



VISION FOR A 21ST CENTURY COMPETITIVE UNIVERSITY

STATEMENT OF MOTIVATION AND STRATEGIC CONSIDERATIONS FOR
THE POSITION OF
DEPUTY VICE CHANCELLOR (ACADEMIC AFFAIRS)

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INTRODUCTION



MAKERERE UNIVERSITY

- I am **Associate Prof** and **Dean** School of Business, **member of Senate** for **8 years**, **Member University Council**.
- I **have served** Makerere University for **20 years** in various positions and duty responsibilities.

Responsibility	Period
Dean of Faculty	2011-2018
Head of Department (Marketing and Management)	2010
Senior Lecturer	2010
Lecturer	2009
Faculty Registrar (FEMA)	2004 - 2006
Assistant Academic Registrar	2004
Senior Administrative Assistant	2002
Administrative Assistant	2000
Research Assistant	1998

1. MOTIVATION FOR DVC-AA.....!?



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Personal Competences, Professional Experience, Achievements and Commitment to Makerere service for 20 years:

1. 10 years of senior managerial and academic leadership experience in higher education; Board of Governance; Strategic Policy in Mak and reputable instns.

- Member Council and Senate Committees (Have chaired some)
- Chair Academic Affairs, Buganda Royal Institute of Business and Technical Education (BRIBTE)
- Chair HR & Administration Committee, Makerere Joint Aids Programme Company Ltd (MJAP)
- IUIU Council, Academic Affairs Committee;
- Senate & Council Member, Kampala University
- Biorepository Advisory Board, CHS
- Ag. Chairperson & Chair Finance Committee, Kampala High School
- Chair, Board of Directors, Kira Junior School
- Vice Chair, Board, Venture Development Foundation

MOTIVATION FOR DVC-AA.....Cont'd



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2. Aptitude as a rational and selfless leader (HR Institutional development).

- From a single PhD (myself) in 2009 to 15 PhDs full-time faculty staff today;
- 2 completing in a year's; 8 have registered at universities in South Africa (3), Australia (1); South Korea (3), and Turkey (1). Provided mentorship, negotiated scholarship and sought research support.

3. Transformational leadership in academic programmes development

- Established several new programmes, rebranding existing ones, and set out short-executive and professional training programmes. These include:
 - MBA; Regional MPIM; MA (Financial Services); Executive MBA; B.COM, BBA, BPRO
 - Professional CPA and ACCA; and A wide range of short-executive tailored courses.
- The programmes are highly lucrative with total enrolment of over 3,000 students, and annual revenue generation of about UGX 6 billion.



4. Demonstrable capacity for resource mobilisation

- I am the **Regional Director for MPIM**, which has received **6.2 million USD** in the last six years as part of the grant support from the **PACBP Consortium**.
- Given scholarships worth **US\$ 1.2 million** to train senior managerial/supervisor level staff from central government, Local Govts and NGOs.
- Annually **Shs100m** generated from the **ACCA and CPA** Training Centre at SoB.
- Annually about **Shs80m** generated from **Short-Executive training**

5. Building Networks and Strategic Partnerships

- Initiated and fostered strategic partnerships with organisations of international repute
- MoUs with ICPAU, ACCA, UIBFS, IIU, UNRA, NWSC, PPDA and several Universities



6. Expertise in policy, strategy and institutional reforms

- I serve on the Council Committee of *Quality Assurance, Gender and ICT (Chair to Programmes & Curriculum Sub-Committee)*
- I serve on the *Senate Academic Policy & Appeals Committee*
- I have reaped great experience and knowledge to guide academic programmes' curricula development and review processes

As a Member of Council,

- I have been part of the key focal persons in establishing and fostering the strategic planning, policy direction and institutional reforms of Makerere University.



8. Outreach: Institutional capacity support, CSR and consultancy

- **Chair, Board of Governors, Finance Committee and Principal** signatory to Kampala High was part of negotiation and successfully managed the grant worth UGX 3,2bn from World Bank to construct 3 new storeyed-building classroom and laboratory blocks.
- In 2013-14, I was a member of the high-level **Taskforce for NCHE to Review KIU 46 PhD awards and Graduate programmes. Technical reviewer and Vetter for the NCHE.**
- **Consultant for:**
 - UNDP; SADC-SA-SRS; National Medical Stores; Rwanda's Pro-Femmes; IUIU; etc.

2. CHALLENGES AFFECTING ACADEMIC AFFAIRS: Teaching, Learning & Quality Assurance



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1. Quality of the Curriculum:

- Duplicate Programme and overlaps in curriculum
- Low concentration of practical hands-on skills and problem solving output;

2. Quality of Trainers (Academic Staff):

- Irresponsible behaviour of academic mentors (poor academic accountability);
- Concerns of low staffing; poor reward and delayed staff promotion.
- Slow pace of embedded learning and learner centred methods (handouts/ notes

3. Quality of students:

- Poor students' reading and research culture
- Unethical and destructive behaviour

Challenges Teaching, Learning and QA

Cont'd.....



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4. Quality of Teaching Facilities:

- Limited lecture spaces, laboratories, ICT
- No physical facilities maintenance plan

5. Quality of academic support environment

- Poor support services (Poor customer care; academic service delays
- Poor students' records management and results management system.

6. Quality of QA Monitoring Framework:

- Non-functional performance monitoring system;
- QA Directorate Challenges: *Staffing and programming;*
- Missing linkage of QA with academic units

Feasible Opportunities for Mak

.....As a 21st Century Competitive University



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We can leverage on Makerere's potential, comparative and competitive advantage:

- History, the name and the brand!
- *PhD Staff concentration – 80% of PhD holders in the country;*
- *High ranking – top five Africa Universities and top in research output;*
- *90% of Uganda's research output is from Makerere;*
- *World-wide collaborations and partnerships with reputable institutions;*
- *Wider-disciplinary coverage; 37% Science*
- *Alumni of high calibre and stature spread around the globe*

3. Interventions to Meet Strategic Objectives of the University



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Makerere Mission: “To provide innovative teaching, learning, research and services responsive to local and global needs”

- 1. A leader in producing a high quality and competitive graduate of the 21st century.**
- 2. A Research-led and Leader in Innovations.**
- 3. A hub of strategic partnerships providing services that are responsive to national and global trends.**



My leadership will nurture and foster the following interventions:

- 1. Revitalise the role of the Senate Committees to play an active monitoring role in establishing and enforcing academic regulations.**
- 2. Provide oversight and ensure capacity for the efficient and effective working of the *AR's Department; the DRGT; the QAD.***
- 3. Evolve a symbiotic relationship with the Core teaching units: Schools Deans and Department Chairs. *I intend to start by establishing the Deans' Forum.***
- 4. Reinforce policy and mechanisms to monitor teaching and learning. *Prioritise SECAT; Harmonise Lecture Time-tabling; teaching staff workload***
- 5. Periodic *QA Reports from Boards of academic Units* for Council & Senate Quality Assurance Committee to consider**

INTERVENTIONS Cont'd....*Quality Teaching, learning, and services responsive to local and global needs*



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6. Curriculum review, based on market research and stakeholder needs.
 - *At least one flagship program (regional/ international/ professional accreditation)*
 - *Mainstream gender issues in curriculum.*
7. Institutionalise **Students' Mentorship** – Attach students to individual mentors.
8. Foster **staff pedagogical training**: Learner centred and PBL models.
9. Prioritised investment in Gender issues and ICT:
 - *The GMD capacity; mobilise funding for Female & Vulnerable Students Scholarships; empowerment programmes for female and vulnerable students, including anti-sexual harassment.*
 - Invest in the use of ICT in the development and delivery of learning

INTERVENTIONS Cont'd.....



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- 10. Review academic policies and enforce implementation of these policies.**
- 11. Review and address research supervisors, reviewers and examiners emoluments. To renegotiate the 67% : 33% revenue sharing ratio.**
- 12. Develop a tailor-made one week short course in Entrepreneurship skills and innovation for final year university students.**
- 13. Optimise dialogue with students' leadership at College and Students' guild through regular interface and debates.**
- 14. Invest more in students' sporting and co-curricular activities to create a healthy mind.**

Interventions to nurture a Research-led and Leader in Innovations



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- 1. Advocate increase in research budget component of the University Budget. Each College budget can be vetted on compliance with research outputs (20%).**
- 2. Internal small grants and subsidy to incentivise research teams.**
- 3. Mentorship programmes for young researchers; training in grants writing and management.**
- 4. Increased graduate enrolment and Post-docs. Cutback on undergraduate.**
- 5. Rescheduling of evening programmes.**
- 6. Assure documentation and protection of intellectual property rights.**
- 7. Support initiatives to establish, coordinate and harmonise research centres.**
- 8. Require at least one flagship research innovation project for each School.**
- 9. Fast track operationalisation of Makerere press.**



4. Other Considerations for DVC-AA:

...Research-led and Strategic Partnerships

1. Linkage of our research effort to the **NDP, the Vision 2040; and the SDGs.**
2. Formalise strategic linkages (**MoUs**) with **Government agencies, industry stakeholders** to augment curricula, training and research.
3. Formalise existing relationship (**MoUs**) with **internship host organisations.**
4. Negotiate, support, provide policy framework and build momentum for **establishing centres of excellence (CoEs).**
5. Increase participation in CSR activities to win public support.
6. Cultivate on **adjunct appointments** e.g. NARO; EPRC; Central Bank; URA; UNRA; UNBS, etc.

Other Considerations for DVC-AA.....

.....Unit-Based Initiatives



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1. **CAES:** Optimising the utility of MUARIK and Innovative Centres;
2. **CEDAT:** Foster the PBL and marketing of innovations;
3. **LAW:** Support growth of HURIPEC and PILAC Initiatives;
4. **CoVABS:** Support existing partnerships and utility of Buyana, Nakyesasa
5. **CHUSS:** Resolve outstanding collegiate concerns and tap into individual Schools' potential

Other Considerations for DVC-AA.....

.....Unit-Based Initiatives



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6. **CoCIS:** Support to Incubation Labs and partnerships with agencies.
7. **CEES:** Operationalise the IODeL and EA School of Higher Education initiatives.
8. **CHS:** Optimise the research and grants potential and support to other units. Support growth initiatives of the School of Public Health.
9. **CoBAMS:** Support the endowment fund and Entrepreneurship & Innovation Centre.
10. **CONAS:** Support to Science labs and foster collaboration with government and industry.

CONCLUSION



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My passion is to

- Promote linkages between the academia and practice.
- Cultivate strategic partnerships.
- Render Makerere a research-led and competitive 21st Century University

Quality assurance, Gender Issues, ICT and internationalisation will be prioritised as strategic enabling systems.

My work initiatives will be guided and achieved through:

- Open talk and Consultative effort.
- Teambuilding and teamwork.
- Mutual respect.



THANK YOU VERY MUCH!!!

God Bless You All!