KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY KUMASI – GHANA

CORPORATE STRATEGIC PLAN

2005 - 2014

(PLAN2K14)

JANUARY 2005

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This Strategic Plan is based on a previous document prepared in 2002; dubbed PLAN2K10 for Kwame Nkrumah University of Science and Technology (KNUST), under the leadership of Prof. F.A. Kuffour (Chairman, University Council) and Prof. J.S.K. Ayim (Vice-Chancellor). The University is grateful to the Strategic Planning Committee, chaired by Prof. S.E. Owusu, which produced that document. Mention must be made of Dr. Kwame Boakye, the Vice-President of Technology, Harris Corporation of the U.S.A. for his invaluable role as the key resource person for the said committee.

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Finally, the University is grateful to all stakeholders in University education and its international partners who will support it to implement the Plan and achieve its vision.

Nana (Dr.) Otuo Sirebour II
Chairman, University Council
January 2005

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PREFACE

In 1999, it became necessary for the University to develop a strategic plan to guide its operations and to reposition itself to face the challenges of the new millennium. Accordingly, the Vice-Chancellor, Prof. J.S.K. Ayim, set-up a Strategic Plan Preparation Committee under the Chairmanship of Prof. S.E. Owusu with Dr. K. Boakye as the resource person to prepare a strategic plan dubbed PLAN2K10. Before the plan could be launched, a new Vice-Chancellor assumed office.

On 1st October 2002, I assumed office as the seventh Vice-Chancellor of the Kwame Nkrumah University of Science and Technology, Kumasi. At my maiden meeting with the Executive Committee, I presented a document entitled "My Vision".

Consequently, it became necessary for the University to take another look at the Strategic Plan (PLAN2K10) in order to capture and include the vision and policy measures of the new Vice-Chancellor, who, as the academic and administrative head of the University, is responsible for the implementation of the Strategic Plan, hence the need to revise PLAN2K10. The updated PLAN2K10 takes into account the initiatives of the Vice-Chancellor and other new developments since it was first prepared under the leadership of the former Vice-Chancellor.

This Strategic Plan is for the period 2004 to 2014. The Colleges and other units of the University will develop their Strategic Plans within the framework of this Plan. The guidelines for the preparation of the College and other Unit Plans are in Section Five.

This Strategic Plan is a living document that will evolve as external and internal circumstances dictate.

Prof. Kwesi Andam

Vice-Chancellor

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SECTION ONE

INTRODUCTION

The Kwame Nkrumah University of Science and Technology (KNUST) was founded to provide higher education with special reference to science and technology and to act as a catalyst for the technological development of the country. It was originally established in 1951 as the Kumasi College of Technology.

Having been in existence for a little over half a century, the University is confronted with four major questions:

- What should be done to ensure a meaningful role for the University, amplify its relevance and optimally position it for the millennium?
- Should the original objectives be reinforced, modulated or radically altered?
- Considering the fact that a greater part of the University's resources is spent on teaching and guiding students, should the University charge the students the full cost of their training, which could be borne by Government, or by Government with private sector participation, or directly through fee-paying by students?
- How could the University diversify its sources of income and reduce its dependence on Government?

The objective of the Strategic Plan for KNUST (PLAN2K14) is to address these and other related issues. It utilises an understanding of KNUST's rich history and strengths to marshal its resources and energise all its constituent parts to meet the present as well as any ensuing challenges.

On the initiative of the Government of Ghana, the University has recently embarked upon an exercise to transform itself into an efficient, contemporary, high quality national institution in science and technology that would serve as a key platform for the industrial and socio-economic development of the country. In the light of the harsh economic conditions that the country has been experiencing, this would help to sustain and strengthen the institution. It will also enable it to respond to the increased pressure that many institutions in Ghana and other countries have been under, to reduce their dependence on central government for the required resources for their operations. Under the National Institutional Renewal Programme (NIRP) of the Public Sector Institutional Transformation in Ghana, KNUST is one of the institutions that are expected to reduce their dependence on Government subvention, to diversify revenue sources and to partially commercialise. Moreover, given that the stakeholders of the University are themselves facing difficult choices as a result of the harsh economic conditions, such a transformation should help to greatly renew their faith in KNUST, as an institution ready to face the challenges of the twenty first century.

As a corporate plan, the PLAN2K14 states the Vision, Mission, Objectives of KNUST and the Strategies that would be adopted for their attainment within the first two decades of the Millennium. It is expected that this will help the University to exploit the opportunities of today, and with the experience gained from its first half century of existence, to advantageously position itself for the 21st century. The Vision represents KNUST's ultimate goal while the Mission represents the set of current activities intended to drive the institution toward the Vision. To accomplish the Mission, a set of Objectives has been defined together with Strategies for their achievement. The University's Objectives are driven by a set of national objectives, embodying the national aspirations and expectations for higher education that were promulgated by the Ministry of Education.

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To concretise the change from the existing environment towards the attainment of the objectives of the University, short-term, medium-term and long-term targets are defined. These targets would be realised through projects with measurable deliverables, milestones, and identified responsibilities for their constituent parts. As part of the overall planning strategy, detailed guidelines have been prepared to guide the Colleges and the other Units in the preparation of their medium term and action plans. These medium term and action plans are intended to facilitate the realization of the Vision and Strategic Objectives of the Corporate Plan of the University.

The Strategic Plan is expected to position KNUST well for the new millennium. Naturally, as in any dynamic activity, it is expected that continuous improvement will be made. However, the basic tenets – the Vision, Mission and Objectives - should hold well beyond the plan period. The implementation of the action plans in the short to medium term will in diverse ways seek innovative ways of contributing to the government's poverty reduction strategy as contained in the revised government objectives for the higher education sub-sector.

COMPONENTS OF THE UNIVERSITY PLAN

The University Plan consists of two components via the Corporate Strategic Plan and the Colleges and other Units Plans which are presented in two separate documents.

The Corporate Strategic Plan: It captures the vision, mission as well as the objectives for the development of the University.

Colleges and other Units Plans: The plans provide the strategic directions for the development of the Colleges and other units towards the achievement of the corporate objectives of the University.

PLAN PERIOD

This Strategic Plan covers the period 2005 to 2014 and it is in three phases as follows:

a) **The short-term** (2005 – 2007),

b) **The medium-term** (2008 – 2011), and

c) **The long-term** (2012 – 2014).

OVERVIEW OF THE UNIVERSITY

The Beginning

The Kwame Nkrumah University of Science and Technology succeeded the Kumasi College of Technology, which was established by a Government Ordinance on 6th October 1951. It opened officially on 22nd January 1952, with 200 Teacher Training students transferred from the Achimota College to form the nucleus of the new college.

From then until its accession to a University status in 1961, it grew rapidly and underwent some major transformations. In October 1952, the School of Engineering and the Department of Commerce were established and the first students were admitted. From 1952 to 1955, the School of Engineering prepared

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students for professional qualifications only. In 1955, the School embarked on courses leading to the Bachelor of Engineering External Degree Examinations of University of London.

Other departments followed. A Pharmacy Department was established in January 1953, with the transfer of the former School of Pharmacy from Korle Bu Hospital, Accra, to the College. The Department ran a two-year comprehensive course in Pharmacy leading to the award of the Pharmacy Board certificate. A department of Agriculture was opened in the same year to provide a number of *ad hoc* courses of varying duration, from a few terms to three years, for what is now the Ministry of Food and Agriculture. A Department of General Studies was also instituted to prepare students for the Higher School Certificate Examinations in both Science and Arts subjects and to give instructions in such subjects as were requested by the other departments. In 1957, the School of Architecture, Town Planning and Building was inaugurated and its first students were admitted in January 1958, for professional courses in Architecture, Town Planning and Building. In 1961, the Faculty of Science was established to offer degree and preliminary (Sixth Form) courses. It was later changed to Faculty of Applied Science in 1965 and in November 1966, it was reconstituted as the Faculty of Science to teach specialised courses in Biochemistry, Biology, Chemistry, Chemical Technology, Mathematics and Physics.

As the College expanded, it was decided to make the Kumasi College of Technology a pure science and technology institution. In pursuit of this policy, the Teacher Training College, with the exception of the Art School, was transferred in January 1958 to the Winneba Training College and in 1959 the Commerce Department was transferred to Achimota College to form the nucleus of the present University of Ghana Business School, Legon.

Accession to University Status

In December 1960, the Government of Ghana appointed a University Commission to advise it "on the future development of University Education in Ghana, in connection with the proposal to transform the University College of Ghana and the Kumasi College of Technology into an independent University of Ghana."

Following the report of the Commission, which came out early in 1961, the Government decided to establish two independent Universities, one in Kumasi and the other at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged university – Kwame Nkrumah University of Science and Technology –by an Act of Parliament on 22nd August, 1961 (see Appendix 2). The Kwame Nkrumah University of Science and Technology was officially inaugurated on Wednesday, 29th November 1961. This name was changed during the revolution of 24th February 1966 to the University of Science and Technology, Kumasi. The University has since March 2000 reverted to its original name.

The University of Mines and Technology, Tarkwa, which started off as the School of Mines and later the Western University College, was part of Kwame Nkrumah University of Science and Technology until attaining the status of a full university in October 2004.

The Present

The University has two campuses at Kumasi and Sunyani. The main University campus is situated about eight kilometres away from the centre of Kumasi, the Ashanti Regional capital, and covers an area of about eighteen square kilometres of undulating land. This campus presents a panorama of beautiful and modern buildings interspersed with verdant lawns and tropical flora that provide cool and refreshing environment congenial for academic studies. The Sunyani campus …….

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Currently, there are six halls of residence for students; three of the halls of residence are for both men and women, two for men only and one for women only. There are also four hostels: one under the management of the Ghana Universities Superannuation Scheme (GUSS) for both undergraduate and graduate students, two hostels for postgraduate students and one hostel at the Komfo Anokye Teaching Hospital for medical students. A fifth hostel has been constructed by the Social Security and National Insurance Trust (SSNIT).

The University started awarding its degrees in June 1964. Initially, external examiners marked all degree examinations externally after they had been marked by internal examiners of the University. Currently, internal and external examiners examine all degree programs. In addition, some programs are moderated by external moderators to ensure that high academic standards are maintained.

The academic activities are performed by six colleges, which are, Agriculture and Natural Resources, Architecture and Planning, Art and Social Sciences, Engineering, Health Sciences, and Science.

The University also has a number of municipal facilities. These include a hospital, basic schools (i.e. nursery, primary and junior secondary school), a maintenance and estate organisation, a photocopy unit, a printing press, a bookshop, senior staff club, sports stadium, an Olympic size swimming pool, commercial and banking facilities, post office and places of worship. A senior secondary school is also located on the campus of the University.

At the beginning of the 2004/2005 Academic Year, the University had 16,292 students, 566 academic staff, 66 senior administrative staff and 1,795 supporting staff. The majority of the academic staff are highly qualified Ghanaians. Since the start of the implementation of the government's higher education reform programme in 1992, the rate of growth in student population has outstripped that of academic staff. The student population increased from 4,374 in 1992/93 academic year to 16,292 in the 2004/2005 academic year (an increase of over 272%). Meanwhile, the strength of the academic staff increased from 475 to 566 over the same period (i.e. an increase of only 19.20%) with about 45% being over 50 years old.

The University Council, as a governing body, constitutes the apex of a hierarchical structure of a system of committees for the management of the University Statutes. The Principal Officers of the University are the Chancellor, the Chairman of the University Council and the Vice-Chancellor. The Vice-Chancellor is the academic and administrative head of the University and the chief disciplinary officer.

The University has, within the short period of its existence, become an important centre for the training of scientists and technologists not only for Ghana but also for African countries and other countries especially of the European Union and North America.

THEORETICAL FRAMEWORK FOR THE KNUST STRATEGIC PLAN

Strategic Planning Framework

Strategic planning is a formal process designed to help an institution identify and maintain an optimal alignment with the most important elements in the environment within which the institution is located and operates. This environment consists of the political, social, economic, technological and educational dimensions.

Participation is key to success of strategic planning. Institutions should therefore encourage active participation of as many people as possible, including the faculty, administration, students, and alumni,

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engaging them in the ongoing dialogue, and involving them in the strategic planning process, to generate a feeling of ownership of the process and the outcomes.

Engaging in a strategic planning process, benefits institutions in a variety of ways, including:

- creates a framework for determining the direction an institution should take to achieve its desired goal;
- provides a framework for achieving competitive advantage;
- allows all institution's constituencies to participate and work together towards accomplishing goals;
- raises the vision of all key participants, encouraging them to reflect creatively on the strategic direction of the organization;
- allows the dialogue between the participants thereby improving understanding of the organization's vision, and fostering a sense of ownership of the strategic plan, and belonging to the organization;
- aims to align the institution with its environment; and
- allows the institution to set priorities.

Although every strategic planning process is uniquely designed to fit the specific needs of a particular institution, every successful "model" includes most of these steps. The organisation begins by identifying its vision and mission. Identification of the organization's **vision and mission** is the first step of any strategic planning process. The organisation's **vision** sets out the reasons for organization's existence and the "ideal" state that the organization aims to achieve; the **mission** is a brief and comprehensive statement of purpose of an organisation, identifies major goals and performance objectives. Both are defined within the framework of the organisation's philosophy, and are used as a context for development and evaluation of intended and emergent strategies. One cannot overemphasize the importance of a clear vision and mission; none of the subsequent steps will matter if the organization is not certain where it is headed.

Once these are clearly defined, it moves on to a series of analyses, including environmental scan (external, internal, gap, and benchmarking), which provide a context for developing organization's strategic issues. The environmental scan, performed within the framework of the **SWOT**, an abbreviation used to denote analysis of an organization's internal Strengths and Weaknesses and external Opportunities and Threats, analyses information about organization's external environment (economic, social, demographic, political, legal, technological, and international factors), the industry, and internal organizational factors.

Strategic programming follows and the organization develops specific strategies including strategic objectives, projects, action plans, outputs and targets. Objectives are the things the organisation must achieve to be successful in her mission and make significant progress towards her vision. Strategies are how the organisation will drive change and achieve her objective. Outputs are the products and services the organisation will deliver to achieve her objectives and strategies. Periodically, the organization evaluates its strategies and reviews its strategic plan, considering emergent strategies and evolving changes.

KNUST Strategic Planning Process

To position the KNUST and its components in a competitive position, the University has prepared a strategic plan. The University followed the strategic planning process described above. The planning process was facilitated by a Strategic Planning Committee to examine the mission and vision for the

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University in the context of the mandate derived from the Act establishing the University. This is to ensure that they are appropriate, constructive, and strategic for meeting the future manpower and technological needs of Ghana.

The Strategic Planning Process has been a collaborative and deliberative process that has allowed for extensive participation. Public hearings were held to engage the campus community in a dialogue about the KNUST's Draft Strategic Plan. Meetings were arranged with faculty, students, staff, administrators and the University Council that allowed for meaningful dialogue and feedback about the Draft Plan. The plan was revised based on the feedback from the meetings. Through this process, the mission, vision, environmental scan, strategies, and projects for development of the University were derived.

The Planning and Resources Committee of the Academic Board considered and approved the Plan. Finally the University Council gave it the needed statutory approval. The Plan was launched at a public ceremony.

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SECTION TWO

SCOPE AND FOCUS: STRATEGIC MANDATE, VISION AND MISSION

With the intensification of the competition for national resources, the pressure to efficiently utilise such resources has correspondingly increased. Therefore, institutions need to clearly demonstrate their relevance and how their activities support programmes towards the attainment of societal goals. In order to maximise the value of the services that KNUST provides to Ghana and Africa in particular and the international community in general, it is imperative that it examines its aspirations, activities and accomplishments to align them with the national and international needs of the twenty first century. For the plan period, the aspirations of the University are embodied in the Vision statement and the scope of its activities is delineated in the Mission statement. The Objectives detail what it intends to do toward accomplishing the Mission.

The national objectives for the higher education sector encapsulate the Government's view of the minimal set of what the Universities need to do to meet their obligations as major tertiary institutions. While the National Objectives constitute a driver of the KNUST Objectives and must, therefore, be satisfied in any exercise, they need not constitute the complete set of objectives for the University. The University has, therefore, defined additional objectives to help its own internal organisation to meet the challenges of becoming a world class institution.

STRATEGIC MANDATE

The Act establishing the University defines its mandate, which essentially is to provide higher education, undertake research, disseminate knowledge and foster relationships with outside persons and bodies. The strategic mandate of the University is derived from the Science and Technology in its name.

VISION STATEMENT

Advancing knowledge in science and technology for sustainable development in Africa

MISSION STATEMENT

KNUST provides an environment for teaching, research and entrepreneurship training in science and technology for the industrial and socio-economic development of Ghana, Africa and other nations. KNUST also offers service to the community, is opened to all people and positioned to attract scholars, industrialists and entrepreneurs from Africa and the international community.

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CORE VALUES

The KNUST is committed to attracting and developing excellent staff and students to achieve the challenging goals, targets and directions the Government has set for Higher education. The following cherished values characterize the work and life of the University and are ingrained in all those who pass through the University. In fulfilling the Vision and Mission of the University, the following Core Values would be adhered to:

Leadership in Innovation and Technology

KNUST being the premier science and technology University in the country, the study of technology is an essential part of our cultural heritage. High quality, state-of-the-art programs and the embracing of future technologies are highly valued. The University staff value experiential instruction using modern laboratories to develop knowledge and skill. Also the University, through intellectual inquiry, exploration, and application, will continually strive to break new grounds in Science and Technology to contribute towards the socio-economic development of the country and Africa.

Culture of Excellence

This means striving to do things better, setting challenging goals and continuously improving and innovating to deliver the best possible outcomes. By this we seek excellence in all our endeavours and we are committed to continuous improvement.

Diversity and Equal Opportunity for All

Diversity of people and thought is respected. The University values cultural diversity among its students, faculty, and staff and is committed to the establishment of an atmosphere where individuals can get equal opportunities for challenge, self-development and learning, and enabling others to learn, grow and lead. We believe in ethical and scholarly questioning in an environment that respects the rights of all, to freely pursue knowledge.

Integrity and Stewardship of Resources

KNUST is committed to accountability and responsibility in all actions and adhere to the highest standards of professional ethics and individual integrity. We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.

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SECTION THREE

SITUATION ASSESSMENT

To accomplish the University's objectives, it is important to leverage the environment, and to that end are the Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses. It is important to identify areas of opportunity where the strengths of the University could be applied for maximum advantage while managing the constraints or threats. Complementarily, the weaknesses represent gaps that need to be filled if the University is to take advantage of the opportunities. Alternatively, the areas of weakness could signal potential areas of divestiture. Given the competition for resources, these could help the University to better focus the scope of activities to increase the likelihood of excellence in execution. The output of the SWOT analysis is presented in this Section.

STRENGTHS

KNUST is one of the public universities in Ghana and Africa offering training programmes in the fields of science and technology. It, however, has a very strong social science input into the science and technology programmes. Public perception of KNUST in Ghana and elsewhere is quite high. The University is internationally recognised and has a good image and reputation. This is reflected in the collaboration it has with similar universities outside Ghana and the patronage of its programmes by both Ghanaian and foreign students. It has faculty members who are highly qualified in their respective disciplines and a cadre of administrative and supporting staff that ensure high quality training programmes. In addition, the University is blessed with a peaceful environment and a good infrastructure, which, if properly supported and maintained, could be first-class. Among the specific areas of strength are the following:

1. Quality of Faculty Members and Staff

About 40 percent of the faculty members hold doctorate degrees and the remainder have masters degrees. They have varied backgrounds in terms of expertise and where they received their training, which helps to promote a global, multi-disciplinary outlook on campus. Almost all the senior administrative staff have had postgraduate training. In addition, most of the faculty members and senior administrative staff belong to various national and international professional bodies.

2. Good Image and Reputation

The University continues to attract a large number of applications to the various programmes. Since its elevation to the present status in 1961, it has been responsible for the training of a high percentage of graduate personnel in various fields of activity such as teaching, research and industry in Ghana. Policy makers and employers have a high regard for the Alumni of this University for their good performance.

3. Unique Programmes in Ghana

As the premier science and technology tertiary institution in Ghana, it offers unique degree programmes which are not available in the other universities in the country. These programmes are Architecture, Building Technology, Engineering (Aerospace, Agricultural, Chemical, Civil, Computer, Electrical and Electronic, Geomatic, Mechanical, Petroleum, and Telecommunication), Herbal Medicine, Integrated

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Rural Art and Industry, Industrial Art, Land Economy, Pharmacy, Planning, Publishing Studies, Renewable Natural Resources, Sports and Exercise Science, Wood Science and Technology,

4. Collaboration with Institutions of Higher Learning and Research
The University has many international collaborative links. Currently most Colleges/ Faculties/Departments/Research Centres have academic links with reputable foreign institutions of higher learning for either research and/or teaching.

5. Environment and Infrastructure
The campus of the University has modern buildings interspersed with beautiful lawns and tropical flora, which provide a suitable atmosphere for academic work. Almost all the Faculties have permanent building complexes containing offices, laboratories/studios, classrooms and lecture theatres, as well as specialised libraries. Other facilities include the University Library, the Great Hall, the halls of residence for students, the Paa Joe Stadium, Guest Centres, Sports Centre and a complex for banking and other commercial activities.

6. Access to Large Stretch of Land
The University has a large stretch of land that can be utilised for the development of facilities and research farms to support the training of students and identified stakeholders in various disciplines in consonance with Government policy.

WEAKNESSES

In spite of the many strengths of the University, there are distinct areas where significant improvement is needed if the objectives are to be achieved. These are discussed below.

1. **Inadequate Funding and Poor Allocation of Resources for Academic Programmes**
The University has not diversified its sources of funding. It has been depending mainly on Government sources for funding without making sufficient efforts to generate income from industry and other sources. Unfortunately, Government subvention is usually inadequate and dwindling, and is not released on time. This does not make for efficient planning and execution of tasks.

Other consequences of the limited funding of the University are the lack of means to offer incentives to its staff, allocate adequate funds for research, maintain its infrastructure and equipment, and expand its lecture theatres and office accommodation.

2. **Run Down Infrastructure**
As a result of inadequate funding, existing infrastructural facilities have not been effectively maintained over the years, and the laboratories, teaching facilities and equipment have not been upgraded to keep pace with rapid changes in technology.

3. **Poor Remuneration and Poor Service Conditions for Staff**
Remuneration for the staff of the University is lower than what pertains in some public and private sector institutions in the country. The low level of remuneration is seriously affecting commitment and performance of the staff of the University. Also due to the poor remuneration and conditions of service, the University is not able to attract younger staff and retain the **experienced ones.**

4. **Inadequate Accommodation for Students and Staff.**
About 53.2 percent of the students are non-resident and some live in substandard accommodation in the suburbs of Kumasi. The remaining 46.8 percent live in overcrowded cubicles in the halls of residence, thus putting pressure on facilities. Accommodation for staff is also inadequate.

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5. **Inadequate Information and Communication Technology (ICT) Infrastructure and Facilities**
The University has limited communication facilities and poor access to the Internet. This limits access to information and the marketing of University activities and staff potentials. As a science and technology institution, the absence of such IT facilities is a very serious drawback on academic and community service functions. The limited IT facilities constitute a disincentive to potential collaborators and also create a poor corporate image. It also reduces efficiency in all aspects of University activities.

6. **Inadequate Orientation for Management Staff in the Academic Units.**
Usually the management staff of the academic units are appointed/elected without the requisite orientation. They often acquire management skills on the job and this creates administrative problems, especially during the first few months in office.

7. Inadequate Staffing
The increase in student numbers without the corresponding increase in staff strength has overburdened the staff. This is affecting their ability to perform optimally in terms of teaching and research.

8. Weak Inter-Faculty Collaboration
The faculties do not collaborate with each other and, as a result, some research and courses are duplicated. There are limited inter-faculty lectures and attendance at the few is poor.

9. Weakness in English/Communication Skills of Students.
Students tend to have very poor writing skills well as limited vocabulary, and as a result they are unable to write good essays and reports.

OPPORTUNITIES

Notwithstanding the weaknesses identified, there are many opportunities available to be exploited to fulfill the University's vision and mission. These include:

1. Academic Link Programmes
Opportunities exist for the University to collaborate with international organisations and institutions both bilateral and multilateral.

2. Consultancy Services
Consultancy services are available within the public and private sectors. Currently, many organisations within the country rely on consultancy services for their operations. The University can therefore take advantage of this favourable environment and provide consultancy services for these organizations.

3. Collaboration with Industry
The industrial sector and the public utility providers face problems that require urgent solutions. The Colleges of the University can collaborate with the respective sector industries to find solutions to these problems to promote socio-economic development of the country.

4. Professional Associations

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They provide a bridge between industry and the University. They can serve as moderators for the academic programmes to make their contents more relevant to national needs, and also support practical training of students.

5. Distance Education
Government and international bodies are receptive to the Distance Education concept. The University should take advantage of this and intensify its programme of offering distance education courses.

6. Continuing Education
Governmental agencies and Non Governmental Organisations (NGOs) are willing to sponsor continuing education programmes in the form of short courses, workshops and seminars to upgrade the skills of their employees. The University will intensify efforts to meet this demand and expand service to the community.

7. Income Generation
Income generating potentials exist within the University. These would be developed and expanded and the income so generated would be used to supplement government subvention.

8. Market for Appropriate Technology
A market for technology in support of small-scale industry and traditional production systems exists in Ghana. Community- based small-scale projects are a priority of government and international bodies. KNUST can take advantage of this to offer services and generate income.

9. Interaction with Alumni to Attract Resources
The University has a large pool of Alumni in strategic positions both within and outside the country. The University should therefore strengthen her links with the Alumni in order to reap the full benefits of the relationship.

10. Numerous Forest and National Parks
Virtually all the forest reserves, national parks and traditionally protected areas are available to the University staff and students as field laboratories for teaching and research. Ghana has 18 terrestrial and five (5) marine wildlife protected areas, 216 forest reserves in the high forest zone and 50 in the Savannah zone with rich flora and fauna diversity of high global conservation interest. In addition, the University has access to numerous fresh and marine water bodies, which are not available in many countries.

11. Vacation/Summer Programmes and Study Abroad
A number of Faculties and Departments have exchange programmes with some overseas and local institutions under which courses, workshops, etc. are mounted in the summer. These could be expanded and effectively managed to generate additional income for the university.

12. Location of the University
The location of the University in Kumasi with its cultural status and industrial set-up offers additional opportunities to her. The industrial set-up of Kumasi, comprising mainly small-scale industries at the Suame Magazine and the wood processing industries at Ahinsan, offer challenges to KNUST to play a leading role in capacity building and appropriate technology development and transfer. The opportunity exists for Research and Development (R&D) to support the industrial base of the Kumasi Metropolitan Area and Ashanti Region in particular.

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THREATS / CHALLENGES

The external factors that adversely affect the University in the performance of its task of teaching, research and service to the community include the following:

1. Inadequate Government Subvention
Since the implementation of the Educational Reform Programme in 1992, there has been a rapid increase in student enrolment without the requisite increase in government subvention. This imposes a great limitation on the university in the pursuit of her objectives.

2. Government Policy on Wages/Salaries and Student Allowances
Generally, wages/salaries and student allowances are low in comparison to cost of living. The resultant agitations from unionised groups during negotiations with government for better conditions of service culminate in disruption of academic work. Similarly, unrest by students due to delays in meeting their demands from government and the university administration also leads to disruption of academic work.

3. Poor Communication Skills of In-coming Students
Candidates admitted into the University generally have weak communication skills. The situation is similar to having defective materials in a manufacturing process. Valuable time is therefore spent in making good their various deficiencies.

4. Lack of Corporate Identity for Colleges and Units
Currently government ministries, departments and agencies, and some bilateral and multilateral agencies require that only registered consultancy firms should be considered for engagement for consultancy services. This conditionality limits the avenues for consultancy services of the various colleges and units of the University.

5. Emergence of Private Universities
The emergence of private universities in the country posses a challenge to the University in attracting and retaining experienced staff, and more external support.

GHANA GOVERNMENT'S OBJECTIVES FOR HIGHER EDUCATION SUB SECTOR

The Government's objectives for higher education sub sector focus the work of the University and provide the framework within which the KNUST objectives are developed. These objectives are as follows:

1. Expand and improve post-basic education;
2. Promote Distance Education;
3. Prioritize female education at all levels including technical and vocational education;
4. Promote academic and research activities relevant to national development in collaboration with the private sector;
5. Promote the dissemination of research findings for development;
6. Identify and promote STD/HIV/AIDS prevention, care and support at all levels of education;

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7. Ensure relevant education and training for employability;
8. Promote science, mathematics and technology education and training; and
9. Promote Information and Communication Technology (ICT) in schools and institutions of higher learning.

THE UNIVERSITY'S STRATEGIC OBJECTIVES

The general objectives of the University are driven by the national objectives for higher education. To meet the national aspirations and expectations, the University has adopted 15 operational objectives under five strategic objectives that have been grouped into five themes for the plan period (2005 – 2014). The themes and the strategic objectives are presented below in the order of priorities:

THEMATIC AREAS

1. Human Resource Development;
2. Financial Resources Mobilization and Management;
3. Training, Research and Innovation;
4. Expansion and Application of ICT; and
5. Physical Infrastructure Development

STRATEGIC OBJECTIVES

The thematic areas have been translated into strategic objectives with the accompanying operational objectives, and they are as follows:

1. To develop high level human resource capacity required by the University to fulfill her mission

2. To improve financial resource mobilization and management

3. To provide manpower training, research and innovation in science & technology for national development

4. To expand the IT infrastructure and institutionalise its application in the core business of the University

5. To expand and modernise the physical infrastructure and facilities of the University

1.0 To develop high level human resource capacity required by the University to fulfill her mission

1.1 to attract, develop, motivate and retain high calibre staff; and

1.2 to institutionalise quality assurance in teaching, research and service.

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2.0 To improve financial resource mobilization and management

2.1 to increase the level of the University's contribution to its recurrent budget from 29% to 50% through internally generated funds

2.2 To improve the level of financial control and management

3.0 To provide manpower training, research and innovation in science & technology for development of Ghana and Africa

3.1 to increase student enrolment from 16,300 to 40,000 and promote a higher female participation in the science and technology programmes

3.2 to increase access to science and technology programmes through Distance Education;

3.3 to initiate new programmes and research to address the problems of industry and rural communities in response to national needs;

3.4 to expand postgraduate training;

3.5 to expand entrepreneurship training;

3.6 to promote applied and collaborative research with industry and institutions of higher learning;

4.0 To expand the IT infrastructure and institutionalise its application in the core business of the University;

4.1 To accelerate the expansion and modernization of ICT facilities in the University; and

4.2 To institutionalise the culture of use of ICT in the University.

5.0. To improve the physical infrastructure and facilities of the University

5.1 To expand, modernise and maintain the infrastructure and utilities, as well as develop the natural resources of the University;

5.2 To increase the residential facilities of the University with enhanced participation of the private sector;

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SECTION FOUR

PLAN FRAMEWORK

INTRODUCTION

This section of the Plan deals mainly with the Strategies and Projects that will facilitate the achievement of the planned objectives. The Strategies cover the measures that the University will adopt in order to take advantage of the Opportunities and address the Weaknesses in order to achieve the Objectives. Targets have been set to define specific milestones in the achievement of the Objectives of the University during the Short-term, Medium-term and Long-term.

The PLAN2K14 places particular emphasis on modernising the infrastructure and facilities (including Information and Communication Technology), promoting quality teaching, research and learning, staff development and motivation, university-industry and Alumni collaboration to mobilise required resources, increased funding for research, inter-faculty collaboration, entrepreneurship training and practical attachment to enhance the market value of the graduates of the University. It therefore embodies Strategies and Projects.

The Strategies and Targets are described in Table 4.1 together with their corresponding indicators, time frame, cost estimates and responsible agents. The deep arrows in the time frame column indicate the implementation periods of the various projects while the dotted lines indicate the activities whose implementation would be continued in the future. The Plan has three phases: short term (S), medium term (M) and long term (L). Under the responsibilities section, the lead implementation agents are those that have been underlined while the rest are the collaborating agents.

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Table 4.1: The Plan

OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
1. To develop high level human resource capacity required by the University to fulfill her mission							
1.1 To attract, develop, motivate and retain high calibre staff	Secure an attractive level of compensation and service conditions for all categories of staff	Strengthen and sustain the Standing Joint Negotiation Committee (SJNC)	Improved remuneration and other conditions of service	→	·····	▸	100,000
	Improve the working environment (offices, laboratories, Libraries, etc.) to facilitate the work of all categories of staff	Provision of staff offices, workshops, laboratories, studios and Libraries	Adequate offices and academic facilities (other facilities ?)	→	·····	▸	***Refer to S***
	Introduce a package of motivational incentives tied to performance and outstanding achievement for staff	Design of Incentive Packages (awards, bonuses etc)	Availability and timely delivery of incentives	→	·····	▸	50,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
		Topping up of salaries through internally generated funds	30 to 50% of basic salary top up annually				38,000,00
	Design and implement staff capacity building programmes	Academic Staff Development Programme	1.Availability of staff development programmes 2.Enhanced teaching activities				1,400,000
		Senior Management Capacity Building Programme	Improved staff efficiency				100,000
		Support Staff Capacity Building Programme	Availability of Capacity Building Programmes				300,000
	Provide opportunities for continuous education (Conferences, Seminars, Workshops, etc.)	Continuous Education Programmes	5-10% of staff have access to continuous education programmes annually				200,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Provide clear guidelines for Progression and create Awareness on upward mobility	Design of guidelines and awareness creation workshops on progression	1.Availability of guidelines 2.Annual workshops for new staff 3.Improved staff progression				140,000
1.2 To institutionalise quality assurance in teaching, research and service	Strengthen the capacity of the Quality Assurance and Planning Units (QAPU)	Resourcing the QAPU with materials, equipment and staff	1.Effective quality assurance operations				300,000
	Institute monitoring and evaluation systems for the University	Development of the monitoring and evaluation system	Availability of tested and functional M&E system				20,000
		Institutionalisation of staff assessment system	Active involvement of staff and students in Quality Assurance practice				120,000
		Staff performance monitoring and evaluation	Two monitoring and evaluation reports in a year				200,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Organise training in teaching methods, research and curriculum development	Organization of workshops on pedagogy and research proposals writing and management	1.One workshop for each College per year 2. Five percent increase in number of research projects undertaken annually 3. Increase in research grants to the University				600,000
	Organize workshops to improve management capacity of administrative/support staff	Management workshops for administrative/support staff	1. Two workshops in a year 2.High level of efficiency and effectiveness of the administrative system of the University				200,000
2. To improve financial resource mobilization and management							
2.1 to increase the level of the University's contribution to	Reappraise existing income generating units	Evaluation of income generating units	Availability of evaluation report				10,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
its recurrent budget from 29% to 50% through internally generated funds	Identify new sustainable sources of income	Identification and appraisal of new sources of income	New sustainable income sources identified				120,000
	Review and restructure the management and financial procedures governing the running of the income generating units	Restructuring the management and modifying the financial procedures of the income generating units	Financial management systems of all income generating units restructured				50,000
	Restructure and recapitalise income generating units	Restructuring and recapitalisation of existing income generating units	All income-generating units restructured and recapitalised				2,800,000
	Reorganize and promote the delivery of consultancy services through the Colleges	Establishment of College-based consultancy sections	Functional college-based Consultancy services contributing 10% of College budget				180,000
	Appoint resource and development officer to promote and coordinate fund raising activities	Appointment of Resource and Development Officer under the Vice-Chancellor's office	Resource and Development Officer appointed				60,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Strengthen the involvement and participation of the alumni in the University business	Alumni fund raising drive	1% of university recurrent budget mobilized from alumni				35,000
	Increase internally generated funds	Generation of additional IGF	50% of revenue generated annually for recurrent expenditure				2,000,000
2.2 To improve the level of financial control and management	Ensure prudent management of the University finances	Training of entity heads in the Financial Administration Act	High awareness and application of the Financial Administration Act				50,000
		Restructuring the financial and accounting system	Financial operations of all Units' conform to the requirement of the Financial Administration Act High level of accountability, cost-effectiveness, transparency				20,000
3. To provide manpower training, research and innovation in science & technology for national developme							

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
3.1 to increase student enrolment from 16,300 to 40,000 and promote a higher female participation in the science and technology programmes	Expand academic infrastructure for teaching and learning	Expansion of teaching/learning and research facilities	Availability of lecture theatres, laboratories, studios, workshops and libraries	→	⋯	⋯→	Refer to S
	Increase academic and support staff strength.	Staff recruitment.	Improve average Student-Teacher Ratio from 27:1 to 15:1	→	⋯	⋯→	15,000,00
	Introduce Sandwich, Modular and vacation programmes	Curricula Development programme	Curricula developed	→			60,000
		Mounting of new Programmes.	Availability of new Programmes		→	⋯→	720,000
	Pursue female admission policies	Quota system for female admission into Science and Technology Programmes	40 percent of student population as females		→	⋯→	60,000
		Scholarships for female students	10% of female Freshers granted scholarship		→	⋯→	360,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Introduce concessional admissions and provide scholarships for the physically challenged and students from less endowed schools	Concession admission and scholarship scheme for the socially excluded	Socially excluded consists 10% of student population Scholarships provided for all socially excluded students				10,000 140,000
3.2 To increase access to science and technology programmes through Distance Education	Re-engineer the KNUST Distance Education Programmes	Development of course materials	Availability of course materials				60,000
		Mounting of Distance Education Programme	Increased access to Distance Education Programmes				2,000,000
		Monitoring and evaluation of the Programme	Monitoring and Evaluation reports				60,000
3.3 To initiate new	Identify the developmental needs	Needs assessment of rural communities.	Needs assessment reports				120,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
programmes and research to address the problems of industry and rural communities in response to national needs	of rural communities and small-scale industries of Kumasi Metropolitan Area	Needs Assessment of small scale industries of KMA	Needs assessment reports	→	.....	.....	150,000
	Provide extension services and technology transfer to rural communities and small scale industries of Kumasi Metropolitan Area	Extension services and technology transfer programmes	Increase in level of adoption of new technologies and innovations		→	.....	3,000,000
	Identify and address the developmental needs of industry in the country	Needs assessment of industries	Assessment reports Developmental Needs identified and addressed		→	.....	150,000
3.4 To expand postgraduate training	Harness the right mix of qualified staff to teach and supervise postgraduate research	Sensitization of academic staff for postgraduate education	Increased staff participation in postgraduate education	→	.....	.....	40,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Institute scholarship and bursary schemes for postgraduate training	Institution and management of scholarship and bursary schemes	25% of Postgraduate students granted scholarships and bursaries				1,800,000
	Strengthen the capacity of School of the Graduate Studies	Capacity building programme for School of Graduate Studies	Management of Postgraduate education improved				150,000
	Provide adequate allowances for postgraduate students and supervisors	Institution and management of graduate education allowance package	Availability of and accessibility to postgraduate education allowances				2,640,000
	Encourage development of joint postgraduate programmes and networking with local and foreign institutions of higher learning	Establishment of joint postgraduate training programmes	Additional joint post-graduate programmes established				600,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Attract support from industry for post-graduate research and training	Expansion of private sector support for post-graduate training	Increased private sector funding for post-graduate studies				300,000
	Establish Chairs to attract outstanding scholars and high achievers in Industry	Establishment of Chairs.	Six Chairs established				60,000
3.5 To expand entrepreneurship training	Introduce result oriented entrepreneurship training for students	Promotion of entrepreneurial training for students	1. Availability of sustainable entrepreneurship training programmes 2. 100% of post-graduate students trained annually 3. 30% of undergraduate students trained annually				400,000
		Industrial and Practical attachment	12 weeks (in two years) of practical attachment by each student				180,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
3.6 To promote applied and collaborative research with industry and institutions of higher learning	Strengthen collaborative research with the Council for Scientific and Industrial Research (CSIR), Ghana	KNUST-CSIR collaborative research enhancement	Collaborative research activities increased by 5% annually				60,000
	Establish a special office to liaise with industries and development agencies	Establishment of a research clearing house	Functional and sustainable clearing house				Refer to 1
	Encourage academic staff to develop and undertake applied research	Applied research promotion programme	On-going applied research increase by 5% annually				100,000
4. To expand the IT infrastructure and institutionalise its application in the core business of the University							
4.1 To accelerate the expansion and modernization of ICT facilities in	Establish computer laboratories in the colleges, halls and hostels where students can practice their skill	Expansion of the local area network to academic and residential facilities	All Colleges and students residential facilities covered by LAN				800,500
		Establishment of computer laboratories for students	20 clusters created in the Colleges, halls, and hostels				2,000,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Integrate the use of modern information technology in teaching and learning	Application of ICT for teaching and learning	Enhanced application of ICT for teaching and learning	→	.....	.....	60,000
4.2 To institutionalise the culture of use of ICT in the University	Intensify and sustain the use of ICT in administration, management and service provision	Supply and installation of software and hardware	Improved application of ICT in administration, management and service provision	→	.....	.....	200,000
		Tailor-made Computer training programmes	Enhanced access to tailor-made computer training programmes	→			15,000

5. To expand and modernise the physical infrastructure and facilities of the University

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
5.1 To expand, modernise and maintain the infrastructure and utilities, as well as develop the natural resources of the University	Modernise and expand teaching space and equipment	modernization and expansion of teaching facilities	1. 2 No. 2000-seating capacity lecture theatre complexes built in each phase of the plan (short, medium and long terms) 2. 75% of teaching facilities fitted with modern teaching equipment and accessories	→	⋯	⋯ →	4,700,000
	Rationalize the optimal utilisation of teaching space through time-tabling	Optimal utilization of teaching facilities	Sharing of teaching spaces across the University	→			10,000
	Provide adequate and well equipped offices for staff	Expansion and equipping staff offices	Availability of well equipped offices	→	⋯	⋯ →	4,700,000
		Extension and Completion of Central Administration office block with senate room and modern facilities	Office block extension completed and functional		→	⋯ →	1,500,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Develop new physical infrastructure in line with the vision, growth and modernization process of the University	Construction of Faculty of Law complex and Business School	Business School and Law faculty complexes built				1,500,000
		Construction of Teaching Hospital Complex	Teaching Hospital Complex built and equipped				10,000,00
		Construction of Alumni office	Functional Alumni office in place				350,000
		Construction of Ephraim Amu memorial concert hall	Functional concert hall				1,000,000
		Construction of Resort Centre and Campus beautification	1) Resort centre and recreational facilities built 2) 5% increase in tourist traffic to KNUST				9,500,000
		Development of ecotourism at Sunyani campus	Resort facilities developed and operational				5,000,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
		Civic area development prorgramme (transit housing, parking lot, University museum, art gallery, bank building)	Civic area facilities built				600,000
	Improve the supply of Electricity, Water and Telecommunication services and modernise the sewerage system	Upgrading of energy supply	Uninterrupted electricity supply to the campus				1,000,000
		Utilities (telecommunication, water and sewerage) improvement programme	Efficient telecommunication and sewerage system				1,000,000
		Drilling of ten boreholes	Ten boreholes provided				100,000
		Upgrading the capacity of maintenance Department	Capacity of maintenance department improved				100,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
	Expand and modernize the municipal services and facilities	Expansion and improvement of municipal services and facilities	Upgraded hospital, basic schools, fire service, security services, transportation, beautification and recreation facilities				6,000,000
		Improvement and modernization of Security system	1)Effective security system in place 2)Higher sense of security				1,000,000
		HIV/AIDS programme	High HIV/AIDS awareness created HIV/AIDS policy formulated				50,000
	Conserve and maintain the ecological heritage	Natural resources development and management	Rehabilitated Botanical garden and nature reserves				80,000

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OBJECTIVES	STRATEGIES	PROJECTS	INDICATORS/ OUTPUTS	TIME FRAME			INPUTS/ ESTIMA ($)
				S	M	L	
5.2 To increase the residential facilities of the University with enhanced participation of the private sector	Formulate Policy on students and staff housing provision	Housing policy development	Availability of university housing policy				2,000
	Develop plans for students and staff housing	Housing development plan	Availability of housing development plan				20,000
		Marketing and implementation of the housing plan	Increased participation of the private sector in housing delivery Increased housing stock				50,000
		Construction of two students' halls of residence	Completion of two halls of residence				2,316,000
		Construction of staff houses	150 housing units completed and occupied				2,000,000

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SUMMARY OF ESTIMATE OF COST OF PLAN2K14

Thematic Area	Short Term 2004-2006 ($)	Medium Term 2007-2010 ($)	Long Term 2011-2014 ($)	Total Cost ($)
Human Resource Development	628,400	494,400	484,200	1,607,000
Training, research and innovation.	6,849,600	8,082,200	8,081,800	23,013,600
Physical infrastructure development	10,284,200	10,576,700	10,576,700	31,437,600
Expansion and application of ICT	1,035,200	960,200	953,600	2,949,000
Financial resource mobilization and management	1,295,033	995,030	895,030	3,185,093
Total Cost	20,092,443	21,108,200	20,991,330	62,192,293

EXPECTED OUTPUTS

At the end of the plan period, the plan is expected to achieve the following key outputs:

a) Sustainable financial base for the development of the University;
b) Efficiently maintained and modernised infrastructure and facilities (including expanded Information and Communication Technology facilities);
c) Adequately remunerated staff;
d) Highly qualified and experienced academic staff attracted and retained;
e) Developed technical and management staff to support teaching and research;
f) Restructured faculties and improved management of the University;
g) Expanded academic programmes (especially, the post graduate studies) and avoidance of duplication of activities (teaching programmes and research projects);
h) Students and researchers attracted from both local and foreign sources;
i) Collaboration and support from industry and alumni;
j) Expanded residential facilities (Halls of Residence and Hostels for students, and staff housing; and
k) Developed departments/units that have the potential to generate income and divest municipal services that constitute a drain on University finances.

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SECTION FIVE

GUIDELINES FOR THE PREPARATION OF COLLEGE AND OTHER UNITS' PLANS

Introduction

The Vision and goals of the University Strategic Plan are essentially going to be realized through the activities of the six Colleges and the four non-teaching Units (Central Administration, Library, Development Office and the Hospital) and the commercial units of the University. To this end, the Colleges are required to develop a Short Term and a Medium-Term Plans (i.e., 2004/5-2006/7; 2007/8- 2009/10; 2010/11-2013/14) aimed at detailing out how they would work towards the achievement of the overall University's Objectives.

This Section provides guidelines that will help the Colleges in the preparation of their respective plans. The guidelines will ensure that common planning process and strategies are adopted by the Colleges in this exercise.

The guidelines are under the following sub-titles:

1. Focus of the College Plan;
2. The Role of the College in the University;
3. The relationship between the University Plan and the College Plan;
4. The Planning Process;
5. The content or structure of the Plan; and
6. Plan Implementation Framework.

1. Focus of the College Plan

The College Plan should focus on two main issues:

(a) To help the Colleges to achieve their Mission and goals in a systematic and coherent way; and

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(b) To enable the Colleges to contribute towards the realization of the overall Objectives of the University.

2. The Role of the Colleges in the University

The Colleges are the building blocks of the University. They constitute the main vehicles for the realization of the University Strategic Objectives. The collective achievements of the Colleges spell out the achievements of the University. It is therefore important that each of the new Colleges defines its role in the context of the University Strategic Plan and positions itself to contribute towards the realization of the goals of the University.

In defining their roles, the Colleges have to demonstrate the symbiotic relationships that exist among them and the non-teaching units. This should capture specific projects and activities that link the various Colleges.

3. The relationship between the University and the College Plans

The University Plan deals with strategic issues in a long-term perspective. It focuses on five thematic areas with five strategic objectives and 14 operational objectives. On the other hand, the College plans should be designed to respond to the strategic objectives of the University by formulating specific objectives and strategies for the Colleges.

The College Plans should comprise two Five-Year Medium Term Plans to cover the University's Strategic Plan period.

The College Plans should contain Actions Plans with specific activities and their corresponding budgets for implementation. Further, the Plans should spell out specific actions for resource mobilization. The resources for plan implementation should come from the Central University budget as well as funds mobilized through the initiatives of the Colleges.

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The Planning Process

Essentially, the College Plan should be internally-developed by College Planning Teams (CPTs) under the chairmanship of the Provosts. The planning process should combine extensive consultation and participation. The basis of the plan should come from the University Plan, the mandate of the Colleges, situational analysis and SWOT Analysis of the Colleges. As part of the consultative and participatory process, draft reports should be presented and discussed at a College forum, attended by the academic and non-academic staff, student representatives from the various faculties and departments of the Colleges and other stakeholders.

The Content or Structure of the Plan

The Plan should contain the following key elements:

(a) The Mandate of the College;
(b) The relevant issues from the University Strategic Plan that the College should address;
(c) Environmental Scan;
(d) Vision and Mission Statements;
(e) Goals and Objectives;
(f) Strategies;
(g) Projects and Activities
(h) Performance Indicators;
(i) Time Frame for implementation
(j) Costs
(k) Implementing Responsibility
(l) Implementation, Monitoring and Evaluation

Based on the College Plans, Annual Action Plans should be prepared with corresponding budgets.

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Plan Implementation Framework

The Plans should end with an Implementation Framework. This comprises implementation plan, monitoring and evaluation strategies. The implementation plan should detail out the activities and corresponding periods of execution (i.e., flow charts). For monitoring and evaluation purposes, the plans should define performance indicators for all activities. The process should also include monitoring of resource flow and application.

Further, the M&E process should assess the level of transparency in implementation, accountability, degree of participation, outputs and impacts of the projects. As much as possible, the monitoring and evaluation process should be undertaken through a participatory process involving all relevant stakeholders including academic staff, students, non-academic staff and consumers of the products of the Colleges.

The College Boards should take active role in the monitoring and evaluation of the Plan implementation process. They must receive and review all M&E reports submitted through the Provosts. The M&E reports from the Colleges and other Units should be submitted to the Vice-Chancellor.

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SECTION SIX

PLAN IMPLEMENTATION, MONITORING AND EVALUATION

Introduction

Plan implementation is the link between plan formulation and outputs. This implies that without effective plan implementation strategies, a good plan would not necessarily produce the desired results. In the same vein, monitoring and evaluation is a vital tool for smooth and effective plan implementation. Without it, a plan may not stay on course and wastage of resources could occur.

University's Strategic Plan (USP) Implementation Process

The implementation of the USP (PLAN2K14) involves the following key activities:

1. Pre-Implementation Activities;
2. Implementation Activities; and
3. Monitoring and Evaluation.

1. Pre-Implementation Activities

(a) Stakeholders' Forum

Before the USP was finalized, all the stakeholders were given the opportunity to know the content of the plan and to make inputs into it. This was to ensure high level sense of ownership of the plan and as a result increase the degree of success of its implementation.

Stakeholder fora were organized for identifiable groups in the University community for this purpose. Four of such fora were organized for:

- Senior Members,
- Senior and Junior Staff,
- Students; and

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- University Council

(b) Finalisation and Adoption of the Plan

On completion of the Stakeholder fora, the comments were analysed and the relevant observations incorporated into the final document before its adoption by the University Council.

(c) Establishment of College Administrative Set-Up

Steps were taken to restructure the College administrative machinery before the Plan was launched. That was in view of the fact that the Colleges are the main vehicles for the implementation of the USP. Each College has the following key personnel at post: Provost, College Registrar, College Finance Officer, College Librarian and their supporting staff.

(c) Orientation Workshop for Principal Actors

An orientation workshop was organized for the principal actors of the Plan to ensure a unified approach and smooth take-off of the USP implementation process. This ensured that the principal actors were informed of the specific actions to be taken and the need for collaboration among themselves for success in the implementation.

2. Implementation

(i) Action Plan for Central University Projects

Action Plans should be drawn to facilitate the implementation of Central University projects such as the construction of infrastructure facilities especially the classroom blocks lecture theatres.

(ii) Preparation of College and Other Unit Plans

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The first task for the Provost and other Unit heads is to initiate a process to prepare specific plans for their various outfits based on the USP. Guidelines for the preparation of these plans are provided in Section Five of this report.

(iii) Preparation of Annual Action Plans at Faculty and Other Units Level

Following the completion of the College and other Unit Plans, Deans of Faculties and Heads of other Units should prepare Action Plans with budgets for the various departments. In preparing College and other Units budgets, the Zero-based approach should be used. Fund mobilization activities by the Provost should be detailed out in these plans.

(iv) Transfer and Utilisation of Financial Resources

Budgetary allocations of the Colleges and other Units should be transferred for the implementation of the Action Plans.

3. Monitoring and Evaluation (M&E)

M&E should be undertaken at three levels:

(a) Financial;
(b) Works and other activities; and
(c) Human resource performance.

(i) Financial

The Provosts and other Heads should ensure that all expenditures are in accordance with the laid-down financial procedures and within the approved budgets. The University's Internal Auditor will be responsible for auditing of all financial records and transactions and submit audit reports to the Vice-Chancellor.

(ii) Works and Other Activities

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Works and other activities for which funds are available should be implemented according to their schedules in the Action Plans. In this context, timeliness of delivery is of importance if the entire plan is to be kept on course.

(iii) Human Resource Performance

The performance of various staff will be periodically assessed based on approved performance indicators. In this respect, Provosts and other Heads should collaborate with the Quality Assurance and Planning Units to develop performance indicators.

4. Other Dimensions of M&E

(i) The Timing of the M&E Process

Since the plans consist of a variety of activities with different gestation periods, different monitoring schedules are required. For example, performance of lecturers will be measured at the end of each semester as compared with the construction works where the monitoring team has to visit the site at short intervals. What is critical in all cases is the need to define the specific period for the M&E exercise and to stick to it consistently.

(ii) The M&E Actors

The staff responsible for M&E activities will be defined in each case. However, it is important to stress that the participatory approach that involves many stakeholders in the M&E process should be adopted. This will ensure that the various dimensions of project outputs will be fully and objectively assessed.

(iii) Results of the M&E Process

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Two major results are expected from the M&E process. These are Outputs and Impact. While outputs deal with deliverables (e.g., construction of lecture theatres, mounting of new academic programmes etc), impact focuses on the changes resulting from the utilization of the project outputs (e.g., increased utilization of ICT facilities). These are to be measured in both quantitative and qualitative terms in relation to developed performance indicators.

(iv) Reporting

Reporting is one of the cornerstones of the M&E process. It comprises of method of reporting, channels of communication and the feedback system. The method of reporting includes verbal, written, photograph, video etc. The Vice-Chancellor, Provosts and other Unit heads should select the appropriate specific methods for the M&E exercise.

The channels through which the M&E information should reach the authorities should be defined. For example, this may include consultative meetings, mailing systems, etc.

Following the review of the M&E report, the reactions of the authorities and other stakeholders should be conveyed back to the implementing body through a feedback system. Where necessary, the feedback will be used to fine-tune the implementation process. Where this feedback system is lacking, the M&E process is of little or no value.

The processes outlined above should be followed at all levels of the implementation process. This will ensure effective implementation of the Plans.

The University Council should take active role in the monitoring and evaluation of the Plan implementation process. It must receive and review all M&E reports submitted through the Vice-Chancellor.

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MANAGEMENT OF THE PLAN IMPLEMENTATION

A Strategic Plan Implementation Oversight Committee (SPIOC) should be constituted for monitoring the implementation, evaluation of progress and possible review of the Strategic Plan (PLAN2K14) at both the University and local (College and other Unit Plans) levels. The Quality Assurance and Planning Units (QAPU) within the Vice-Chancellor's office will be the technical secretariat for managing the plan implementation. The Head of the QAPU will liaise with the Provosts/Librarian/Registrar and Heads of other Units in the management of strategic planning and implementation. Ultimately, the Unit will be responsible to the Vice-Chancellor on matters relating to strategic planning in the University within the context of the Resource and Planning Committee.

CONCLUSION

The Vision of Ghana developing to attain the status of a middle income country by the Year 2012, the high demand for higher education in science-based professional courses and the weak technological base of the national economy present great opportunities and challenges for the Kwame Nkrumah University of Science and Technology (KNUST) to address the developmental needs of the nation.

The KNUST in this regard will face critical issues in the next decade that are connected with demands for higher level manpower with entrepreneurial skills in the science and technology related fields to support the industrial development that will consequently lead to the overall socio-economic development of the country.

The PLAN2K14 therefore places particular emphasis on modernising the infrastructure and facilities (including Information Technology) to promote teaching, research and learning, university-industry collaboration to mobilise required resources, staff development and motivation, increased funding for research, inter-faculty collaboration and entrepreneurial training to enhance the market value of the graduates of the University.

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Through the adoption of the Strategies and the implementation of the Projects, **PLAN2K14** will enable the University to address the problems the following problems:

1. rapid increase in student numbers since the start of the Educational Reform Programme in 1992 which has led to growth in student numbers being out of proportion to available teaching and learning facilities (lecture theatres, laboratory equipment, libraries, etc), and residential facilities;
2. inadequate high level human resource capacity required by the University;
3. lack of support for manpower training, research and innovation in science & technology for national development;
4. inadequate and deteriorating physical infrastructure and facilities of the University;
5. limited IT infrastructure and its application in the core business of the University; and
6. weak financial resource mobilization and management.

Further, at the national and sub-regional levels, the PLAN2K14 will strategically position the University in achieving the following:

1. training high calibre personnel in science and technology and equipping them with entrepreneurial skills to meet the demands for high quality manpower by industry and for the general socio-economic development of the country; and
2. assisting rural communities through extension services in finding solutions to the problems of the built environment (including exploring alternative sources of energy and water supply), agriculture, industry as well as infrastructure facilities and services.

By the achievement of these strategic goals, PLAN2K14 will bring the Kwame Nkrumah University of Science and Technology much closer to the aspirations of the founding Fathers, who had the intense conviction and hope that the KNUST, as a technologically oriented institution of higher learning, must be at the cutting edge of the march of the nation towards socio-economic progress and cultural advancement.

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APPENDIX 1: The Act Establishing the University of Science and Technology, Kumasi

THE EIGHTIETH ACT
OF THE PARLIAMENT OF THE REPUBLIC OF GHANA
ENTITLED

THE UNIVERSITY OF SCIENCE AND TECHNOLOGY
KUMASI

ACT 1961

AN ACT to establish the University of Science and Technology, Kumasi, in place of the Kumasi College of Technology.
DATE OF ASSENT: 22nd August, 1961.
BE IT ENACTED by the President and the National Assembly in this present Parliament assembled as follows:

1.

I. There is hereby established a University under the name of the University of Science and Technology, Kumasi, (in this act referred to as the University).
II. The University is a body corporate, and shall have perpetual succession and a common seal.
III. Without prejudice to its other powers, the University shall have power to award its own degrees.

2. The aims of the University shall be to provide higher education, to undertake research, to disseminate knowledge and to foster relationships with outside persons and bodies; and to do so in accordance with the following principles:

a) that in determining the subjects to be taught emphasis should be placed on those which are of special relevance to the needs and aspirations of Ghanaians including the furtherance of African Unity;
b) that higher education should be available to all Ghanaians who are capable of benefiting from it;
c) that as far as practicable students should be given an understanding of world affairs, and particularly of the histories, institutions and cultures of African civilisations;
d) that students should be taught methods of critical and independent thought, while being made aware that they have a responsibility to use their education for the general benefit;
e) that research should be undertaken in all subjects which are taught in the University, but with special attention to subjects which relate to the social, cultural, economic, scientific, technical and other problems which exist in Ghana or elsewhere in Africa;
f) that opportunities for higher education and research should be provided for students from other countries, particularly countries in Africa;
g) that the fruits of research, and knowledge generally should be spread abroad by the publication of books and papers and by any other suitable means;
h) that the University should develop close relations with the people of Ghana and with other cultural institutions, whether within Ghana or outside.

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APPENDIX 2: The University of Science and Technology, Kumasi (Amendment) Act, 1998

ACT 559

THE FIVE HUNDRED AND FIFTY-NINTH

ACT

OF THE PARLIAMENT OF THE REPUBLIC
OF GHANA
ENTITLED
THE UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI (AMENDMENT) ACT, 1998

AN ACT to amend the University of Science and Technology, Kumasi Act, 1961 (Act 80) by a change in the name of the University.

DATE OF ASSENT: 30th December, 1998

BE IT ENACTED BY Parliament as follows –

The University of Science and Technology, Kumasi Act, 1961 (Act 80) Amended –

The University of Science and Technology, Kumasi Act, 1961 (Act 80) as amended is further amended as follows-

(a) by the repeal of the short title and the insertion of the following –

"THE KWAME NKURMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI ACT, 1961".

(b) in the long title by the repeal of "University of Science and Technology, Kumasi" and the insertion of the following-

"Kwame Nkrumah University of Science and Technology, Kumasi".

(c) in section 1 subsection (1), by the repeal of "University of Science and Technology, Kumasi" and the insertion of "Kwame Nkrumah University of Science and Technology, Kumasi

Date of Gazette notification: 5th February 1999.

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APPENDIX 3: STRUCTURE OF COLLEGES, FACULTIES AND DEPARTMENTS

COLLEGES	FACULTIES AND DEPARTMENTS
COLLEGE OF AGRICULTURE AND NATURAL RESOURCES	(A) **Faculty of Agriculture** Department of Animal Science Department of Crop and Soil Sciences Department of Horticulture Department of Agricultural Economics, Agribusiness and Extension (B) **Faculty of Renewable Natural Resources** Department of Agroforestry Department of Silviculture and Forest Management Department of Wildlife and Range Management Department of Fisheries and Watershed Management Department of Wood Science and Technology (C) **Faculty of Forest Resource Technology (Sunyani Campus)** (D) **Research Centres** Bureau of Integrated Rural Development (BIRD) Centre for Biodiversity Utilisation and Development (CBUD) Knust Dairy/Beef Cattle Research Station Agriculture Research Station
COLLEGE OF ARCHITECTURE AND PLANNING	(A) **Faculty of Architecture and Building Technology** Department of Architecture Department of Building Technology (B) **Faculty of Planning and Land Economy** Department of Planning Department of Land Economy (C) **Institute of Human Settlements Research** Centre for Settlements Studies Centre for Land Studies

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COLLEGE OF ENGINEERING	**(A) Faculty of Chemical and Materials Engineering** Department of Chemical Engineering Department of Materials Engineering Department of Petroleum Engineering **(B) Faculty of Civil and Geomatic Engineering** Department of Civil Engineering Department of Geomatic Engineering Department of Geological Engineering **(C) Faculty of Electrical and Computer Engineering** Department of Electrical Engineering Department of Computer Engineering **(D) Faculty of Mechanical and Agricultural Engineering** Department of Mechanical Engineering Department of Agricultural Engineering Department of Aerospace Engineering **(E) Research Centres** Technology Consultancy Centre (TCC) Centre for Energy Research and Development
COLLEGE OF HEALTH SCIENCES	**(A) Faculty of Pharmacy** Department of Pharmaceutical Chemistry Department of Pharmacognosy Department of Clinical and Social Pharmacy Department of Pharmaceutics Department of Herbal Medicine Department of Pharmacology **(B) Faculty of Medicine** Division of Basic Medical Science Department of Anatomy Department of Physiology Department of Molecular Medicine Department of Pathology Department of Medical Microbiology Department of Behavioural Sciences ii Division of Clinical Medicine Department of Surgery Department of Medicine Department of Eye, Ear, Nose and Throat Department of Obstetrics and Gynaecology Department of Child Health Department of Anaesthesiology and Intensive Care Department of Community Health Department of Radiology

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(C) **Faculty of Allied Health Sciences**
Department of Nursing
Department of Sports and Exercise Sciences
Department of Medical Laboratory Technology

(D) **Research Centres**
Kumasi Centre for Collaborative Research in Tropical Medicine (KCCR)

COLLEGE OF SCIENCE

(A) **Faculty of Physical Sciences**
Department of Computer Sciences
Department of Mathematics
Department of Chemistry
Department of Physics

(B) **Faculty of Biosciences**
Department of Biochemistry and Biotechnology
Department of Food Science and Technology
Department of Theoretical and Applied Biology
Department of Environmental Sciences
Department of Optometry and Visual Science

(C) **Faculty of Distance Learning**
Kumasi Virtual Centre for Information Technology (KVCIT)
Centre for Distance and Continuing Education (CDCE)

(D) **Research Centre**
National Centre for Mathematical Sciences (NCMS)

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COLLEGE OF ART AND SOCIAL SCIENCES	(A) **Faculty of Fine Art** Department of Painting and Sculpture Department of Communication Design Department of General Art Studies (B) **Faculty of Industrial Art** Department of Industrial Art Department of Integrated Rural Art and Industry Department of Publishing Studies (C) **Faculty of Social Sciences** Department English and Modern Languages Department of Economies and Industrial Management (D) **Faculty of Law** Department of Public Law Department of Private Law Department of Commercial Law (E) **Research Centre** Centre for Cultural and African Studies

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tudent and Staff Numbers – 1992 - 2005

005.

95	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	5038	6115	6843	7489	8141	8889	9476	10504	11,679
	1200	1496	1730	2012	2192	2825	3289	3760	4,613
	6238	7611	8573	9501	10333	11714	12665	14264	16,292

/2005.

1994/95	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
479	479	489	489	499	506	510	522	551	566

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Appendix 5: Members of the Committee for the Preparation of Strategic Plan for KNUST 2005 to 2014 (PLAN2K14)

Prof. Dr. H.N.A. Wellington	- Department of Architecture	-	Chairman
Prof. S.E. Owusu	- Institute of Human Settlements Research	-	Member
Mrs Sophia Quashie-Sam	– Registrar's Offices	-	Member
Dr. Samuel Afrane	- Department of Planning	-	Member
Dr. K.D. Kessey	- Department of Planning	-	Member
Dr. Imoro Braimah	- Department of Planning	-	Member
Mr. Johnson Owusu	- College of Health Sciences	-	Member
Mr. P.P. Adade	- Quality Assurance and Planning Unit	-	Member/Secretary

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