

UNIVERSITY OF SAINT JOSEPH MBARARA



Strategic Plan

June 2025-2030

Message from the Vice Chancellor



It is my privilege to present University of Saint Joseph Mbarara (USJM) Strategic Plan 2025-2030. This plan includes strategies for improving campus life for members of the university community, building a highly competent workforce, enhancing the university financial position and other strategies that will support and strengthen the academic, research, innovation and outreach mission of the university.

This Second Five-Year Strategic Plan lays the foundation for effective implementation of the vision and mission of the university. It is the roadmap to our future, providing direction, motivation and purpose to support our vision of becoming Uganda's most accessible, supportive and engaged university. It positions the university as a leader in providing seamless, full-spectrum education pathways and will give us an unrivalled reputation for engagement and inclusivity. I am particularly proud of this plan because it was shaped by staff, students and stakeholders across the university's huge footprint.

Over the next five years, USJM seeks to optimize her potential by focusing on high-impact teaching and learning, innovative research, active community engagement, efficient and sustainable resource capacity and mobilization and institutional excellence. The strategic plan will deliver significant outcomes; social and economic dividends to our students, staff, alumni, the community partners and other stakeholders.

We all have a role to play in this strategic plan, and I look forward to working with all USJM stakeholders in its implementation.

Rev. Fr. Karemiri Deus (PhD)

Vice Chancellor

1. Abbreviation

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| AoM | Archdiocese of Mbarara |
| USJM | University of Saint Joseph Mbarara |
| ICT | Information Communication Technology |
| SP | Strategic Plan |
| QA | Quality Assurance |
| HRIS | Human Resource Information System |
| GC | Governing Council |
| REC | Research Ethics Committee |
| SOP | Standard Operating Procedures. |

2. Introduction

The Archdiocese of Mbarara (AoM) started a university as part of its mission and mandate to establish educational institutions of different levels to share in the salvific ministry of Christ by being the salt and light to the world. The founders coined the name: University of Saint Joseph Mbarara (USJM), for the university from St. Joseph, foster father to Jesus and the patron Saint of the pioneer St. Joseph Technical School, whose tradition of hard workmanship and community responsive education, USJM is to uphold.

The personal qualities and values of St. Joseph, the worker, such as integrity, hardworking, commitment, are behind this tradition, and the University will uphold them. USJM aims at total orientation and focus on tertiary education that meets community needs and engineers' socioeconomic transformation. It delivers relevant, affordable, high quality, inclusive and community-responsive university education. The University of Saint Joseph Mbarara derives its vision and mission from the Christian understanding of the integral growth of a person.

- i. **Vision:** A leading center for integrated community responsive university education.
- ii. **Mission:** To provide holistic education for sustainable development.

- iii. **Motto:** Foster Excellence and Integrity (*Praestantia et Integritate Foveat*).
- iv. **Slogan:** For and With the Community.
- v. **Philosophy:** Community-Responsive and Engaged university education.
- vi. **Core Values**
 - a. God fearing.
 - b. Integrity.
 - c. Excellence.
 - d. Accountability.
 - e. Community responsiveness.
- vii. **University Objectives:**
 - a. To provide relevant university education.
 - b. To promote research and innovation among the students.
 - c. To nurture citizens of integrity and sense of common good.
 - d. To nurture students with demand-oriented skills.
 - e. To promote best practices in institutional governance.
 - f. To promote pastoral mission of the church

It is USJM commitment to encourage the development of each individual through education at all levels, stressing in particular the creation/promotion of an environment where intellectual and moral values are priorities. Since the person is at the Centre of all growth and development, both at individual and societal levels, all members of the community respect each other in an attempt to create an environment of openness and trust. The University is committed to promoting justice, respect, solidarity, human rights, equality, and environmental protection, both in its own community and society in general.

The University is also committed to providing quality education, while at the same time promoting and living by the non-negotiable values of service and respect. The University community is committed to realizing the aims and objectives of the University through democratic processes. The curricula of the University, which are continually revised for the benefit of the changing needs

of society, aim at developing professional people who will combine career competence with a strong sense of moral responsibility and the social values demanded by the challenges of the (changing) world today. Students are encouraged to be creative, imaginative, entrepreneurial, and self-critical, through inventive, imaginative, interactive, and innovative teaching.

The University stresses the right to academic freedom in its teaching, research and learning processes, while at the same time respecting the cultural heritage of African traditions and values.

The University is committed to serving the community through outreach and community-oriented programmes and initiatives. It is also committed to the transmission of skills and the sharing of knowledge with the express aim of social transformation that is intended to create mutually beneficial relationships.

The wish to implement practical and sustainable development in our local rural setting means that the University is committed to respectful and sound environment management. We recognize ourselves to be part of the whole biotic community and wish to live in harmony with our environment.

While providing a higher quality education, within which Christian and human values are priorities, the University upholds its Catholic identity of universality by being open to all, regardless of religious affiliation. The University implements its policy of non-discrimination on the grounds of race, tribe, sex, social status, or disability.

3. Overview of the First Strategic Plan

The university of Saint Joseph Mbarara (USJM) opened its way to pioneer students in August 2018 with 258 students offering different programs in Education, Business, Social Sciences and ICT.

Over a five-year period, the University was able to achieved the following:

- i. Promotion of ethics and integrity.
- ii. Effective teaching.
- iii. Graduation of admitted students.
- iv. Community Outreach Programs.

- v. Ability to recruit quality staff.
- vi. Development of vocational courses in entrepreneurship and ICT.
- vii. Quality supervision at internship, industrial attachment and school practice.
- viii. Construction of a new teaching facility.
- ix. Developing relevant new academic programs.
- x. Holding refresher workshops for staff at every beginning of the academic year.

However, a number of challenges emerged during the implementation of the first Five-Year Strategic Plan. Significantly was the outbreak of Covid 19 that negatively impacted on USJM like other universities in Uganda and the entire world. Most planned activities were not adequately attained. Therefore, the Second Five-Year Strategic Plan (2025-2030), is revised and re-formulated after various consultation with key stakeholders.

2.1 Strategic Goals

Grounded in human and Christian values, the overarching strategic goal of USJM is to train a generation of young people who will be useful to the community, the Church and to themselves. USJM will focus on the pursuit and dissemination of knowledge and research for the betterment of life in Uganda in particular, and for all humankind in general, in a way which will contribute to the promotion of our cultural heritage and sustainable use of the environment.

Our graduates will be encouraged to foster the social, economic, spiritual, and moral development both of the individual and of society. This will be achieved by focusing on the following strategic goals:

- i. Provide accessible, affordable and practical university education.
- ii. Promote outreach service to the community and nurture university students with community-oriented specializations.
- iii. Promote the pursuit of relevant basic and applied research, for holistic societal transformation.
- iv. Promote creativity, critical thinking, entrepreneurship and self-reliance

- v. Promote cultural values that yield an academic community concerned with promoting the common good and characterized by the non-negotiable values of integrity, service, solidarity, justice, and respect of the other.
- vi. Promote the pastoral mission of the Archdiocese of Mbarara and enhance its various services.

3. Strategic Priorities (SP)

Over the life of this Plan, USJM will prioritize the following core strategic themes:

1. High-Impact Teaching and Learning;
2. Innovative Research;
3. Active Community Engagement;
4. Efficient and Sustainable Resource Capacity and Mobilization; and
5. Institutional Excellence.

STRATEGIC PRIORITY 1 (SP1): High-Impact Teaching and Learning

USJM will:

- a) Obtain the Charter for University of Saint Joseph Mbarara.
- b) Develop affordable undergraduate and graduate academic programmes that are accessible by the community.
- c) Use active and experiential teaching methodologies that enhance learning and promote employability (Competence Based Learning).
- d) Design programmes geared towards sustainable management of the environment.
- e) Integrating related Archdiocese of Mbarara High Education Institutions with USJM.

STRATEGIC PRIORITY 2 (SP2): Innovative Research

USJM will:

- a) Initiate and promote basic and applied research programmes and activities by the academic staff and students on projects geared toward societal transformation.

- b) Establish a strong and vibrant office of institutional research and consultancy charged with data analytics of various USJM statistics and performance measures.
- c) Establish a research and state -of- the – art innovation hub.

STRATEGIC PRIORITY 3 (SP3): Active Community Engagement

USJM will:

- a) Design and implement academic and non-academic programmes that involve USJM-community partnerships on various community issues and where the principles of community-service learning are applied.
- b) Develop and promote academic and non-academic programmes and activities oriented towards preserving and celebrating African cultures.
- c) Integrate issues of ethics and integrity into all academic programmes to inculcate in all graduates a commitment to the common good and USJM's non-negotiable core values.
- d) Establish community Advisory Boards.

STRATEGIC PRIORITY 4 (SP4): Efficient and Sustainable Resource Capacity and Mobilization

USJM will:

- a) Solicit material and financial support to build its capacity for efficient operations.
- b) Increase academic programmes and student enrolment to sustain resource capacity.
- c) Update operational systems and support structures to enhance its internal resource capacity for sustainability.
- d) Mobilize more financial resources through various fundraising campaigns and initiatives.

STRATEGIC PRIORITY 5 (SP5): Institutional Excellence

USJM will:

- a) Update a master plan for the development and management of adequate, modern infrastructure, including offices, learning spaces, library facilities, computer labs, workshop spaces, an ICT centre and other relevant physical facilities.

- b) Strengthen a formidable human resource capital by attracting, recruiting, training, developing, motivating and retaining a highly skilled labour force.
- c) Revise and implement a Human Resource Policy and a Human Resource Information System (HRIS).
- d) Strengthen a Quality Assurance (QA) unit administered by qualified personnel and update a viable QA framework guided by existing national and regional QA policies.
- e) Update a framework and accompanying mechanisms for monitoring and evaluation.

Diagrammatical representation of the Strategic Priorities



STRATEGY TO IMPLEMENTATION

The Road Forward

The success of this **Strategic Plan** will be dependent on all members of USJM. Working together, we will focus on implementing the **Strategic Priorities** we have identified for the next five years so that ultimately we will accomplish our **Strategic Goals**. Our next step is to develop a detailed **Implementation Plan** that will provide us with a **Strategic Roadmap** for moving forward.

Our journey forward will be led by five multi-disciplinary teams, each structured to focus on a specific strategic priority. Each team will identify **Strategic Actions** that align with and support their strategic priority. Teams will consult and collaborate with each Faculty to ensure that each Faculty's activities are similarly aligned with the Strategic Actions. Teams will be supported by USJM's senior leadership team who will convene plenary sessions at regular intervals to allow teams the opportunity to report on their progress and ensure consistent alignment with the **Strategic Goals** and **Strategic Priorities** articulated in this Plan. Ultimately, USJM's senior leadership will be accountable for ensuring that progress is made towards achieving the Plan's **Strategic Goals** and **Strategic Priorities**. Based on the interim reports of the multi-disciplinary teams, USJM's senior leadership team will present annual progress reports to the Governing Council (GC).

USJM will review, evaluate, and renew this **Strategic Plan** within five years in order to be responsive to its ever-changing environmental context.

The Manual is subject to amendment from time to time by relevant authority. The Manual was approved by University of Saint Joseph Mbarara Governing Council on the 18th day of July 2023



Rev Fr Gervase Nsekanimanya Diido
CHAIRMAN



Rev Fr Dr Deus M Karemiri (PhD)
VICE CHANCELLOR

Appendix 1: SWOT ANALYSIS FOR USJM STRATEGIC PLAN 2025-203

| STRENGTHS | WEAKNESSES |
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| <ul style="list-style-type: none"> • Availability of land for expansion and development • Able, committed, focused and experienced founding body • Existence of a strong and committed governing council • Strong external relationships with partners (Italian Episcopal Conference, Missionaries of Africa, Carnegie, AWB, San Diego University, HICH, MUST, BSU, SACCOs etc • Qualified and adequate staff • Availability of adequate physical infrastructure, lecture rooms, resource centre, computer labs, library, internet, administration block, water harvesting tanks) • Strong and vibrant convocation • Improved student enrolment • Supportive surrounding communities • Affordable and accessible curriculum • Suitable clean environment • Possibility of new faculties • Supportive Government Policies • Large hinterland for expansion (vocational schools, parishes, public and private schools • Legally recognised • Potential and plans to start new Faculties • Strategic location | <ul style="list-style-type: none"> • Weak internet provision and poor ICT infrastructure and skills • Inadequate office space for staff • Weak financial management system • Inadequate recreation facilities • Limited revenue base (heavy reliance on tuition, student tuition, contributions from parishes • Low visibility (few sign posts, few flyers) • Lack of a PRO and marketing officer • Inability to attract student from first world schools • Insufficient suitable accommodation facilities • Weakness in diversity of courses and programmes offered • Inadequate diversity in staffing and students • The quality of students admitted are weak • Poor understanding of job market for our students • Limited resources • Weak policy implementation • Inadequate infrastructure • Minimal research and innovations • Few academic programmes and course • Low job satisfaction • Inadequate students' facilities |

| OPPORTUNITIES | THREATS |
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| <ul style="list-style-type: none"> • Existence of unique and demand driven courses and programmes (special needs education, skilling/retooling programmes, environmental management) • Technological advancement enabling distance & e-learning learning (video conferencing, skype) • Favourable political environment • A big number of high school leavers • A liberal education policy in Uganda • Existence of other supporting HEIs in the region • A supportive community • Willing and supportive community of USJM Pillars and Alumni • Existence of sister institution for integration/merging • Existence of expertise • Potential formidable collaborations, networks, Potential sites for satellite campuses and constituent colleges for future expansion. • Existence of strong and willing partners • Willing and supportive local and international donors • Supportive Government • A well established and functioning catholic church structure and network • Existence of communication channels (radio Maria, TVs and other social media channels) | <ul style="list-style-type: none"> • Unpredictable changes in legislation in respect to private universities • The general ‘standard textbook examination’ approach to education in all HEIs • Stiff competition from already established universities and other tertiary institutions • Relatively low household income levels in the University catchment area • Poor perception and attitudes of parents and students towards local universities • Low scores of potential students leading to admission of weak students • Inadequate security around the university (street lights, lack of humps on the main roads) • Societal moral degeneration (Drug abuse, domestic violence, alcoholism, family breakdowns) • Negative attitude towards the university • Low Perception from the community • Unpredictable economic conditions • Emergence of competitive skill-based programs Vs traditional university courses and programs (curriculum) • Inadequate financial resources • Low students’ enrolment • Inadequate ICT infrastructure • Outbreak of pandemics • Low morale students/low job satisfaction • Lack of internal marketing by students and staff |



Appendix II: STRATEGIC ROADMAP

| Strategic Priority (SP) | 2025/26 | 2026/2027 | 2027/2028 | 2028/2029 | 2029/2030 |
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| 1. High Impact Teaching and Learning | <ul style="list-style-type: none"> • USJM, Charter obtained. • At least two new affordable and relevant under graduate and graduate academic programs developed and implemented. • At least four new affordable and relevant short courses developed and implemented. • At least 10 full time and 10 part-time academic staff are recruited | <ul style="list-style-type: none"> • At least two new affordable and relevant under graduate and graduate academic programs developed and implemented • At least two new affordable and relevant short courses developed and implemented • At least extra 5 fulltime and 3 part time academic staff are recruited • At least two demonstration sites identified and operationalized • Integrating related Archdiocese of Mbarara HEIs with USJM | <ul style="list-style-type: none"> • At least two new affordable and relevant under graduate and graduate academic programs developed and implemented • At least two new affordable and relevant short courses developed and implemented • At least extra 5 fulltime and 3 part time academic staff are recruited • At least two new demonstration sites identified and operationalized | <ul style="list-style-type: none"> • At least two new affordable and relevant under graduate and graduate academic programs developed and implemented • At least one new affordable and relevant online programme/course offered • At least two new affordable and relevant short courses developed and implemented • At least extra 5 fulltime and 3 part time academic staff are recruited • At least two new demonstration sites identified and operationalized • Integrating related Archdiocese of Mbarara HEIs with USJM | <ul style="list-style-type: none"> • At least two new affordable and relevant under and post graduate academic programs developed and implemented • At least one new affordable and relevant online program/course offered • At least two new affordable and relevant short courses developed and implemented • At least extra 5 fulltime and 3 part time academic staff are recruited • At least two new demonstration sites identified and operationalized • At least 300 of USJM graduates employed with community experiential learning partners |

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| <p>2. Innovative Research</p> | <ul style="list-style-type: none"> • Research and innovation policy adopted • Research mentorship programme, designed and implemented • At least two new research collaboration and networks established and functional | <ul style="list-style-type: none"> • At least two new research collaboration and networks established and functional • Research Consultancy and publication office established and staffed • Research and consultation policies, designed and adopted • Grant writing and proposal workshops held • Research Ethics Committee (REC) established and functional | <ul style="list-style-type: none"> • Annual staff and student refresher courses on research • At least two new research collaboration and networks established and functional • At least two new grants are worn • Grant writing and proposal workshops held | <ul style="list-style-type: none"> • Bi-annual research dissemination fora held • At least two new research collaboration and networks established and functional • Grant writing and proposal workshops held • At least two new grants are worn | <ul style="list-style-type: none"> • Annual staff and student refresher courses on research • At least two new research collaboration and networks established and functional • Grant writing and proposal refresher workshops held. • At least two new grants are worn |
| <p>3. Community Engagement</p> | <ul style="list-style-type: none"> • All designed programs have community attachment/internship/ industrial training or school practice | <ul style="list-style-type: none"> • Intercultural gala held • Democratic student's leadership elected annually • Community Advisory Boards formed | <ul style="list-style-type: none"> • African Cultural and documentation center established • Intercultural exchange visit • Democratic student's leadership elected annually • Bi-annual university magazine that includes articles on nationalism, African culture etc | <ul style="list-style-type: none"> • Intercultural gala held • Intercultural exchange visit • Democratic student's leadership elected annually | <ul style="list-style-type: none"> • Intercultural gala held • Democratic student's leadership elected annually • Bi-annual university magazine that includes articles on nationalism, African culture etc |

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| 4. Efficient and sustainable Resource capacity and mobilization | <ul style="list-style-type: none"> • Developed an inventory of possible funding agencies • Resource mobilization policy designed, approved and implemented • Strong governance structures and Management tools functional • A functional and up-date website functional • PRO office established • Marketing Officer strengthened | <ul style="list-style-type: none"> • At least three resource mobilization activities carried out annually • Annual open day organized • At least four annual mobilization and sensitization outreaches carried out. | <ul style="list-style-type: none"> • At least three resource mobilization activities carried out annually • Governance structures and Management tools are revised • Annual open day organized • At least four annual mobilization and sensitization outreaches carried out. | <ul style="list-style-type: none"> • At least three resource mobilization activities carried out annually • Annual open day organized • At least four annual mobilization and sensitization outreaches carried out. | <ul style="list-style-type: none"> • At least three resource mobilization activities carried out annually • Annual open day organized • At least four annual mobilization and sensitization outreaches carried out. |
| 5. Institutional Excellence | <ul style="list-style-type: none"> • Master plan re-designed and functional • Adequate human resource recruited and maintained • Human Resource Policy and Information system revised and maintained • Quality Assurance directorate functional • Adequate and user-friendly infrastructure/space available | <ul style="list-style-type: none"> • Public relations office established and fully staffed • A friendly university charter designed and implemented | <ul style="list-style-type: none"> • Monitoring and Evaluation unit fully developed and functional • An ICT facility for e-learning, conferencing and e-reading materials equipped | <ul style="list-style-type: none"> • Institutional visibility platforms • Monitoring and Evaluation functional • E-learning, conferencing and e-reading materials established | <ul style="list-style-type: none"> • Fully Website updated and related links stablished |

Appendix III: STRATEGIC IMPLEMENTATION PLAN

| Strategic Priority (SP) | Activities | Key Performance Indicators (KPI) | Resource needs | Person(s) responsible |
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| <p>SP1: High Impact Teaching & Learning</p> <p>a) Obtain university charter</p> <p>b) Develop affordable under graduate and graduate academic programs and courses that are accessible by the community</p> | <p>a) Application for USJM charter</p> <ul style="list-style-type: none"> • Hosting inspection team from NCHE • Integrating their comments into final documents • Submission of the final revised documents <p>b) Develop a variety of under and postgraduate academic programs and course that meet the community's needs</p> <ul style="list-style-type: none"> • Designing relevant under graduate and graduate academic programs that target to impart professional knowledge to students for employability • Design short course that are tailored made to the specific demands of the society/market • Conduct tracer studies, to inform design and review of curriculum | <ul style="list-style-type: none"> • One inspection team hosted • Inspection comments received and addressed • Final documents submitted • Charter certificate received <ul style="list-style-type: none"> • At least six affordable under graduate and graduate academic programs developed, approved and implemented by the end of 2027, • At least one On-line academic programme/course developed, approved and implemented by 2027, • On-job, community placement, internship and industrial training components are included in all developed, approved and implemented academic programs and courses | <p>Personnel Time</p> <p>UGX100,000,000 /=</p> <p>UGX 48,400,000</p> <p>360,000,000</p> | <ul style="list-style-type: none"> • Charter Committee • Board of Trustees <ul style="list-style-type: none"> • Academic Registrar • Faculty Deans • Vice Chancellor • Deputy Vice Chancellor • Director Quality Assurance • Lecturers |

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| <p>c) Use active and experiential teaching methodologies that enhance learning and promote employability</p> <p>d) Design programs geared towards sustainable management of the environment</p> | <p>c) Offer academic programs in various formats (e.g. online & F2F), at various times (e.g. weekends, holidays)</p> <p>d) Adopt experiential learning principles and practices (e.g. placements, internships, co-ops, community service learning)</p> <p>e) Design and offer an environmental management programme</p> <p>f) Developing a sustainable environmental management programme/course by 2025</p> <p>g) Establish at least five demonstration sites for sustainable environmental management in communities by 2025</p> | <ul style="list-style-type: none"> • At least 10 trained full-time lecturers are recruited by 2028 • At least 8 relevant academic programs that target to impart professional knowledge to students for easy employability are developed and implemented by 2028 • At least 10 short courses that are tailor- made to the specific demands of the society/market are designed and implemented by 2026 • Sustainable environmental management programs designed and mounted • Five demonstration sites functional 2025 • Three focal persons from environment related agencies involved in environmental issues at the University at least every semester • Dust bins installed, trees and grass planted, hedges trimmed, walkways streamlined, talking compound in existence by 2025 | <p>58,550,000</p> <p>Learning resources</p> <p>Training and workshop in Competence Based Learning.</p> <p>Personnel Time</p> | |
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| <p>e) Integrating related Archdiocese of Mbarara HEIs with USJM</p> | <p>h) Utilize the existing human resources in the agencies concerned with environmental issues in Uganda</p> <p>i) Have a compound at USJM that is environmentally friendly</p> <p>a) Identify related HEIs b) Meeting various Management and Governing Boards c) Consult with NCHE d) Intergrate the relevant identified HEIs</p> | <ul style="list-style-type: none"> • At least three HEIs identified • At least five sensitization meeting held with Management and governing boards • Authorization from NCHE obtained • HEIs merged with USJM | <p>UGX 120,000,000/=</p> | <ul style="list-style-type: none"> • Board of Trustees • USJM Governance Council • HEIs Governance Boards and Management • USJM Management |
| <p>SP2: Innovative Research</p> <p>a) Initiate and promote basic and applied research programs and activities by the academic staff and students on projects geared toward societal transformation</p> | <p>a) Develop and adopt research and innovation policy</p> <p>b) Initiate and promote research mentorship programs/activities</p> <p>c) All university students will be trained in Research methods and do a research project at the end of their academic programmed</p> <p>d) Initiate and promote basic and applied research projects by the academic staff and students</p> | <ul style="list-style-type: none"> • A research and innovation policy developed and adopted by 2025 • A research mentorship programme operational by 2025 • Research methodology courses incorporated in the curricula & students research projects are done at the end of the academic programs • Basic and applied research projects by the academic staff and students are operational | <p>Personnel Time</p> <p>17,115,540</p> | <ul style="list-style-type: none"> • Director, Consultancy and Researcher • Academic Registrar • Lecturers • Resource Mobilizer • Faculty Deans • Students • Vice Chancellor • Deputy Vice Chancellor • Finance Officer |

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| <p>b) Strengthen vibrant office of Research and consultancy charged with data analytics of various USJM statistics and performance measures and publications</p> <p>c) Establish a strong and vibrant multi-disciplinary Research Ethics Committee (REC)</p> | <p>e) Organize research dissemination fora</p> <p>f) Offer research awards to the best researchers (both staff and students)</p> <p>g) Encourage and support research collaborations and networks</p> <p>a) Strengthen an office/department that is charged with consultancy</p> <p>b) Re- formulate and adopt policies on consultancy</p> <p>c) Identify priority area of consultancy</p> <p>d) Conduct training in consultancy</p> <p>a) Nominate members to REC</p> <p>b) Initiate members to ethical review procedures</p> <p>c) Develop and adopt Standard Operating Procedures (SOP)</p> | <ul style="list-style-type: none"> • Bi-annual Research dissemination fora are held • Best researchers (both staff and students) are awarded annually • At least two research collaborations and networks established annually. • At least three grants projects are worn annually • At least 5 publications are made annually • Office/department in charge of consultancy strengthened by 2025 • Policies on consultancy revised formulated and adopted by 2025 • At least six priority area of consultancy identified by 2027 • At least three consultancy trainings conducted every year • A functional REC in place by 2026 • Adequate infrastructure established 2026 • At least 3 staff members recruited by 2025 | <p>11,751,000</p> <p>8,650,115</p> <p>8,665,250</p> | <ul style="list-style-type: none"> • CM REC • Members REC • DQA • DCR |
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| <p>d) Establish a research and state-of-the-art innovation hub</p> | <p>a) Establish the infrastructure b) Recruit staff</p> | | | |
| <p>SP3: Community Engagement a) Design and implement academic and non-academic programmes that involve USJM-community partnerships on various community issues and where the principles of community-service learning are applied, b) Develop and promote academic and non-academic programmes and activities oriented towards preserving and celebrating African cultures,</p> | <p>a) Design academic programs where community key resource persons are involved in conducting public talks and seminars b) Carry out community internships, school practices, industrial placements c) Use community laboratories/attachments for students a) Establish an African cultural and documentation centre that preserves cultural artifacts/relics b) Design and introduce academic and non-academic programs that have an orientation to African cultures c) Hold annual intercultural galas d) Promote intercultural exchange visits</p> | <ul style="list-style-type: none"> • At least 75% of all the designed programmes have a component of field visits, guest speakers as a mode of delivery • All academic programme designed will have a component of either internship, community placement or school practice as applicable • All students in their second year of study shall be attached to communities for internship <ul style="list-style-type: none"> • An African cultural and documentation centre that preserve cultural artifacts/relics established by 2028 • At least three programmes that have an orientation to African cultures are designed and run by 2027 • Intercultural galas held annually • At least two intercultural exchange visits carried out by 2028 | <p>14,555,050</p> <p>Personnel Time</p> <p>8,221,600</p> <p>Personnel Time</p> <p>13,998,229</p> | <ul style="list-style-type: none"> • Faculty Deans • AR • VC • DVC • QA • Lecturers • FO • Coordinator Students Affairs (CSA) • DCR • Student Guild |

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| <p>c) Integrate issues of ethics and integrity into all (academic) programmes to inculcate in all graduates a commitment to the common good and USJM’s non-negotiable core values</p> <p>d) Establish Community advisory boards</p> | <p>e) Encourage and support staff and students to do research in African cultures</p> <p>f) Research into and promote African endogenous knowledge and science</p> <p>a) Encourage and promote students’ activities that promote integrity</p> <p>b) Use role models.</p> <p>c) Expose students to real world situations that concern ethical and integrity issues</p> <p>d) Inculcate a sense and spirit of patriotism, good governance and democratic leadership into students</p> <p>e) Publish an annual magazine that runs articles on nationalism</p> <p>a) Identify relevant communities</p> <p>b) Identify key community members</p> <p>c) Sensitize community members about their roles and responsibility</p> <p>d) Constitute Community advisory boards</p> | <ul style="list-style-type: none"> • By 2029, 30 staff and 40 students will have done research in African cultures • Ethics and integrity course with all the academic programmes integrated by 2025 • At least three students’ activities that promote integrity encouraged and promoted per semester • At least two workshops and trainings that concern sense and spirit of patriotism, good governance and democratic leadership into students held every year • Bi-annual magazine that runs articles on nationalism published • At least three community sensitization meeting held per year • At least three Community advisory Boards formed by 2026 | <p>Personnel Time</p> <p>6,559,220</p> <p>Zoom training/webinar</p> | |
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| <p>systems and support structures to enhance its internal resource capacity for sustainability</p> | | <ul style="list-style-type: none"> • Committee and competent management in place 2025 • Governance structures and management tools designed, approved and functional 2025 | <p>998,650,700</p> <p>Personnel Time</p> | |
| <p>f) Mobilize financial resources through various fundraising campaigns and initiatives</p> | <p>a) Strengthen marketing office b) Revise and implement marketing strategies c) Update a functional up-to-date website d) Advertise and disseminate activities through media e) Publish activities of the University regularly f) Organize annual open day(s) and exhibitions at various fora g) Attend NCHE annual universities exhibitions h) Participate in career days at Secondary schools, especially in South-western Uganda i) Carry out parish visits to sensitize the Christians</p> | <ul style="list-style-type: none"> • A marketing office strengthened by December 2026 • Marketing strategies re-formulated and implemented by 2025 • A functional up-to-date website developed by 2025 • Periodical advertisements made • Annual open day(s) and exhibitions at various fora organized • Annual NCHE universities exhibitions attended • Annual career days at Secondary schools, especially in South-western Uganda held • Parish visits to sensitize the Christians made annually | <p>Marketing campaign materials and supplies</p> <p>Incentives for survey completion</p> <p>6,998,700</p> <p>4,550,800</p> | |
| <p>g) Establish and sustain the visibility of the</p> | <p>Establish a PRO</p> | <ul style="list-style-type: none"> • A PRO established by 2025 • A PR Strategy Designed, adopted and implanted by 2025 | <p>Consultancy/facilitator support</p> | |

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| <p>university through Public Relations, Marketing and Resource Mobilization Plan</p> | | | <p>3,880,000 Training supplies and workshop on resource mobilization</p> | |
| <p>SP5: Institutional Excellence a) Update a clientele cantered services b) Revise a master plan for the development and management of adequate, modern infrastructure, including offices, learning spaces, library facilities, computer labs, workshop spaces, an ICT centre and other relevant physical facilities</p> | <p>a) Revise and implement a friendly university client charter Carry out organized benchmarks Update and implanting a master plan</p> | <ul style="list-style-type: none"> • A friendly university client charter designed and implemented by 2025 • Two organized benchmark exercises carried out by 2025 • An operational master Plan exists by 2025 | <p>Visits to both public and private universities 9,875,210 2,001,000</p> | <ul style="list-style-type: none"> • DVC • VC • AR • Librarian • QA • Lecturers • Students |

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| <p>c) Strengthen a formidable human resource capital by attracting, recruiting, training, developing, motivating and retaining a highly skilled labour force</p> | <p>a) Revise and implement a Human Resource Policy b) Attract, recruit, train, develop, motivate and retain a highly skilled labour force</p> | <ul style="list-style-type: none"> • A HR office reinforced 2026 • Human Resource Policy revised and implemented by 2025 • A highly skilled labour force attracted, recruited, trained, developed, motivated and retained by 2025 | <p>Consultancy/facilitator support</p> <p>Training supplies and workshop</p> <p>6,115,300</p> | |
| <p>d) Revise and implement a Human Resource Policy and a Human Resource Information System (HRIS)</p> | <p>Develop and adopt a Human Resource Information System (HRIS)</p> | <ul style="list-style-type: none"> • Human Resource Information System (HRIS) developed and adopted by 2026 | <p>3,990,654</p> | |
| <p>e) Strengthen a Quality Assurance (QA) Directorate administered by qualified personnel and revise a viable QA framework guided by existing national and regional QA policies</p> | <p>a) Strengthen a Quality Assurance unit manned b) Putting together existing national (NCHE) QA and regional policies (e.g. Inter University Council of East Africa-IUCEA) c) Implementing quality assurance policy in HEI</p> | <ul style="list-style-type: none"> • A quality Assurance unit manned by qualified personnel established by 2025 • Quality assurance policy in HEI implemented by 2025 • Customized quality assurance tools designed and implemented by 2025 | <p>2,660,000</p> | |

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| <p>f) Update a framework and accompanying mechanisms for monitoring and evaluation</p> | <p>a) Revising and implementing customized quality assurance tools b) Establish a monitoring and evaluation office c) Develop a framework for monitoring and evaluation d) Develop human capacity in monitoring and evaluation</p> | <ul style="list-style-type: none"> • Monitoring and evaluation office established by 2025 • A framework for monitoring and evaluation developed by 2025 • Human capacity in monitoring and evaluation developed by 2025 | <p>3,998,500</p> | |
| <p>g) Initiate and maintain Infrastructure Development and Management mechanisms</p> | <p>a) Update and adopt a master plan for development & management of physical facilities b) Provide adequate offices and training spaces and facilities c) Provide adequate and user-friendly needs-related spaces such as library, computer labs and workshop spaces d) Equip an ICT centre for e-learning, conferencing, documentation and e-reading materials</p> | <ul style="list-style-type: none"> • A master plan for development & management of physical facilities updated and adopted by 2025 • Adequate offices and training spaces and facilities provided by 2026 • Adequate and user-friendly needs-related spaces such as library, computer labs and workshop spaces provided by 2025 • An ICT centre for e-learning, conferencing, documentation and e-reading materials equipped by 2025 | <p>485,999,705</p> <p>32,000,500</p> <p>65,701,800</p> | |