration.	January 2021-July 2024	SSW Team/ DICT	Reports and register of all hostels ready for Use. Evidence to track each student's accommodation
2.	Build smart classrooms to facilitate online teaching and learning. Learning Management System • Online programmes • Online teaching for both regular and distance students. • Study centres must be linked online to the main campus. • Build capacity of lecturers at the school level for online teaching, Microsoft teams and Zoom (add into zero ratings and integrated Zoom into the platform).	July 2021-July 2024	SSW Team/ Pro VC/ Provosts	Training workshops completed
3.	Institute annual incentive package for all employees.	June 2021	SSW Team	Appropriat incentive provided

4.	Prioritise admission of staff children and/or wards into the University Basic Schools..	beginning 2021/2022 academic year	SSW Team	Priority admission of registered staff children and/or wards.
5.	Engage University Basic Schools to review closing time (pick up time of wards) to accommodate University staff..	July 2021	SSW Team	Closing time changed to accommodate University's closing time.
6.	Engage private health insurance providers to provide additional health services to University staff..	July 2021	SSW Team	Insurance Providers engaged.
7.	Engage Unions to institutionalise annual get-together.	July 2021	SSW Team	Annual get-together institutionalised.
8.	Develop UCC Preventive Healthcare Policy..	July, 2021	SSW Team/ DUHS	UCC Preventive Healthcare Policy developed
9.	Improve health service delivery by University Health Services.	July, 2021	SSW Team/ DUHS	Reduction in Health complaints.
10.	Encourage Schools/Faculties/ Departments to co-opt experts from industries to be part of their Boards..	July, 2021	AD Team	Provide evidence of inclusion of industry partners on Boards.
11.	Encourage faculty and students to focus on research relevant to local and national development..	July, 2021	AD Team	

AGRICULTURAL MODERNISATION AND COMMERCIALISATION (AMC) TEAM

Introduction

The agricultural sector continues to play a dominant and strategic role in the development and growth of most nations in the world. The focus on agriculture, the emphasis on the importance of investment in agriculture for poverty reduction, and the fundamental underpinnings of development in poorer countries, therefore, have been welcomed within the international community. African universities have to play a central role in Africa's development through the provision of quality training, knowledge and innovations in agriculture. This is particularly crucial in ensuring a food-secure Africa through a knowledge-based transformation of agriculture and related activities. The University of Cape Coast is no exception.

Over the years, the University has been at the forefront of agriculture education and support services in Ghana with commercialisation forming a fraction of its main business. The University of Cape Coast's strategic plan and the current Vice-Chancellor's vision and strategy to promote academic distinctiveness and increase income generation, makes it imperative to restructure, modernise and commercialise agriculture as part of the University's knowledge creation, income generation and contribution to economic development.

Objective

The objective for constituting the Agricultural Modernisation and Commercialisation Team is to ensure that the University's agricultural initiatives and facilities are upgraded to the standards of international best practices and resourced to serve as income generation units.

Scope

The scope of the Team's activities cover investments in the modernisation of the University's agriculture infrastructure and their commercialisation. (See Table 6 for details of activities)

Functions

The functions of the Team are to support the University to:
1.   develop an agricultural modernisation and commercialisation policy;
2.   identify and modernise the agricultural facilities in the University;
3.   establish an agricultural innovation centre;
4.   promote partnership with the private sector to establish commercial projects on the Wamaso land;
5.   identify other agricultural facilities for partnership with other agencies;
6.   support the Vice-Chancellor's Students-in-Agriculture Initiative;
7.   develop and submit working document(s) to the Monitoring and Evaluation Unit; and
8.   submit quarterly reports on agricultural mordernisation and commercialisation activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 6: Activities and Key Performance Indicators of Agricultural Modernisation and Commercialisation Team

No.	Activity	Timeline	Responsible Person/ Team	Key Performance Indicators
1.	Develop research and agricultural commercialisation policy	July, 2021.	AMC Team/ CANS	Policy document launched
2.	Develop policy on laboratory modernisation and commercialisation	July, 2021.	AMC Team/ CANS	MoU signed with new partners
3.	Develop partnerships with industry and private investors to develop the Wamaso land	August 2021-July 2024.	AMC Team	Innovation Centre inaugurated
4.	Develop an Agricultural Innovation Centre to showcase and discuss innovative agricultural ideas to improve upon the production of new varieties (especially, to support national agriculture policies)	August 2021-July 2024.	AMC Team	Policy document on Students in Agriculture developed
5.	Review all agricultural related research produced, and commercialise the viable ones	August , 2021-July 2024.	AMC Team	Research commercialised
6.	Build capacity of staff on grantsmanship, academic and applied research	August 2021– December, 2022.	AMC Team	Reports submitted to the VC through M&E

7.	Develop modalities for the introduction of Students in agriculture programme.	August , 2021- July 2022.	AMC Team	Students in Agriculture Programme introduced
8.	Establish a Veterinary Clinic	August 2021- September, 2023.	AMC Team/ SoA	Veterinary Clinic established
9.	Establish Animal Breeding Centre	August 2021 - September, 2022.	AMC Team/ SoA	Animal Breeding Centre established
10.	Establish Plant Breeding Centre	August 2021- September,2022.	AMC Team/ SoA	Plant Breeding Centre established

LABORATORY MODERNISATION AND COMMERCIALISATION (LMC) TEAM

Introduction

To expand access and students' exposure in the course of their education, various universities around the globe have taken steps to support modernising and equipping of their laboratories to enrich Science and Technology Education. Laboratories form a significant aspect of STEM education today. They form part of practical training and experience for students. In addition to state-of-the-art equipment and abundance of space, the laboratories also offer students unprecedented opportunities for interdisciplinary collaboration through carefully planned adjacent lab spaces.

In recent times, because Physical Laboratories, or the Conventional Laboratories take up a significant amount of space, make use of real equipment, and need constant technical support and labour for maintenance, Virtual Laboratories, also known as Cyber Laboratories and dry laboratories, have slowly and gradually become meaningful alternatives to physical laboratories.

There is, therefore, the need to resource and upgrade the laboratories at the University of Cape Coast to conform to best practices and introduce the virtual and dry lab concepts, aimed at promoting academic distinctiveness and income generation.

Objectives

The objective for constituting the Laboratory Modernisation and Commercialisation Team is to ensure that the University's laboratory facilities are upgraded, coordinated and resourced to provide practical experiences for students and generate revenue from the use of these infrastructure by third parties.

It is also to ensure that UCC students are at par with international best practices.

Scope

The scope of the Team's activities cover investments in the modernisation of the University's laboratory infrastructures and their commercialisation. See Table 7 for details of activities.

Functions
The functions of the Team are to support the University to:
1. develop a Laboratories Modernisation and Commercialisation Policy;
2. implement and resource a centralised ultra-modern and well-resourced Research Laboratory to support applied research;
3. revamp the Glass Blowing Unit and make it an income generation centre;
4. liaise with DRIC on the commercialisation of research;
5. work on the integration of the University's laboratories;
6. identify laboratory initiatives that can be commercialised in collabaration with the Senior High Schools and industries;
7. develop and submit working document(s) to the Monitoring and Evaluation Unit; and
8. submit quarterly reports on laboratory mordernisation and commercialisation activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 7: Activities and Key Performance Indicators of Laboratory Modernisation and Commercialisation Team.

No.	Activity	Time Frame	Responsible Person/ Team	Key Performance Indicators
1.	Develop policy on laboratory modernisation and commercialisation	August, 2021.	LMC Team	Policy ready and launched
2.	Review all research produced ,and commercialise viable ones	August , 2021- July 2023.	LMC Team	Research commercialised
3.	Build capacity of staff on grantsmanship, academic, basic and applied research	July, 2021- July 2024.	LMC Team	Reports on Organised Research and Grant Writing capacity building workshops submitted
4.	Develop and popularise virtual laboratories.	August 2021 -July, 2024.	LMC Team	Virtual laboratories established
5.	Develop dry laboratory to improve research.	August 2021- July, 2024.	LMC Team	Dry laboratories established
6.	Construct centralised ultra-modern and well-resourced research laboratory to support applied research and artificial intelligence.	August 2021- July, 2024.	LMC Team	Ultra-modern and well-resourced lab constructed
7.	Acquire mobile laboratory on wheels with ICT simulations to support science research on satellite campuses	July, 2022.	LMC Team	Commissioned by VC

8.	Commercialise the Glass Blowing Unit to support research in the secondary and tertiary institutions in Ghana and the sub-region.	October, 2021-July 2023.	LMC Team	Glass blowing unit commissioned
9.	Commercialise Teaching Laboratories	October, 2021.	LMC Team	Teaching laboratories commercialised

LAND USE AND INFRASTRUCTURE DEVELOPMENT (LUID) TEAM

Introduction

Land use planning is one of the effective ways of achieving overall sustainable physical development. Usually, land use planning aims at achieving orderly physical development and strives towards evolving a functional and liveable environment where individual and common goals can be achieved. It could also be said to be a process of examining different land use options, choosing between them and the creation of a physical plan to make the chosen priorities come true. The positive aspects of land use are deliberate attempts to alter the nature of using land for the purpose of securing aesthetics, convenience, economy, harmony, health and safety of the dwellers of a settlement. Effective land use is, therefore, considered important in addressing the needs of people and to control externalities. Inappropriate land use planning, however, leads to poor sanitation and uncontrolled urban growth. It also exposes people to natural disasters such as flooding, which not only poses threat to lives and property, but can also put pressure on local-government budgets in times of disaster. Absence of public infrastructure, including access to good roads, water and drainage systems, could also be seen as the negative consequences of inappropriate land use planning.

The University of Cape Coast's allotted lands have not been managed properly over the years. There is the urgent need for a proper land use planning policy, which will guide the conversion of vacant land to housing areas and allocation of parcels of land to specific uses with effective compliance as well as to make informed decisions on already encroached lands. Such a good plan will attract investment and a high level of human resources to further develop the university so that we will have self-worth about where our University is. On the other hand, the reverse is true where a poorly planned campus with bad infrastructure and urban designs, which inhibit drainage worsens the incidence of diseases and as well attracts people with low levels of human capital, will result with poor planning.

It is envisaged that the Team for Land Use and Infrastructural Development will apply all its expertise to enable the University have a sustainable land use plan as well as a strategic approach to complete all uncompleted building projects henceforth. Again, the Team will have to assess existing buildings to determine those that could be re-engineered into high-

rise buildings. They will also have to recommend appropriate interventions through effective education for the general public as well as resource allocation to facilitate the achievement of sustainable management of University of Cape Coast lands.

Objective

The primary objective of the Team is to assess the physical development and land use planning guidelines on University of Cape Coast landed properties and to analyse to ensure compliance for sustainable land management.

Scope

The activities of the Team will cover all University of Cape Coast's land use and infrastructural development. See table 8 for details of activities

Functions

The functions of the Land Use and Infrastructural Development Team are to:
1.   draw a ten-year Land Use and Infrastructural Development Policy;
2.   develop a beautification and landscape plan for the University and its satellite campuses;
3.   assess existing buildings to determine those that could be re-engineered into high-rise buildings;
4.   develop an electronic map of the University;
5.   acquire and use appropriate technology for the surveillance and protection of university lands;
6.   develop an action plan to engage all stakeholders to address the problem of encroachment on University lands;
7.   register all buildings located on encroached University land for assessment and levying;
8.   implement a programme to plant economic trees in the University to prevent encroachment;
9.   initiate and implement student's relaxation and accommodation facilities;
10.   deploy ICT to identify service lines/maps of the University;
11. develop and submit working document(s) to the Monitoring and Evaluation Unit; and
12.   submit quarterly reports on Land Use and Infrastructure Development (LUID) activities through the Monitoring and Evaluation Unit to the Vice-Chancellor.

Table 8: Activities and Key Performance Indicators of the Land Use and Infrastructure Development Team

No.	Activity	Time Frame	Responsible Person/ Team	Key Performance Indicators
1.	Develop a 10-year infrastructure and land use policy plan to cover the following. • Halls • Lecture Theatres • Medical Centres • Recreational Centres • Industrial parks • Laboratories • Offices and Residential accommodation for staff • Research Centres • Integrated Security Networks • Road Networks	January -December 2021	LUID Team/ DPDEM	Policy ready and launched
2.	Resource and build capacity of DPDEM.	July 2021 – December 2022	DPDEM/ LUID Team	Training organised
3.	Complete all existing projects on campus and CoDE Study Centres • Dominase • Agona Nyarkrom • Papafio • Zuarungu Wa • Jumapo • Main Campus (Administration block, School of Graduate Studies building)	January 2021 - July 2024	DPDEM/LUID Team	Commissioned by VC

4	Build students' relaxation facilities interspersed with snack bars.	August 2021- July 2022	DPDEM/LUID Team	Commissioned by VC
5	Build ultra-modern complex to house Institutional Affiliation Office.	August 2021-July 2023	DPDEM/LUID Team.	Commissioned by VC
6	Build a 5,500 bed capacity Students Hall.	August 2021 - December 2023	DPDEM/LUID Team	Commissioned by VC

MONITORING AND EVALUATION (M&E) TEAM

Introduction

A University is considered a complex organisation and the University of Cape Coast is not an exception. It currently has five Colleges, 18 Faculties/Schools, 11 Directorates, 85 Departments and 16 Centres/Units. It has a staff strength of about 5,000 and student population of over 70,000. It runs its academic programmes in three modes *(Regular, Sandwich and Distance)*. The University has presence throughout Ghana because of its study centres in various regions, some of which have permanent structures. The Vice-Chancellor serves as the Academic and Administrative Head making the Office of the Vice-Chancellor a very busy one. Although the University has been in existence since 1962, and has structures that have evolved over time, there is a need to have teams that support the implementation of the Vice-Chancellor's vision and measurement of outcomes to be coordinated by the proposed Vice-Chancellor's Monitoring and Evaluation Team in line with global best practices in University management.

There is now a paradigm shift towards improved performance management of the University of Cape Coast. In the light of this, the Vice-Chancellor has set-up a Monitoring and Evaluation Team that will support/track the progress of the implementation of his vision.

Objective

The objective of the Monitoring and Evaluation Team is to coordinate activities of the Vice-Chancellor's strategic teams for the attainment of his Vision.

Scope

The scope of the Monitoring and Evaluation Team covers the activities of all the strategic teams and any other duties prescribed the Vice-Chancellor. See Table 9 for details of activities.

Functions

The functions of the proposed Monitoring and Evaluation Team include:
1. The development and implementation of an integrated monitoring and evaluation system and processes to ensure timely implementation, reporting and feedback of lessons learnt from the rollout out of the vision of the Vice- Chancellor;
2. Establishment of appropriate indicators and benchmarks for monitoring and evaluation purposes;
3. Periodic review and revision of the system so that it is adapted appropriately to the changing operational contexts within the University of Cape Coast;
4. Ensure relevant and timely M&E information is provided in user-friendly formats to key stakeholders, including the respective strategic teams as well as the Office of the Vice-Chancellor;
5. Act as a focal point to organise and manage monitoring reviews and evaluations;
6. Coordinate monitoring activities and inputs required of other team members.
7. Anticipate, plan and support reporting requirements;
8. Monitor and evaluate the progress of projects, programmes and policies in line with the Vice-Chancellor's vision;
9. Collect, collate and analyse data on indicator achievements to facilitate reporting; and
10. Produce quarterly reports on the activities to the Vice-Chancellor.

Table 9: Activities and Key Performance Indicators of the Monitoring and Evaluation Team

No.	Activity	Frequency	Responsible Person/Team	Key Performance Indicators
1	Coordinate activities of various strategic teams.	Regular	M&E Team	Reports submitted to VC.
2	Provide information to the Vice-Chancellor on whether progress is being made toward achieving the VC's vision and strategy.	Quarterly	M&E Team	Reports submitted to VC.
3	Provide feedback on review of compliance of procurement rules.	Monthly	M&E Team	Reports submitted to VC
4	Analyse reports from various strategic teams and suggest timely interventions.	As and when challenges are identified	M&E Team	Reports submitted to VC.
5	Provide feedback on breaches of financial regulations.	Quarterly	M&E team	Reports submitted to VC.
6	Respond promptly to any other duty to be assigned by the VC.	As and when it comes	M&E team	Reports submitted to VC.
7	Perform general monitoring of university activities.	Quarterly	M&E team	Reports submitted to VC.

REFERENCES

1. University of Cape Coast Corporate Strategic Plan, 2018-2022

2. University of Cape Coast Statutes 2016

3. American Association for Higher Education [AAHE] (1978). A rationale for institutional advancement. AAHE-ERIC/Higher Education Research Report, 10(2), 3–13.