



JIMMA UNIVERSITY  
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# JIMMA UNIVERSITY STRATEGIC PLAN 2016-2020

A DIGNIFIED PAST  
A DETERMINED FUTURE

**DEDICATION BROUGHT US THIS FAR, AND PASSIONS WILL TAKE US FURTHER**

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## **Message from the president**

The senior management of Jimma University is grateful to all teams who contributed a lot to the creation of JU's strategic plan, which draws on the three fundamental missions and seeds of success: education, research and community services. We are also indebted to all faculty, staffs, students, local community, and local, regional, and federal public and private sectors that provided valuable inputs. Hundreds have participated in this process through surveys, stakeholder meetings, focus groups, University council and Senate discussions, retreats, one-on-one interviews and advisory groups.

The strategic plan builds on our achievements and successes over the last five year and it is a product of 17-month intensive planning process. The document is a collaborative effort to ensure establishment of institution-wide priorities, which are crucial to JU's future. The plan outlines the strategic focus areas in which the university will excel for the next five years. Most importantly, this document indicates how the university will prioritize the allocation of its budgetary, personnel, and physical resources vis-à-vis to JU's new level of moving forward and internationalization.

I believe the Strategy enables us to define our new future and benefit from the significant opportunities that will arise in the next five years. I am also confident that, JU will foster the creation of knowledge and nurture the many synergies between discovery, learning, and service across our entire community of scholars. This in turn will improve the human condition and pursue excellence in education that a world-class research and entrepreneurial university can give to the community.

**JIMMA UNIVERSITY** is a pioneer and leading community-based university which stood first for the last five successive years in Ethiopia

<b>MOTTO</b>	<b>WE ARE IN THE COMMUNITY</b>
<b>MISSION</b>	To generate, disseminate and apply knowledge and expertise by sustaining academic, research and community service qualities
<b>VISION</b>	To be a premier world-class university with dynamic approach to solve national and global challenges

IN REALIZING OUR VISION

We build-up our culture of academic excellence that champions students' success in intellectual expertise, retention, graduation and recruitment	We develop highest standards of research that gives solutions to the pressing global and environmental challenges	We empower the community to address their own issues through our creative and responsive community services	We build a diverse global participation in intercultural, curricular and co-curricular opportunities that make students globally competent	We create mutual partnership for reputation, financial sustainability and maximizing reinvestment
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To achieve our vision, we will execute the following **5** STRATEGIC GOALS

<b>THEMES</b>	<b>① Academic Excellence</b>	<b>② Excellence in Research and technology transfer</b>	<b>③ Excellence in Community Service and Engagement</b>	<b>④ Internationalization and Institutional Collaboration</b>	<b>⑤ Transform institutional leadership and governance</b>
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To achieve our Goals we will perform the following **14** OBJECTIVES

<b>OBJECTIVES</b>	1. Increase access and equity of higher education	1. Build research environment that supports and rewards world-class research, innovation and discovery	1. Strengthen community services through CBE	1. Enhance Internationalization in Academics and Research	1. Improve Human Resource Development & institutional leadership
	2. Enhance Quality and Relevance of Higher Education	2. Enhance Innovation and Technology transfer	2. Develop a new age Medical center	2. Enhance JU's capacity to attract world-class faculty and student	2. Improve and maintain good governance
	3. Optimize Entrepreneurial Education and Career Development		3. Maximize Environmental Protection & Sustainability	3. Establish and Strengthen international partnerships in research and education	3. Optimize income generation schemes and financial management

## Section 1: Overview of Jimma University

### 1.1. Brief history

Jimma University was established on 22 December 1999 with amalgamation of College of Agriculture and Jimma Institute of Health Sciences following the Council of Ministers regulation, No. 63/1999. Nowadays, Jimma University is the pioneer and leading Community-based Higher Learning Institution where its philosophical identity is “We are in the community”.

Therefore, JU made remarkable and multifarious progress in training, research and service provision since its establishment. From running a few diploma programs in the fields of health, medicine and agriculture, the University has evolved to offer multidisciplinary study programs in eight Colleges and Institute. All its four campus which are scattered to affect a broad local area; and its students and staffs serves the many thousands of local people’s as employer, neighbor, advisor and educator. Currently the University offers 57 Undergraduate Degree Programs, 119 postgraduates in 2nd degree and 17 PhD programs. The student enrolment in year 2015 was 42,917 and the number of academic and administrative staffs was 1452 and 4566, respectively. Therefore, the University has contributed a lot in adopting, adapting, generating and transferring new knowledge and research outputs.

### 1.2. Rationale of the strategic plan

With ambitious goal of being a World-Class University where research and innovative teaching go hand in hand, JU reached to important milestone of preparing its third strategic Plan, which is *the roadmap to internationalization through articulated academic and research endeavors*. The plan is a foundation block to provide an opportunity of building its international reputations in the rapidly changing world.

The current global needs via internationalization made JU a global intellectual hub to promote new discoveries, innovations and applications towards a global impact. The plan will therefore, encourages faculty, staff and students to explore linkages and to become a global source for information, expertise and productive collaborations across all sectors of government, non-government and civic societies. Hence, a serious consideration has given to the five corporate goals of JU, which include Academic Excellence, Excellence in Research and Technology Transfer, Excellence in Community Service and Engagement, Internationalization and Institutional Collaboration; and Transforming Institutional Leadership and Governance towards serving the international priorities. Given the ever-increasing pace of global challenge, JU is acting quickly and flexibly to give a sharp international focus to considerable and broad-ranging strengths in research, learning and knowledge exchange. By identifying the most emerging international opportunities, JU is endeavoring to communicate with a range of international partners to improve its international roles. Responding to the challenges of rapidly changing social, environmental and economic conditions, JU has embarked on a comprehensive strategic planning process in order to identify new opportunities to serve society as effectively as possible, further advancing its reputation for excellence, innovation and relevance.

The strong culture of innovation and the can-do attitude of its students, faculty and staff is the foundational block to create a new and better future in the growing societal needs and to fuel economic growth. This is why Jimma University is devising its Third Strategic Plan to the level of internationalization. JU staffs are contributing their expertise to public debate and policymaking, both through academic research and through serving on advisory and policy bodies. It is also making a particular contribution to supports the work of Jimma Zone and City Administration Council, and the

Ethiopian Government. It works in partnership with a number of national and international research organizations designated as Associated Institutions of the University, which in turn provide employment opportunities for many students. The University organizes free lectures, conferences, festivals and arts events, many of which are open to the public. JU maintains strong links with local and international alumni and with the local population through voluntary programs.

### **1.3. Strategic planning methodology**

The strategic planning process started in September 2014 with the development of Strategic Plan Guideline by Planning and Programming Directorate. Based on the guideline, call for past performance-evaluation had been announced and two professional teams applied for the call. Because of the complexity and comprehensiveness of the work, the two teams were advised to work together. On the other hand, six different strategic planning teams (with total members of 60 academicians, senior managers and professionals) were established.

The past performance-evaluation team evaluated the performance of JU against the last five years' strategic plan. In parallel, the external stakeholder analysis was conducted by the assigned team. After great efforts of analyzing and synthesizing the data by both teams, reports were submitted to the main technical team as input for a further work. Then, the technical team, which consist a University-wide representation, was charged with the development of the five-year strategic plan for JU. Then this team has submitted its first draft to the top management for a comment. Based on the feedback obtained from the top management, the technical team incorporated the comments and enriched the document. The revised strategic plan was presented to the University's Council Members and Senior Academic Staffs for further discussion in February 2016. During this session, valuable suggestions were obtained and included in the main document, accordingly. Finally, a National Stakeholders' Workshop is organized for sensitization and awareness creation.

## **Section 2: Environmental Scanning (Strategic Analysis)**

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### **2.1. The dignified past**

With a profound change occurring at breakneck speed, Jimma University is a defining characteristic of the new era where academic, ecological and demographic challenges, increasing global competition were fierce. JU was facing these questions of how to get ready for the future and how it can improve the expectation of the generations to come. However, inspired by long-lasting commitment that arise from societal change, and by realizing our potentials and by increasing our dynamics, JU was and will be the leading and distinguished innovative University of our Nation. Thus, the strong track-records of engagement with innovative and entrepreneurial culture will continue to do so with unwavering commitment. JU's strengths in research, academics and purposeful community services emanated from its rooted culture to understand the world and to fuel up significant socio-economic and environmental spin-offs of our Nation.

Concerning service provision, the university has made its own relentless efforts in extensive renovation and expansions to make the hospital conducive for community service, training and research. In line with this, concerted efforts were made to improve the quality of the service that the hospital renders. The university has built a new hospital complex and state-of-the-art medical of equipment to enhance services, teaching and research in the field of health sciences. The teaching and referral hospital of

Jimma University will have the capacity to accommodate 1000 beds at the time when the new complex is completed. In addition to this, an additional expansion program is underway for the tertiary hospital.

Therefore, the university is making a valuable contribution to the overall development of the country by producing high-level professionals, by carrying out problem-solving research and by providing service to the public. By training higher caliber professionals through its cherished and innovative Community Based Education (CBE), Jimma University is a center of academic excellence and knowledge capital of Ethiopia. Its commitment and strengths to meet emerging challenges and engagement of students and faculty on research and community services have added aspirant values to its records of accomplishment and thereby improved its higher standards of academic learning and societal well-being.

JU is an early adopter of ICT technology and it is on the frontline not only by using but by also scaling up it to other sister Universities towards advancing the technology for academics, research, community services and good governance purposes in Ethiopia. In line to this endeavor, nowadays, all classrooms in campuses of JU are changed to smart classrooms and its library, administration units, the fleet and institutional transformational systems are changed to smartest and softest system. Information technology innovations flourished in all JU campuses that revolutionized efficient compilation and put JU's ICT peaks on the national map. From there, JU developed National Recognition in high-tech expertise, which fueled significant economic spin-offs. The growth of many other Universities helped the university's reputation. In the verge of the Second Growth and Transformation Plan, Ethiopia is heading towards new economic, political, cultural and technological developments. Such developments call for a mass of qualified and competent professionals in various fields, and higher learning institutions are required to fill this gap by producing the human capital who actively participates in the local, national, regional and global economy.

A singularly powerful and long-standing principle of Jimma University is to anticipate the needs of society and respond effectively as challenges arise. This principle was and will be a key motivator behind the founding of this institution and its early commitment to creative thought, applied knowledge and experiential learning. Jimma looks to the future with energy, enthusiasm and commitment to its core strengths, while identifying key new areas of discovery, innovation and application that will further elevate its reputation as a powerhouse of quality education. In line with these developments, Jimma University has developed this strategic document. This strategic plan of the Jimma University is the third central strategic document to be accomplished from 2015/16 to 2019/20. The plan is in line to the education policy of the country by incorporating priority areas like improving quality of education and ensuring relevance aimed at supplying the human capital to the emerging economic and productive sectors, advancing problem-solving research, which contributes, to knowledge and technology transfer, and providing quality service to the community. Thus, it tries to create appropriate nexus between education, research, community service and development. This is meant to align with the priorities established in the second Growth and Transformation Plan (GTP-II) which emphasizes economic growth and industrialization.

The following challenges, mission and vision statement, set the scene for the core thematic priority areas and strategies that follow.

## **2.2. Challenges**

1. Weak Management Information System (MIS)
2. Community complaints on waste disposal system of the university

3. Inconvenient library services and space management due to poor design, and mismatch with number of students
4. Poor income generation efforts to support teaching, research and service undertaking
5. Poor reward and punishment system
6. Unsatisfactory staff profile and poor retention mechanisms
7. Poor quality of health service management delivery
8. Weak initiative to forge new links and partners and effectively manage existing ones
9. **Gender imbalance in workforce:** the number of women faculty in general and proportion of women in management positions of the university in particular is very low.
10. **Poor planning, monitoring and evaluation system:** Generally, there is lack of seriousness in planning and systematic monitoring and evaluation of institutional performance.
11. Underdeveloped local infrastructure and market in Jimma town electric supply, water supply
12. Excessive student intake that risks academic quality
13. Shortage of training facilities: like facilities for practical and skills training, training health centers, factories and service organizations are in short supply in and around Jimma.
14. Scarcity of qualified staff in the local market in some fields
15. Unsatisfactory student services

### 2.3. The Determined Future

For a fast-evolving globe, where pace of emerging challenges often outstrips available answers, conventional approaches to higher education, innovation and discovery are no longer enough. Answering that call requires a gallant and eccentric approach one that combines deep knowledge, extraordinary research, broad-based community engagement, internationalization and academic excellence. This requires interdisciplinary approaches and a forward-looking focus on advancing knowledge and meeting societal needs. Jimma University is the right public institution at the right time, which aspires to confront these challenges without any hesitation.

Over the next five years, JU will take excellence in education to the next level by making participatory education as integral part of the way all students learn. JU's unique brand of Community based education will reshape lifelong learning for students on and beyond its campuses. Recognizing the value of broad experiences in global economy, JU will cater for opportunities to attract international collaborations through educational exchanges and research undertakings.

Hence, JU's foundational strengths will serve as a springboard, propelling JU towards a single goal: to be recognized as one of the top innovative Universities in the world. JU's strategic plan is built on these profound traditions of excellence with a clear view of where energy and resources must be focused in order to maintain our National lead in higher education. It will be anchored by accountably framework that measures the progress towards ambitious but achievable goals.

Over the next five years, building on our foundational strengths and propelled by the promises outlined in this strategic plan, we will answer the call of the society and emerge as one of the top innovative universities. Hence, JU will exclusively produce globally competent graduates through a wide range of international learning opportunities.

Inspired by its culture of innovation, JU will

- Transform education and research with experiential learning for all,
- Build our reputation as a uniquely entrepreneurial university,

- Change lives and advance the community and industries through high-impact, demand driven and highly-relevant research outputs ,
  - Educate outstanding and globally competent graduates ,
  - Achieve closer integration of research opportunities and reputation,
  - Be recognized for excellence in research that delivers real solutions
- in the next five years.

JU will build this dynamic future on a foundation of excellent academic program, global prominence, vibrant student experience, robust university-industry linkage and a sound value system. The particular attention paid to the internationalization and the growth of student and staff mobility gained additional significance. Overall, our aspiration puts increasing our international reputation for quality – in learning, research and knowledge transfer – at the heart of our future activity. We want to develop further our relationships with the best international universities across this spectrum of activity.

## **2.4. Policy environment**

The introduction of higher education in Ethiopia began in the mid-1960s. It is only in that past fifteen years, however, due to the government’s and development partners’ commitment to prioritizing the sub-sector, that access to higher education has opened to the wider population.

### **2.4.1. Access and equity**

In the past ten years, the Ethiopian government demonstrated continued commitment to expanding equitable access to quality and relevant higher education. Since 2004/05, the number of public higher education institutions has increased, from eight to 36 (although only 33 take directly from grade twelve), distributed across all regions of the country. Private higher education institutions have also expanded, reaching 98 institutions in total, accommodating around 15% of all student enrolment by the end of the ESDP IV period.

This extra capacity has allowed rapid increases in intake. Undergraduate enrolment (government and private) rose from 447,693 in 2010/11, to 593,571 in 2013/14. Against a target of 90%, the transition rate from grade twelve stands at 84% in 2014/15. Of total enrolment, 57% of students now participate in regular undergraduate classes and 43% in a combination of distance, summer and extension courses. Likewise, total Masters’ enrolment in public higher education institutions increased from 7,211 in 2007/08 to 27,643 in 2013/14. Recently private institutions began enrolling postgraduate students and now they accommodate over 3,000 M.Sc. students. Consequently, the total enrolment at this level reached 30,643 by the end of ESDP IV. Enrolment in third degree programs (PhD) has increased from a low base of only 258 in 2007/08 to 3,169 in 2013/14. PhD candidates are enrolled predominantly in public institutions with only one private university receiving PhD students. New universities are being established to provide equitable geographic distribution across the different regions.

Participation of students with special educational needs has risen from a base of 398 in 2009/10 to more than the targeted 1,000 during ESDP IV. The number of students eligible for higher education that have special educational needs is partially constrained by the number who complete grade 12. In addition to improving access in higher education institutions and to training staff with appropriate skills and offering adapted learning materials, joint initiatives with general education are required to increase the participation rate of students with special needs. In addition, students with special educational needs do not have equal access to all fields of study and often tend to be placed to study special needs education.

The proportion of females in higher education needs to increase. The share of female students at undergraduate level has now reached 32% and in 2015, the intake rate was 38% female. Similar to enrolment of children with special educational needs, the number of female students eligible for higher education is also partially constrained by the number of girls who complete grade 12. The share of female academic staff and females in leadership positions remains far below plan, with no achievement in terms of women in leadership roles.

#### **2.4.2. Quality**

Studies indicate that many students joined higher education institutions with results below the 50% threshold in the higher education entrance examinations. The study also indicates that in physics, a basis for engineering studies, students' results are extremely low. To compound this, studies in 2011/12 indicate that the graduation rate of regular undergraduate students is as low as 79%. This, perhaps, implies a low quality of instruction or perceived low relevance of the higher education courses being offered. It could also be a reflection of the low quality of students introduced to higher education, who, irrespective of teaching quality, do not have the skills for learning at this level.

To improve the quality of the teaching and learning process several initiatives have been implemented including harmonizing curricula for all of the undergraduate programs, adopting a modular approach for course delivery to enhance active learning, instituting Quality Assurance Offices at each university and equipping libraries and laboratories. In addition, the Ethiopian Qualification Framework is nearly complete and the Ethiopian Education and Research Network (ETHERNET), a two billion Birr project is well underway and expected to be completed by 2015. In spite of massive resource allocations to higher education, universities still report insufficient supplies of text and reference books, laboratory and workshop equipment and access to information communication technologies.

The teacher-student ratio is another factor, which influences the quality of instruction and has improved considerably recently. In 2014, the ratio reached 1:16. This compares favourably with international standards (1:19) and the experiences of similar countries. The qualification mix of these 21,109 staff, however, has implications for quality of instruction. Given the target of 0:70:30 (Bachelor: Masters': PhD degree holders, respectively), so far only a ratio of 27:58:15 has been achieved. The supply of teaching staff with postgraduate qualifications has not kept pace with the increase in student enrolment. As a result, staffs with a bachelor's degree teach a large share of undergraduate students. If university intake capacity continues to expand at the current rate, it must be assured that sufficient staff available, with an appropriate skills mix, to provide quality instruction will be available.

#### **2.4.3. Research and technology transfer**

Financial support to research is low. In 2011/12, the research budget of all universities accounted for only 1% of their total budget. In addition, there are limited numbers of personnel available to conduct high quality research, and postgraduate students conduct higher education research predominantly. To improve the relevance of research and technology development for societal and national development needs, institutions have identified their thematic research areas considering their staff profile, topics of excellence and local needs. On completion of the National Research Undertaking Framework and sorting National Research Priorities, institutions will be supported through provision of funding for innovation, perhaps on a contestable basis. In addition, a national forum co-chaired by the Ministry of Science and Technology and Ministry of Education has been formed to enable institutions to collaborate with industries and mega-project implementers in their respective development corridors. Efforts to form

business incubation centres at the institutes of technology and science and technology universities are progressing well; and these may serve as valuable sources for income generation.

#### **2.4.4. Cross-Cutting Issues**

##### **2.4.4.1. Gender in Higher Education**

To achieve gender parity in the education and training sectors, targets and action programs were established in ESDP-IV. The gender directorate introduced activities to achieve gender equality. Measures were taken to establish and strengthen gender offices, gender forums, girls' clubs and female student associations in Regional Education Bureaus (REBs) and higher learning institutions. In addition, gender-mainstreaming guidelines were revised; a life skills training manual for secondary education prepared; a system to mitigate gender based violence established; and the former girls' strategy and action plan revised and updated ready for the beginning of ESDP V. These efforts were all planned to increase female enrolment and participation in the education and training sector.

Pre-primary enrolment has increased rapidly for both boys and girls; however, the GPI dropped from 0.98 in 2009/10 to 0.95 in 2013/14. In Primary and Secondary Education there were significant strides made towards achieving gender parity. Although the GPI in first cycle primary has fallen to 0.91 in 2013/14 from 0.93 in 2009/10, GPI in the second cycle of primary education has improved nationally to 0.97 from 0.94 over the same period. This trend correlates with the average survival rate to grade five of girls in the years 2007/08 - 2011/12, of 49.6%, compared to boys' survival rate, which was 47.1% The GER for girls in secondary education has increased considerably over the past four years. The GPI for the first cycle of secondary education (grades 9-10) improved from 0.80 in 2009/10 to 0.94 in 2013/14, and the GPI for the second cycle of secondary education (grades 11-12) improved from 0.56 to 0.85 over the same period. Yet despite progress, there remain some critical gaps in reducing gender disparity in primary and particularly in secondary education. While the intake rate of girls in grade one over the past four years has been increasing, it remains consistently lower than the intake rate for boys.

Gender disparity not only deals with enrolment and completion but also concerned with learning outcomes. The share of females that sat and scored 2.00 or above in the grade ten national examination remains lower than males (45% compared to 61%). Similarly, in the grade twelve national examination while 36% of males scored 350 or above (the official pass mark), only 19% of females reached the equivalent benchmark. The number of female primary school teacher trainees remains lower than the number of males. However, it has increased by 5.2% annually from 2009/10 to 2013. Likewise, there were 1,974 male teacher-trainers and only 182 female teacher trainers in 2015.

Currently the number of illiterate adults in the country is 20,451,706, of which 66% are females. Among regions, the proportion of females and males with no education is highest in Afar (69% of females and 53% of males) followed by Somali (for women 68%). About seven rural women in every ten (71%) are illiterate compared with three urban women in every ten (31%). The percentage of female trainees in TVET increased to 51% (2012/13) from 46% in (2009/10). This is slightly over achievement of the target set for 2011/12. Although there are regional variations, national data tend to show a concentration of female students in short-term programs as opposed to long-term ones. The reason is short-term programs normally focus on traditionally accepted fields for females, such as business, IT and hairdressing. Increased numbers of universities have introduced noticeable initiatives to support female students' achievement through tutorial classes, regular forums attended by university presidents on young women's education, the launching of a national Code of Conduct for eliminating sexual harassment and the introduction of a life skills module in all university resource packs across the country. Despite the efforts made, females remain underrepresented at all levels of higher education,

with 32% in undergraduate, 19% in postgraduate, 12% in teaching staff and a single female in a top leadership position, against a target of sixteen.

#### **2.4.4.2. Special Needs and Inclusive Education**

The exact number of children with a disability in Ethiopia is not known. Instead, for planning purposes, the World Health Organization (WHO) estimates for people with a disability are used. In 2011, the WHO estimate was that 15% of people in any population have a disability. The school age population from age 4-18 is more than 33.5 million, which implies that there are an estimated 5 million children with special education needs. In 2013/2014, only about 78000 children (42% girls and 58% boys) with identified special educational needs are enrolled in grades one to twelve. Currently information on children with special educational needs who are enrolled in pre-primary is not collected but is planned beginning in the first year of ESDP V. With regard to primary education, only 4% of the estimated children with special needs are enrolled, which is a barrier to the achievement of universal primary education.

#### **2.4.4.3. HIV/AIDS in Higher Education**

Available information indicates that currently the prevalence and incidence of HIV/AIDS decreased substantially, from a peak of 7.3% in 2000 to 1.5% in 2011 (DHS, 2011), but wide variations remain among regions. In relation to education, the HIV/AIDS activities are intended to prevent and control the spread of the disease. In this respect, awareness is a measure of performance.

In Ethiopia, there are only few study results on level of HIV/AIDS knowledge in school adolescents. An 'Assessment of comprehensive HIV/AIDS knowledge level among in-school adolescents in eastern Ethiopia' suggests that only about a quarter of the in-school adolescents had comprehensive HIV/AIDS knowledge. Although females are highly vulnerable to HIV infection and its effects, they were less likely to have comprehensive HIV/AIDS knowledge compared to males. They were also less likely to have comprehensive pregnancy knowledge, even though they had more knowledge on pregnancy occurrence dates related to the menstrual cycle. In addition, for both genders, the comprehensive knowledge of modes of HIV transmission of in-school adolescents was lower than that of the general awareness or the separate modes of transmission.

A study conducted in higher education institutions indicated that in-school youth are more predisposed to the risk of HIV infection most importantly because of their age and the increased prevalence of risky sexual and other behaviours. The study identified early initiation of sex, multiple and concurrent sexual partners, low and inconsistent condom use, drug and substance abuse and intergenerational and transactional sex as the major risky behaviours. The situation is exacerbated because of unintended pregnancies, abortion, and STIs, which are also more prevalent in this age group. Schools and higher education institutions have been supported to establish HIV/AIDS clubs, HIV/AIDS was incorporated to school curricula, and school conversation programs were organized. As a result, over the past four years, school community conversations were implemented in all regions of the country. While in 2007/8, there were 3,255 schools, which had organized school community conversations, in 2010/11 the number of schools, which organized such activities, increased four-fold.

#### **2.4.4.4. Drug and substance abuse (DSA) prevention in higher education**

Ethiopians have grown and consumed chat and alcohol for centuries and their use is commonly accepted. The distribution of substance users in Ethiopia follows global norms: e.g., there is a higher prevalence of consumption by males; and vulnerable populations include the poor and young people both in and out of school. The strongest evidence about use of drugs and alcohol among the youth (15-24 years old) in Ethiopia is provided by a study of 24,434 young people in and out of school. Among the young people who were in school, 0.4% drank alcohol daily and 5.8% used chat weekly. Use among the young people

who were out of school was significantly higher – 2.7% drank alcohol daily and 13.3% chewed chat weekly. Use of cannabis, solvents and cocaine was also reported among the youth in and out of school (0.7% and 3.8% respectively). The Ministry of Education signed agreements to be part of national efforts related to DSA. The National Drug Control Master Plan ran for the period of ESDP IV, along with an Inter-Ministerial Coordinating Committee was established. In addition, the Ministry of Education, in 2014, signed the National Integrated Plan for Ethiopia (UNODC), along with FMHACA and other ministries. Its activities for FY2014 are to review and improve DSA curriculum, organize trainings for target groups and rollout to regions. One activity that has taken place although for which no reliable data are available is the establishment of drug-free clubs in schools and youth clubs.

## 2.5. SWOT Analysis

To decide on the strategic plan, the university technical team has identified the following strategic focus on strength, weakness, opportunity and threats by classifying them as internal and external factors.

Table 1. Strength of JU

Strength	
<ol style="list-style-type: none"> <li>1. <b>Public Image and Reputation:</b> being stood first for last five consecutive years JU is the premier HLI with strong public image and good reputation.</li> <li>2. <b>Innovative Educational Philosophy:</b> CBE is a powerful instrument to improve relevance and quality of training</li> <li>3. <b>Diverse Academic Programs:</b> various opportunities for rich learning experience and undertaking multidisciplinary research</li> <li>4. <b>Reasonable Level of Public Funding:</b> JU negotiated reasonable public funding for recurrent costs. However, future funding depends on performance targets that we need to meet</li> <li>5. <b>Massive Investment in Infrastructure:</b> reduced prevailing problem of space and improve quality of training and research.</li> <li>6. <b>ICT:</b> the ongoing LAN project in all campuses enabled JU to apply ICT for teaching, research and community services.</li> <li>7. <b>Support Facilities and Organizations:</b> community school, staff and student lounges, credit and saving organization, specialized hospital and others addressed gaps in social amenities</li> <li>8. <b>Staff Attitude:</b> Majority of the staff would like to see JU maintains its leading roles</li> <li>9. <b>Number of Journals</b></li> <li>10. <b>Decentralized ICT based Library system</b> improved services provided to students, staffs and faculties</li> <li>11. <b>Team Work:</b> the presence of collegiality among staff is the foundation of growth &amp; development of JU</li> </ol>	<ol style="list-style-type: none"> <li>12. <b>Well Rated Graduates:</b> demonstrated the image of JU in markets</li> <li>13. <b>Robust Undergraduate Students' Research:</b> commendable tradition of exposing student to problem solving applied research experience</li> <li>14. <b>Integration of Training, Research and community Service</b> assisted to undertake problem-solving research on priority issues picked during the course of CBE</li> <li>15. <b>Program Expansion and Growing Intake</b></li> <li>16. <b>Stable Domestic Staff Development:</b> There is steady performance in staff development in country contrary to opportunity for overseas education</li> <li>17. <b>Stable Leadership:</b> has given JU the opportunity to steadily push forward its expansion programs</li> <li>18. <b>Client Satisfaction:</b> increasing customer satisfaction</li> <li>19. <b>Location of Many Colleges in One Campus and One Town:</b> facilitated communication, sharing of resources and controlling of overhead costs</li> <li>20. <b>Adequate Land Resources:</b> used for program expansion, research and revenue generation activities</li> <li>21. <b>Participatory and transparent management system</b></li> <li>22. <b>Assertive gender policy and conducive environment</b></li> <li>23. <b>24 hrs. health care services</b></li> <li>24. <b>Effective leadership of links and collaborations</b></li> </ol>

Table 2. Weakness of JU

<b>Weaknesses</b>	
<p><b>1. Poor Planning and Evaluation:</b> lack of seriousness in planning, monitoring and evaluation, accountability and reporting</p> <p><b>2. Weak Research Performance:</b> research outputs are not up to the expectation</p> <p><b>3. Less Qualified Staffs</b> to realize the mission and vision of JU</p> <p><b>4. Gender imbalance in Its Workforce:</b> the number of women faculty in management positions is very low</p> <p><b>5. Weak Accounting and Financial Resource Management System</b></p> <p><b>6. Procurement Process and Poor Management of Supplies</b></p> <p><b>7. Poor Staff Incentive schemes:</b> there is lack of well-developed staff incentive mechanisms</p> <p><b>8. Limited Infrastructure:</b> critical infrastructure such as staff office, auditorium, roads, ICT network, printing press and laboratories</p>	<p><b>9. Inadequate advocacy and promotion of JU activities and resources</b></p> <p><b>10. Poor Reward and Punishment System</b></p> <p><b>11. Poor Management Information System:</b> the poor data gathering, processing and reporting system</p> <p><b>12. Weak Academic Programs Quality Audit</b></p> <p><b>13. Too Much Leaning on Government Funding:</b></p> <p><b>14. Delay of JU’s Master Plan development and implementation</b></p> <p><b>15. Shortage of Updated Administrative Manuals and Procedures:</b> outdated bureaucratic procedures, rules and regulations require updating and replacement</p> <p><b>16. Poor facility management</b></p> <p><b>17. Bureaucratic internal working processes:</b> service delivery processes and operations need rationalization and reengineering</p>

Table 3. Opportunities for JU

<b>Opportunities</b>	
<p><b>1. Global opportunities for competitive projects (national, political, partnership, funding, projects,</b></p> <p><b>2. Favorable HLI Policy and Commitment of Government</b></p> <p><b>3. Increasing Government Investment in ICT and Telecom Development</b></p> <p><b>4. Increasing Demand for Trained Human Power</b></p> <p><b>5. Ongoing Higher Education Reform</b> ensures relevance and quality of education, civil service reform, introduction of cost-sharing scheme, democratization and leadership, effectiveness of institutional management</p> <p><b>6. Government Commitment to Democratization and Decentralization</b></p> <p><b>7. Strategic Location of the University:</b> JU is located in southwestern part of the country on gateway to western Oromia and other three regional states of Gambella, Benshangul and Gumuz and Southern</p>	<p>Nations Nationalities and Peoples Regional governments.</p> <p><b>8. Expansion of Graduate Programs in the Country:</b> is an opportunity to train our junior staff in the country without need to send them overseas.</p> <p><b>9. Interest Shown by Ethiopian Diaspora and Alumni to Help</b></p> <p><b>10. Increasing Enrolment in Preparatory Schools</b></p> <p><b>11. Public Awareness of Importance of Education in General and Higher Education in Particular</b></p> <p><b>12. Economic growth of the country</b></p> <p><b>13. Stable political system in the country</b></p>

Table 4. Threats for JU

## Threats

1. **Poor infrastructure and social amenities** of Jimma town
2. **Inadequate Public Fund for Practical Training:** practical training programs including CBE and practicum require large financial commitment
3. **Emergence of Competition:** We have to be competitive to remain as a leading University.
4. **Excessive Student Intake:** it is a threat to quality of education
5. **Shortage of Training Facilities:** like hospital space, training health centers, laboratories, factories and service organizations are in short supply
6. **Inadequate Government Budget**
7. **Low academic quality of Students from Preparatory Schools**
8. **Poor Utility Services like poor** water supply, sewerage system, telecom and power supply
9. **HIV/AIDS Pandemics:** affected the workforce and increased burden of National economy. The health care cost is mounting because of the pandemic.
10. **Low Capacity of Construction Industry**
11. **Shift of Donors Approach:** donors are moving away from project-based support to budgetary support at national level.
12. **Community Fatigue towards Community Based Education (CBE)**
13. **Shortage of senior Staffs in Local Markets**
14. **Weak University-industry linkage**
15. **High staff turnover due to unattractive Salary and Benefits**



## 2.6. Internal factor analysis

The analysis of internal factor is carried out with respect to leadership, HRM, service delivery and the finances and infrastructure of Jimma University.

Table 5. JU internal factor analysis

Factor	Strength	Weakness
Leadership	<ol style="list-style-type: none"> <li>1. Good public image and reputation</li> <li>2. Participatory and transparent management system</li> <li>3. Assertive gender policy and conducive environment</li> <li>4. Stable leadership</li> <li>5. Effective leadership of links and collaborations</li> </ol>	<ol style="list-style-type: none"> <li>1. Poor Management Information System (MIS)</li> <li>2. Poor reward and punishment system</li> <li>3. Poor planning, monitoring and evaluation system</li> </ol>
Human resource management	<ol style="list-style-type: none"> <li>1. Good staff attitude</li> <li>2. Team work</li> <li>3. Stable domestic staff development</li> </ol>	<ol style="list-style-type: none"> <li>1. Gender imbalance in workforce</li> <li>2. Poor staff profile and retention mechanism</li> <li>3. Less qualified staffs</li> </ol>
Service delivery	<ol style="list-style-type: none"> <li>1. Innovative educational philosophy</li> <li>2. Diverse academic programs</li> <li>3. Strong organizations and support facilities (community school, staff and student lounge)</li> <li>4. Decentralization of ICT based services</li> <li>5. Number of Journals</li> <li>6. 24 hrs. healthcare services</li> <li>7. Well Rated Graduates</li> <li>8. Robust Undergraduate Students' Research</li> <li>9. Integration of Training, Research and community Service</li> <li>10. Program Expansion and Growing Intake</li> <li>11. Client Satisfaction</li> </ol>	<ol style="list-style-type: none"> <li>1. Community compliments on waste disposal system of the university</li> <li>2. Inconvenient library services and space management</li> <li>3. Weak research impact</li> <li>4. Poor quality of health service provision</li> <li>5. Inadequate advocacy and promotion of JU activities and resources</li> <li>6. Weak Academic Programs Quality Audit</li> </ol>
Finance and infrastructure	<ol style="list-style-type: none"> <li>1. Well-developed ICT infrastructure</li> <li>2. Massive investment in infrastructure</li> <li>3. Adequate land resources</li> <li>4. Reasonable Level of Public Funding</li> <li>5. Location of Many Colleges in One Campus and One Town</li> </ol>	<ol style="list-style-type: none"> <li>1. Poor income generation efforts to support teaching, research and service undertaking</li> <li>2. Absence of master plan for some strategic facilities including ICT and some colleges</li> <li>3. Weak Accounting and Financial Resource Management System</li> <li>4. Procurement Process and Poor Management of Supplies</li> <li>5. Limited Infrastructure</li> <li>6. Too Much Leaning on Government Funding:</li> <li>7. Delay of JU's Master Plan development and implementation</li> </ol>



## 2.7. External factors Analysis

The analysis of external factors at Jimma University is carried out with respect to economic conditions, technology and politico-legal and socio-culture aspects

**Table 6.** JU external factors analysis

Factor	Opportunity	Threats
Economic condition	<ol style="list-style-type: none"> <li>1. Economic growth of the country</li> <li>2. Increasing Government Investment in ICT and Telecom Development</li> </ol>	<ol style="list-style-type: none"> <li>1. Unattractive and less competitive salary and benefits</li> <li>2. Shortage of training facilities</li> <li>3. Low capacity of the construction industry</li> <li>4. Scarcity of qualified staff in the local market in some fields</li> <li>5. Poor infrastructure and social amenities of Jimma town</li> <li>6. Inadequate Public Fund for Practical Training</li> <li>7. Inadequate Government Budget</li> </ol>
Technology	<ol style="list-style-type: none"> <li>1. Global opportunities for competitive projects (national, political, partnership, funding, projects)</li> </ol>	<ol style="list-style-type: none"> <li>1. ISP monopoly and absence on national ICT master plan</li> <li>2. Emergence of Competition</li> </ol>
Political	<ol style="list-style-type: none"> <li>2. Favorable higher education policy and growing commitment of the government</li> <li>3. Expansion of graduate programs in the country</li> <li>4. Ongoing higher education reform</li> <li>5. Stable National political system</li> <li>6. Government Commitment to Democratization and Decentralization</li> </ol>	<ol style="list-style-type: none"> <li>1. Bureaucratic and rigid procurement system</li> <li>2. Shift of donors' approach</li> <li>3. Excessive student intake that risks academic quality</li> <li>4. Emergence of competition which may result in reduced student per capital budget</li> <li>5. Low academic quality of Students from Preparatory Schools</li> </ol>
Socio-cultural	<ol style="list-style-type: none"> <li>1. Strategic location of the university</li> <li>2. Expansions in enrolment in secondary and preparatory schools</li> <li>3. Increased public awareness on the importance of education</li> <li>4. Increasing Demand for Trained Human Power</li> <li>5. Interest Shown by Ethiopian Diaspora and Alumni to Help</li> </ol>	<ol style="list-style-type: none"> <li>1. Community fatigue</li> <li>2. HIV/AIDS Pandemics</li> <li>3. Poor Utility Services</li> </ol>

## 2.8. Enablers and barriers at Jimma University

The SWOT analysis made above is regrouped as barriers and enablers shown below

**Table 7. enablers and barriers**

Enablers	Barriers
<ol style="list-style-type: none"> <li>1. Good public image and reputation</li> <li>2. Participatory and transparent management system</li> <li>3. Assertive gender policy and conducive environment</li> <li>4. Stable leadership</li> <li>5. Effective leadership of links and collaborations</li> <li>6. Good staff attitude</li> <li>7. Team work</li> <li>8. Stable domestic staff development</li> <li>9. Innovative educational philosophy</li> <li>10. Diverse academic programs</li> <li>11. Strong organizations and support facilities (community school, staff and student lounge)</li> <li>12. Decentralization of ICT based services</li> <li>13. Number of journals</li> <li>14. 24 hr. healthcare services</li> <li>15. Well rated graduates</li> <li>16. Robust undergraduate students' research</li> <li>17. Integration of training, research and community service</li> <li>18. Program expansion and growing intake</li> <li>19. Client satisfaction</li> <li>20. Well-developed ICT infrastructure</li> <li>21. Massive investment in infrastructure</li> <li>22. Adequate land resources</li> <li>23. Reasonable level of public funding</li> <li>24. Location of many colleges in one campus and town</li> <li>25. Economic growth of the country</li> <li>26. Increasing government investment in ICT and telecom development</li> <li>27. Global opportunities for competitive projects (national, political, partnership, funding, projects)</li> <li>28. Favorable higher education policy and growing commitment of the government</li> <li>29. Expansion of graduate programs in the country</li> <li>30. Ongoing higher education reform</li> <li>31. Stable political system in the country</li> <li>32. Government commitment to democratization and decentralization</li> <li>33. Strategic location of the university</li> <li>34. Expansions in enrolment in secondary and preparatory schools</li> <li>35. Increased public awareness on the importance of education</li> <li>36. Increasing demand for trained human power</li> <li>37. Interest by Ethiopian diaspora and alumni to help</li> </ol>	<ol style="list-style-type: none"> <li>1. Poor Management Information System (MIS)</li> <li>2. Poor reward and punishment system</li> <li>3. Poor planning, monitoring and evaluation system</li> <li>4. Gender imbalance in workforce</li> <li>5. Poor staff profile and retention mechanism</li> <li>6. Less qualified staffs</li> <li>7. Community complaint on waste disposal system</li> <li>8. Inconvenient library services and space</li> <li>9. Weak research impact</li> <li>10. Poor quality of health service provision</li> <li>11. Inadequate advocacy and promotion of JU activities and resources</li> <li>12. Weak academic programs quality audit</li> <li>13. Poor income generation efforts to support teaching, research and service undertaking</li> <li>14. Absence of master plan for some strategic facilities including ICT and some colleges</li> <li>15. Weak accounting and financial resource management system</li> <li>16. Procurement process and poor management of supplies</li> <li>17. Limited infrastructure</li> <li>18. Too much leaning on government funding:</li> <li>19. Delay of JU's master plan development and implementation</li> <li>20. Unattractive and less competitive salary and benefits</li> <li>21. Shortage of training facilities</li> <li>22. Low capacity of the construction industry</li> <li>23. Scarcity of qualified staff in local markets</li> <li>24. Poor infrastructure and social amenities of Jimma town</li> <li>25. Inadequate public fund for practical training</li> <li>26. Inadequate government budget</li> <li>27. Absence on national ICT master plan</li> <li>28. Emergence of competition</li> <li>29. Bureaucratic and rigid procurement system</li> <li>30. Shift of donors' approach</li> <li>31. Excessive student intake that risks academic quality</li> <li>32. Emergence of competition which may result in reduced student per capital budget</li> <li>33. Low academic quality of students from preparatory schools</li> <li>34. Community fatigue</li> <li>35. HIV/aids pandemics</li> <li>36. Poor utility services</li> <li>37. Unattractive and less competitive salary and benefit</li> </ol>



## 2.9. Stakeholder Analysis

The stakeholders' analysis result indicated that:

- The low attrition rate recorded in the university over the past few years is considered as strength.
- The teaching aspect is not expanding as expected to be student-centered.
- A substantial number of the local community members are benefiting from JU's engagement especially in terms of access to education, community-based interventions, jobs, business opportunities and health services.
- The university has been striving to adapt and disseminate appropriate technology to beneficiaries.
- The university has further assisted regional governments in capacity building activities through custom-based training in health and related fields, law, teacher education and other areas.
- The research undertakings and dissemination of outputs are not up to the expectations of the stakeholders.
- The waste disposal system of the university is not environmentally friendly.
- 60% of students and 61.5% of staffs are fairly satisfied with teaching and research experience and 65.5% of them think that the University is making satisfactory progress in terms of change and improvement
- 42.2% of students felt that teaching-learning it is not student-centered.
- 59.9% of students think they are not treated well by their teachers; and 23.3% of them think that response to students' requests is either slow or totally ignored. The staff of the University on the other hand reported they are very well aware of the ongoing efforts and the strategic plan. They ranked attractive salary and benefit package, involvement in the University affairs, good

These findings showed that, though the university is fairly meeting some of the expectations of these customers there is a lot to be done in many other areas in which our performances were low. As a result, feedbacks from these customers were included in identification of the strategic issues and subsequent strategies included in the strategic plan.

## Section 3: Analysis of Strategic Issues Facing JU

### 3.1. Strategic Issues:

Jimma University, as a leading higher education institution, has identified the following core strategic themes as areas of priorities for the coming 5 years (2016-2020). The major pillars of the University is sorted, identified and assessed in line with its mission. The strategic themes are:

1. Academic Excellence
2. Excellence in Research and Technology Transfer
3. Excellence in Community Service and Engagement
4. Internationalization and institutional collaboration
5. Transform Institutional leadership and Good Governance



### 3.1.1. Ensure Access, Equity, Quality and Relevance of Education

Jimma University is a leading University in the country committed to active and student-centered learning through its well-known community-based educational approach that promotes self-learning and self-discovery. The student experience at JU, the quality and relevance of the teaching, learning, and career opportunities that result will be second to none. JU's staff, postgraduate and undergraduate students will be proud of the role they play in cultivating intellectual, social, cultural and creative capital. They will thrive in JU's highly creative, multidisciplinary and entrepreneurial environment. However, there is no meaningful and systematic way of supporting students; there is a relatively high attrition rate of female students and there is a grave shortage of resources to undertake practical training in comprehensive manner. In the same token,

During the next five years, we will continue to adapt to new environments characterized by rapid change and an increasingly globalized society. Our strategic priorities will be defined within a framework of three pillars: learning, discovery and engagement. Unless JU addresses the difficulties it will not be able to meet needs, demands and expectations of its clients and will not be competitive in the emerging environment. The quality of its graduates and relevance of its teaching and learning system will be in question unless it is proactive and dynamic in the coming five years planning period. We need to be institution of preference in the country by student and staff for outstanding tuition and for internal organization of teaching and learning environment.

With the same token, due to limited awareness and resources, entrepreneurial education and practices at Jimma University is at its infant stage regardless of its key role in shaping the mindsets of young people, enhancing entrepreneurial capabilities, and providing lifelong learning. This is mainly because of deficiency of entrepreneurial curriculum, lack of teachers' motivation in entrepreneurship education, lack of funding and human resources, absence of platforms for good practices. Thus, during the next five years, JU will practice the following six international entrepreneurial frameworks will be included:

- Entrepreneurship is incorporated as a major part of the university strategy
- JU's entrepreneurial objectives will be supported by a variety of funding
- Deficient entrepreneurial curriculums will be reviewed to include important competencies
- Awareness raising will be in place by using varieties of means
- JU's-business/external relationships will be invigorated
- Process, outputs and outcomes will be measured accordingly

### 3.1.2. Improve Performance and Impact of Research Outputs

The research performance of the University during the last five years has not been satisfactory compared to the size of its staff and number of its training programs. The number of researches conducted the size of publications and dissemination of results, the impacts and contribution of the research outputs to the country's social, economic, cultural and environmental development are generally deemed low. Furthermore, ineffective internal organization, working system and strategy, scarcity of funding, shortage of qualified staff, lack of research facilities are among the top challenges that affected the performance of the University.

Therefore, for realizing JU's vision of becoming a premier world-class university that fosters culture of research and scholarship among its staff and students requires addressing the gaps in the years to come.



Thus, it has to concentrate on research themes and areas that are of priority value to Ethiopia's social, economic, environmental and cultural development.

### **3.1.3. Excellence in community Service and Engagement**

The process of teaching, research and service endeavours of the University should benefit the community and society. This giant undertaking however can only be achieved with effective partnership with the community, GOs, NGOs and other agencies at different levels to create dynamic and vibrant collaborations that can effectively address multifaceted concerns of the community. Limited efforts to establish such partnership with the community in the past has shown that such engagements could be more effective with broader partnership bringing every pertinent body on board with clear terms of reference. Such collaboration can also mobilize more resources and facilitate coordinated use of resources enabling each partner to achieve what would otherwise have been difficult to achieve by acting alone.

In line with this, community based education, which is the central educational philosophy of JU considered as a two-way engagement with the community providing the student with opportunity for reality check in classroom education but also benefiting the community as partners in the engagement. In addition to this, the university needs to exert relentless efforts in extensive renovation of the existing hospital to make it conducive for community service, training and research. Similarly, the newly built teaching and referral hospital is supposed to make major contributions in enhancing the quality of health services, teaching-learning process and research endeavours at large.

### **3.1.4. Internationalization and institutional collaboration**

Responding to the challenges of rapidly changing social, environmental and economic conditions, JU embarked on serving the society as effectively as possible. However, this is the right time to pay particular attention towards internationalization in providing quality education, research and knowledge transfer to compete with the fast-evolving global community where conventional approaches to higher education, innovation and discovery are no longer enough. This requires interdisciplinary approaches and a forward-looking focus on advancing knowledge and meeting societal needs.

The current global needs via internationalization made JU a global intellectual hub to promote new discoveries, innovations and applications towards a global impact. The plan will therefore, encourages faculty, staff and students to explore linkages and to become a global source for information, expertise and productive collaborations across all sectors of government, non-government and civic societies. Hence, serious considerations have been given to Internationalization and Institutional Collaboration.

### **3.1.5. Transform Institutional Leadership and Governance**

The university is still facing challenges like lack of qualified staff, inefficient use of scarce resources, and poor utilization of technology, obsolete working procedures, deficient performance appraisal methods and poor staff reward and punishment system. The leadership and management have been pre-occupied by routine administrative and support issues and emergencies that have little strategic importance and non-value-adding activities that would not transform the University. Failure to develop such institutional management system will affect our ability to effectively respond to challenges and stay competitive in global higher education.

Besides, it has to improve efficiency of its operations and use of its scarce resources to get the most of existing resources, which in turn requires revamping the resources management system of the University

including effective use of technology. It also fails to diversify its resource basis to keep its commitment to quality, innovation and excellence as stated in its vision statement.

Therefore, for the successful realization and achievement of mission and vision, JU requires quality administrative and management system that can provide effective and efficient support to the teaching-learning, research and scholarship, service and outreach activities. Moreover, the management needs to be transparent and accountable to its internal and external customers and stakeholders. The University also needs to develop alternative sources of funding such as enterprises, consultancy, spin-offs, commercialization of intellectual properties and collaborative engagements.

### **3.2. Crosscutting Issues**

These are important issues that are transversal to the above thematic issues:

1. Addressing prevailing problem of gender balance and equity in the University and country at large
2. Devising effective institutional response to HIV/AIDS pandemic
3. Developing institutional capacity and frameworks to support students and staff with disabilities and special needs
4. Drug and substance abuse prevention

#### **3.2.1. Address prevailing problems of gender imbalance and inequity**

Ensuring gender equity is a major concern for the country. This problem is also prevalent in higher education institutions of the country sometimes even in a more accentuated form. JU is making an unprecedented effort to rectify problem of gender imbalance by maximizing student retention. As a result, female students' success rate has shown a considerable progress at JU.

However, the problem of paucity of female in teaching and higher management positions as well as lack of gender awareness in the university community has remained a major problem. Now the proportion of female teachers remain less than 5% of the academic staff of the University, and very few academic and administrative management positions are held by women. The Women and Youth Affairs Department of the University is pursuing the strategy of mainstreaming gender in every aspect of University endeavours in the coming five years.

#### **3.2.2. Devising effective institutional response to HIV/AIDS pandemic**

HIV/AIDS pandemic is not just a health problem but is also a development issue because of its devastating impact on the country's workforce, national health care system, and overall socio-economic development efforts of the country. The prevention and control of the pandemic is a priority issue in higher education institutions primarily because the age of the students, the residential educational programs and absence of parental monitoring and guidance are all contributing factors to transmission of the disease in campus environment. This is also a reality at JU. Therefore, JU should play an active role in the fight against the transmission of the disease by strengthening the existing promising experiences such as students' anti-HIV/AIDS clubs, HIV/AIDS resources centre and HAPCO.

#### **3.2.3. Develop institutional capacity to support students and staff with disabilities and special needs**

Creating equitable access to quality education and services for all citizens is one of the objectives of higher education institutions of the country. Citizens have constitutional right to request for such services and support without going through all kinds of hurdles they experience today in many of these institutions.



This problem is also prevalent at JU where the University does not have the physical and institutional environment that enables students with disabilities and special needs to exercise their rights and successfully pursue their study. Failure to comply with legislations pertaining to the handling and service to people with disabilities and special needs will result in failure of the University in fulfilling its accountability to the people, government and society. Therefore, infrastructural and institutional set up necessary to support students and staff with disabilities and special needs should be in place shortly.

## Section 4: Guiding Statements of Jimma University

### VISION

Jimma University aspires to be a premier world-class university to solve National and Global challenges.

### MISSION

JU's mission is committed to training high caliber national and international professionals, undertaking quality and problem solving research and serving the public engagement in the service of local, national, and global communities through its cherished and innovative Community Based Education (CBE)

### CORE VALUES

1. Excellence and quality in teaching, research and service
2. Diversity, tolerance and inclusiveness in the ethnicity, religion, culture and gender
3. Equity and access in teaching, research and public services
4. Gender sensitivity to rectify the prevailing gender inequity and imbalance
5. Honesty and integrity in carrying out intellectual endeavors
6. Transparency and accountability in decision making
7. Community involvement and empowerment
8. Networking for collaboration and partnership
9. Mutual respect, collegiality and team spirit in transforming the university
10. Respect intellectual freedom to conduct research, teach, speak and publish, subject to the norms and standards of scholarly inquiry.
11. Building a cohesive community that cherishes teamwork and partnership in accomplishment of JU's Mandate and personal development of staff and students.
12. Acting with honesty, integrity and mutual respect
13. Promoting civic responsibility, accountability and transparency, fidelity to the law and observing all statutory obligations in the conduct of business.
14. Encouraging innovativeness to inculcate competitiveness and improvement in service delivery

### MOTTO

*"We are in the community"*

### GUIDING PRINCIPLES

In implementing this strategic plan, Jimma University will be guided by the following principles.

1. Be guided by the principle of creativity, innovativeness and uniqueness of character.
2. Accommodate flexibility and dynamism in its character.
3. Make use of and infuse ICT integration in all components of the plan.



4. Espouse objectivity, visionary and outstanding leadership in achieving the mandate and mission of the University College
5. Transform lives through knowledge, collaboration and partnership
6. Undertake world-class research of high-impact to society and the economy
7. Championing innovation, entrepreneurship and creativity
8. Using our scholarship to influence regional, national and international developments
9. Taking pride in our people and their achievements
10. Nurture and reward skills and talent
11. Being transparent, open and inclusive
12. Encourage sustainability through shared practice
13. Embrace diversity, promote opportunity and social cohesion
14. Pursue excellence in all that we do

## GOALS OF THE UNIVERSITY

### **1. Enhancing quality of teaching and learning process:**

To create and maintain conducive institutional environment that support and promote academic excellence, quality and relevance of teaching and learning providing students with opportunity to become knowledgeable and productive graduates through self-learning, creativity and innovation.

### **2. Promoting quality and culture of research, scholarship and innovation**

To develop institutional capacity, system and environment that support and promote culture of research and scholarship among staff and student of the University to undertake high quality research that meaningfully contribute to social, economic, environmental and cultural development of the country and humankind in general through creation, expansion and dissemination of knowledge and information.

### **3. Developing effective institutional governance, leadership and management:**

To develop outstanding institutional governance, leadership and management system that creates conducive institutional environment for effective execution of training, research and service activities of JU.

### **4. Acquiring capacity for attraction, development and retention of qualified people:**

To transform Jimma University to become an institution of preference for qualified academic and administrative staff and create an enabling environment where they can fulfill their potential and contribute their utmost to realization of University vision, mission and goals.

### **5. Developing adequate infrastructure and state-of-the-art ICT facilities:**

To develop adequate level and type of physical and ICT infrastructure for teaching, research, and service purposes of the University through planned and systematic investment and maintenance.

### **6. Boosting up resources generation and management capacity:**

To create sufficient and diverse bases of resources and establish effective management of resources to achieve high quality teaching, research that will enhance reputation and competitiveness of the University.

### **7. Serving the society through effective collaboration with different partners:**

To forge effective collaboration and partnerships with different stakeholders that will enable us to promote sustainable economic, social, cultural and environmental development of the community through our teaching, research and service activities.



## Section 5: Summary of strategic planning

The strategic plan of JU consist five themes:

1. Academic excellence
2. Excellence in research, technology transfer and innovation
3. Excellence in Community Service and engagement
4. Internationalization and institutional collaboration
5. Transform Institutional leadership and governance

### Strategic Goal 1: Academic excellence

#### Objective 1.1: Increase access and equity to higher education

##### Strategies

1. Increase JU's intake capacity to enhance access to higher education
2. Enhance integrated affirmative action and learning facilities for disadvantaged groups (females, students with special needs and from emerging regions,)
3. Promote and facilitate open and e-learning programs
4. Open new class based campuses
5. Introduce scholarship schemes for females and students who need special support

##### Key performance indicators

1. Number of intake/ enrolments in regular; and Continuing and Distance Education in Under-Graduate (UG and Post-Graduate (PG) programs (MSc/ MA/LLM/ MPH/ DVM/ Specialist, PhD
- 2A. Number of students from emerging regions
- 2B. Increased success rate of females
- 2C. Area of feeder and main roads in all campuses which are accessed to disabled
- 2D. Number of buildings/blocks, which have barrier-free movement access to disabled
- 2E. Ratio of needy students with learning facilities (Braille and ICT based materials)
- 2F. Number of reading rooms and computer centers
3. Number of open and e-learning programs opened
4. Number of new campuses opened
5. Number of scholarships offered

#### Objective 1.2: Enhance quality and relevance of higher education

##### Strategies

1. Produce demand driven and competent graduates
2. Develop standard and up-to-date teaching materials, modules, online resources
3. Improve the professional mix of academic staff (0: 60:40)
4. Accomplish quality areas identified by HERQA
5. Create and strengthen university-industry linkages
6. Conduct program review and implement academic audit systems
7. Conduct tracer studies
8. Maintain program mix of 70:30 ratio for Science & Technology to Social and Human Sciences
9. Establish premier academic library service
10. Establish and strengthen high-quality and cost-effective ICT infrastructure and services



### Key performance indicators

- 1A. Percentage of graduated students employed in a year
- 1B. Percentage of students who passed exit exams
2. Percentage of teaching materials, modules, online resources developed and updated
3. Ratio of professional mix of teaching staff (0: 60:40)
4. Number of quality areas implemented
- 5A. Number of university-industry linkages established
- 5B. Number of linkages created with entrepreneurial community
6. No. of Programs reviewed, quality audits conducted (UG, M.Sc. MA/ MPH/ Postgrad diploma, PhD)
7. Number of tracer studies conducted
8. Ratio of program mix maintained (Science: Social Sciences)
- 9A. Number of course materials and library resources converted to digital/electronic version
- 9B. Strategy developed and implemented to enhance library service
- 9C. Number of libraries constructed
- 10A. Percentage of broadband connectivity coverage
- 10B. Percentage of staff, faculty and students with access to online services
- 10C. Percentage of lecture and conference halls with smart technology
- 10D. Number of e-learning programs launched

### Objective 1.3: Optimize entrepreneurial education & career skill development

#### Strategies

1. Mainstream culture of innovation and entrepreneurship
2. Commercialize entrepreneurial innovation outputs
3. Establish shades, showrooms, incubation centers and technology parks
4. Increase students' career development skills

#### Key Performance Indicators

1. Proportions of programs that accommodate entrepreneurial courses/competencies
2. Number of innovative outputs commercialized
- 3A. Number of shades
- 3B. Number of showrooms and technology parks
- 3C. Number of incubation centers
4. Number of packages developed and implemented (career fairs, career exhibitions, mock interview, training, seminars, workshops)

### Strategic Goal 2: Excellence in research and technology transfer

#### Objective 2.1: Build research environment that inspires and rewards world-class research, innovation, and discovery

#### Strategies

1. Develop online database/ repository system
2. Establish Core research laboratories (International standard and Centralized)
3. Avail different software (statistical package, plagiarism tracker, grammar Checker, content analysis)
4. Establish standardized training center
5. Reward outstanding research students, staff and faculty



6. Establish/ Capacitate research centers/ institutes
7. Devise mechanisms for obtaining research funds and create a vibrant research culture
8. Maximize high ethical standards and research code of ethics

#### **Key Performance Indicators**

1. Number of online database developed
2. Number of core research laboratories established
3. Number of different software developed and introduced
4. Number of training centers
- 5A. Number of outstanding researchers rewarded
- 5B. Number of publications on internationally reputable journals
6. Number of research centers/ institutes established/ capacitated
7. Percentage of research grants obtained
8. Zero tolerance to ethical violations

### **Objective 2.2: Enhance innovation and technology transfer**

#### **Strategies**

1. Employ technology transfer endeavors for reward and promotion
2. Establish technology commercialization advisory board of JU
3. Reinforce communication mechanisms for disseminating research outputs
4. Establish technology villages in the community

#### **Key Performance Indicators**

1. Number of rewarded / promoted staffs
2. Number of technologies endorsed by the board
3. Number of meetings held
4. Number of technology/ model villages established

### **Strategic Goal 3: Excellence in Community Service and Engagement**

#### **Objective 3.1: Strengthen community services through CBE**

#### **Strategies**

1. Review and update CBE strategy towards adopting community engagement and partnerships
2. Provide need-based services to the community
3. Establish stakeholders' forum (social media network, public debates, strategic planning issues, monitoring and evaluation)
4. Conduct philanthropic campaigns
5. Promote innovation and enhance knowledge exchange facilitates (galleries, museums, library, sport facilities, recreation centers)
6. Increase College-high school attachments and partnerships

#### **Key Performance Indicators**

1. Strategies reviewed and updated (Participatory standards developed and implemented)
- 2A. Number of clients treated in JU specialized hospital
- 2B. Number of beneficiaries from ICT services



- 2C. Community served through CBE
- 2D. Community benefited from free legal service
- 2E. Community benefited from agricultural and vet. Services
- 3. Number of stakeholders' forums organized
- 4. Number of philanthropic campaigns
- 5. Number of facilities (galleries, museums, library, sport, recreation centers) established
- 6A. Number of College-high school attachments and partnerships established
- 6B. Science-Technology-English-Mathematics (STEM) center established

### **Objective 3.2: Develop a new age medical center**

#### **Strategies**

- 1. Establish medical tourism
- 2. Strengthen JU medical hub with international standards
- 3. Employ automated database in all units
- 4. Establish integrated clinics for academic, research, and innovation
- 5. Strengthen partnerships in Academic Health Science Network
- 6. Strengthen mental health rehabilitation centre

#### **Key Performance Indicators**

- 1. Number of clients in medical tourism
- 2. Percent of compliance to international standard
- 3. Data base established
- 4. Number of clinics established
- 5. Number of partnerships established
- 6. Center established/ strengthened

### **Objective 3.3: Maximize environmental protection & sustainability**

#### **Strategies**

- 1. Contribute to climate change solutions through adaptable and resilience technologies
- 2. Invigorate green economy through eco-tourisms
- 3. Enhance green infrastructure and heritage hubs
- 4. Employ mutual funding strategy for sustainable environmental protection
- 5. Reduce negative impact of sewer overflows

#### **Key Performance Indicators**

- 1. Number of technologies that mitigates and adapt to climate change (green energy, local food production, land uses that absorb carbon dioxide, sustainable drainage, flood alleviation, opportunities for renewable energy)
- 2A. Number of eco-tourism sites identified and developed
- 2B. Safeguard and enhance access to important view points and heritage assets
- 3A. Number of habitats restored
- 3B. Number of heritage centers built
- 4. Amount of mutual funds secured
- 5. Reduced community compliant on waste disposal system of the university



## **Strategic Goal 4: Internationalization and institutional collaboration**

### **Objective 4.1: Enhance internalization in academics and research**

#### **Strategies**

1. Develop and implement curriculums that fit to the global competency
2. Attract outstanding international students
3. Meet ISO 9000 award
4. Offer international short term trainings
5. Develop grant winning research proposals for external funding agencies
6. Expedite international collaborative researches focused on JU's thematic areas
7. Join international universities associations
8. Capacitate/ develop a library resource to support the international programs

#### **Key Performance Indicators**

1. Number of curriculums developed and implemented
2. Number of outstanding international students enrolled
3. Number of programs certified by ISO 9000 (satisfying eight quality management principles of quality education i.e. Student focused organization, leadership qualities, involvement of people, process approach, system approach to management, continual improvement, factual approach to decision making, mutually beneficial supplier relationships)
4. Number of customized training programs offered
5. Number of grant winning research proposals for external funding agencies
6. Number of international collaborative research undertaken
7. Number of associations joined
8. Number of libraries developed/capacitated to support the international programs

### **Objective 4.2: Enhance capacity to attract and retain world-class faculty and student**

#### **Strategies**

1. Develop and implement academic policy that fits international programs
2. Involve renowned scholars in development and evaluation of programs
3. Open joint/ separate campuses abroad
4. Attract and retain international students through collaborative and responsive support schemes
5. Identify, establish and manage diversified funding base for internationalization programs

#### **Key Performance Indicators**

1. Academic policy developed for international programs (employment and incentive packages, registrar's functions, recruitment, admission, service and support of students; consultation with relevant accreditation agency; benefits to JU; exit strategy in event of unforeseen problems, and quality assurance)
2. Number of distinguished scholars participated in international academic programs
3. Number of campuses opened abroad
- 4A. Number of enrollments of international students
- 4B. Success rate of international students
5. Amounts of funds secured



### **Objective 4.3: Establish and strengthen international partnerships in research and education**

#### **Strategies**

1. Establish effective organizational structure and leadership
2. Create a favorable campus climate
3. Create partnerships with renowned international institutions to support staff and student mobility (exchanges, affiliations, short term study, work placement and partnerships), joint/ dual awards and collaborative teaching
4. Develop protocol for international agreements and partnerships

#### **Key performance indicators**

1. Institutional collaboration coordinating office restructured (restructure institutional collaboration, marketing and communication Office )
2. Number of facilities established and developed (guesthouses and related facilities for staff and student exchange)
- 3A. Number of partnership created with renowned institutions
- 3B. Number of students involved in mobility programs
- 3C. Number of staff involved in mobility programs
4. International protocols developed

### **Strategic Goal 5: Transform institutional leadership and governance**

#### **Objective 5.1: Improve human resource development and institutional leadership**

#### **Strategies**

1. Formulate and implement Human Resource development strategy
2. Establish and maintain Standardized Management Training Center
3. Conduct human resource skill inventory and amend gaps
4. Implement and Strengthen MIS
5. Publicizing and marketing JU through various means (radio, television, publications, novel web technology, etc.)
6. Develop and implement public relation strategy
7. Establish alumni association
8. Cultivate awareness of cultural diversity and tolerance
9. Promote JU as a campus of cultural and intellectual hub

#### **Key performance indicators**

- 1A. Formulated and implemented HRD strategy
- 2A. Number training center established and maintained
- 2B. Number of staffs obtained training (short and long-term training)
3. Number of skill inventory conducted (international/national exposure visits, benchmarking)
4. Number of automated programs launched (HRM, finance, planning and reporting, property and procurement system, etc.)
- 5A. Number/type of channels/ media used
- 5B. Airtime covered/ broadcasted
6. Strategy developed and implemented
7. Number of alumni members



8. Public events, policy debates (community days, farmers' days)
9. Number of cultural and intellectual events on campus

### **Objective 5.2: Improve and maintain good governance**

#### **Strategies**

1. Improve trust and accountability to stakeholders, customers, clients
2. Strengthen participatory and decentralized management system
3. Establish reward and acknowledgement policy
4. Reduce complaints and grievances
5. Develop and implement institutional reforms (structures, packages)
6. Reduce gender imbalance
7. Conduct monitoring and evaluation (M&E) against JU'S plan

#### **Key performance Indicators**

1. Percentage of customers' satisfaction (students, staff, faculty, community, clients, service Standard)
2. Decentralized powers and authorities (finance, authority)
3. Policy developed and implemented
4. Reduced percentage of complaints and grievances
5. Number of reform packages implemented
6. Number of females recruited and promoted to managerial positions
7. Number of monitoring and evaluations conducted

### **Objective 5.4: Optimize income generation schemes and financial management**

#### **Strategies**

1. Develop and implement income generation and investment strategy
2. Diversify and maximize sources of income
3. Minimize resource wastages
4. Increase participatory financial management

#### **Key performance indicators**

1. Income generation and investment strategy developed and implemented
- 2A. Number of source of income established (Develop collaborative partnership with private/ public sectors and partners to co-fund university activities, etc.)
- 2B. Share of internal income covered against government recurrent/ treasury fund
- 2C. Percentage increase in investment turnover
- 2D. Number of collaborative partnership created with both private and public sectors
3. Percentage of reduced resource wastage
4. Percentage of budget decentralized

## **Section 6: Cross cutting issues**



## 5.1. Gender and education

Jimma University has made concerted efforts to support the success rate of female students and build their overall competence. The Gender and Youth Directorate introduced various schemes to realize this objective. Different initiatives have been taken to organise gender forums, girls' clubs and female students' associations in the University. Furthermore, gender mainstreaming guidelines were introduced into the strategic plan of the University; life skills training have been undertaken, tutorial classes have been given every semester; a system to mitigate gender based violence has been established in collaboration with different parties/stakeholders. In addition to these, academically successful female students have been regularly rewarded, and economic support has been given to needy female students as well. These affirmative action programmes are believed to enhance the success rate and overall competence of female students. Despite all these efforts, the success rate of female students is not comparable with that of male students. Similarly, the number of female staff is still low as compared to their male counterparts in the University. In sum, gender is the very concern of all core thematic areas/programmes. Therefore, objectives and strategies identified in this plan related to student access, availability of facilities, quality and relevance of programmes, affirmative action and outreach programmes, research engagements, and leadership and governance areas all address gender issues.

## 5.2. Special needs and inclusive education

This is another relevant idea that needs special attention. Thus, strategies are tuned to address students with special needs. In other words, the strategies identified in this plan are related to the provision of teaching/learning materials, equipping departments/libraries with facilities for improved access, providing teacher training to improve instruction and support, and improving access to higher education.

## 5.3. HIV/AIDS and education

HIV/AIDS is a serious challenge in the country. Thus, it has to be seriously addressed by all sectors, programs and stakeholders at large. JU will take this issue with greater emphasis and develop strategies to mitigate the problem. It will mobilize the University community (students and staff) in awareness raising campaigns; develop various strategies related to 'student services' as an integrated package for combating HIV/AIDS; produce and disseminate supplementary materials in print and digital media to provide information and guidance about the threat of HIV/AIDS, and provide social and health services.

JU has been successful in establishing a university level HIV/AIDS prevention and control office. The office has been working on information communication that is pertinent to prevention of HIV infection for the University's community and surrounding. Trainings were provided on HIV/AIDS and sexual and reproductive health and peer learning. To communicate information to the university's community different strategies were used, notably, DANA journal, pamphlets, community radio and digital media, life skill and peer education. Moreover, panel discussions on HIV, training on infection prevention and patient safety for JUSH staffs were conducted. The office shall continue its effort on HIV infection prevention to augment and maintain the successes recorded at national level to reduce HIV infection.

## 5.4. Drug and Substance Abuse (DSA) prevention in education

Drug and substance abuse is becoming a challenge in higher learning institutions. Students who abuse drugs often have problems in thinking clearly, remembering, and paying attention. They often develop poor social behaviour because of drug abuse, and their academic performance and personal relationships



suffer. JU assumes that all students should be free from drugs and substance abuse to be competent in their education and become productive citizens. Therefore, it focuses on health promotion and prevention strategies of drug and substance abuse. Strategies identified in this plan are related to ‘student services’ as an integrated package for drug and substance abuse awareness and support, provision of supplementary materials in print and digital media to provide information and guidance about the threats of drug and substance abuse. Furthermore, extra-curricular activities that engage students in recreational, sport, cultural events, social debates and awareness raising forums will be extensively organized and run in the University.

**Summary of crosscutting issues in the priority programs**

In this plan, the crosscutting issues are integrated within the core thematic areas. This approach would ensure that the issues are ‘mainstreamed’, that they become the joint responsibility of all implementing bodies. For example, strategies for the ‘gender and education’ crosscutting issue will appear in access and equity, quality and relevance, research, community engagement and service as well as leadership and governance. In such a way, the crosscutting issues are integrated with core thematic areas and these are summarised as follows.

**Table: The integration of crosscutting issues within core thematic areas**

	Core Thematic Areas				
	Academic quality	Research and technology transfer	Community service and engagement	Internationalization and institutional collaboration	Institutional Leadership & governance
Gender	☺	☺	☺	☺	☺
Special needs and inclusive education	☺	☺	☺	☺	☺
HIV/AIDS	☺	☺	☺	☺	☺
Drug and substance abuse prevention	☺	☺	☺	☺	☺

In this integrated scheme, we see that each crosscutting issue is addressed in each core priority area. Gender is the concern of not only leadership and governance wing, but also it is the focus area of access and equity, quality and relevance, and research and community engagement.

These cross cutting issues demand the concerted efforts and active participation of all the University community. Thus, strategies are geared in all the core thematic areas/programs.



Table 8. Summary of Strategic objectives

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
	Academic Excellence	Excellence in Research, Technology Transfer	Community Service and Engagement	Internationalization and Institutional Collaboration	Institutional Transformation and Good Governance
	<b>Result</b>	<b>Result</b>	<b>Result</b>		<b>Result</b>
	Outstanding professionals who would play major roles in socio-economic development of the nation	Cutting edge research outputs which address the challenging issues of the country	Healthy and productive society, fine-tuned social and economic problems	Pioneering educational and research institution which attracts competitive international students and world class faculty	Visionary and democratic leadership with efficient decision making and rule of law in place
<b>Perspectives</b>	<b>Strategic objective</b>	<b>Strategic objective</b>	<b>Strategic objective</b>	<b>Strategic objective</b>	<b>Strategic objective</b>
<b>Customer</b>		Enhance Innovation and Technology Transfer	1. Strengthen CBE 2. Develop a new age of Medical center 3. Maximize Environmental Protection & Sustainability		1. Improve and maintain good governance
<b>Finance</b>					1. Enhance income generation schemes and financial management
<b>IBP</b>	1. Increase access and Equity of Higher Education 2. Enhance Quality and Relevance of Higher Education 3. Optimize Entrepreneurial Education and Career Skill Development	Build research environment that inspires and rewards world-class research, innovation, and discovery		1. Enhance Internalization in Academics (Teaching-Learning and Research) 2. Establish and Strengthen international partnerships in research and education	
<b>LG</b>				Enhance JU's capacity to attract and retain world-class faculty	1. Improve Human Resource Development and institutional leadership

Status of Strategic objectives vis-à-vis to BSC

Expected	Actual
30	35
10	7
40	42
20	14



Table 9. Objectives, strategies and measures

Objectives, strategies and measures										
Themes	Objectives	Strategies	Key performance indicators		Baseline	Targets				
						2016	2017	2018	2019	2020
1. Academic Excellence	1.1. Increase access and equity to higher education	Increase JU's intake capacity to enhance access to higher education	Number of intake	UG regular	4880	4500	4000	4000	4000	4000
				UG CDE	4522	4000	3500	3500	3500	3500
				PG (MSc/ MA/LLM/ MPH/ DVM/ Specialist)	285	350	400	450	500	500
				PhD	49	60	75	90	90	100
			Number of total enrolments	UG regular	19598	20000	19000	18000	18000	18000
				CDE students	Under graduate	17625	16000			
					PG	1600	1800	1900	2000	2100
				PG (MSc/ MA/LLM/ MPH)	2653	2800	3000	3200	3400	3600
				PG diploma	204	250	220	-	-	-
				PhD	107	120	150	180	200	250
	Specialty	DNA								
	Sub-specialty	DNA								
	Enhance integrated affirmative action and learning facilities for disadvantaged groups (females, students with special needs and from emerging regions,)	Number of students from emerging regions	DNA							
		Increased success rate of females	85.5 %	87	89	91	92	93		
		Area of feeder and main roads in all campuses for disabled	DNA							
		Number of buildings/blocks which have barrier-free movement access to disabled	DNA							
		Ratio of needy students with learning facilities (Braille and ICT based materials)	DNA							
		Number of reading rooms, computer centers	DNA							
	Promote/facilitate open & e-learning programs	Number of open/ e-learning programs opened	0							
	Open new class based campuses	Number of new campuses opened	0	1						
Introduce scholarship schemes for females and students who need special support	Number of scholarships offered	0								
1.2. Enhance quality relevance of higher education	Produce demand driven and competent graduates	Percent of students employed in a year	97.1%							
		Percent of students who passed exit exams	DNA							
	Develop standard and up-to-date teaching materials, modules, online resources	Percentage of teaching/ learning materials, modules, online resources developed and updated	DNA							
		Professional mix of teaching staff (0: 60:40)	24:58:18							
	Accomplish quality areas identified by HERQA	Number of academic quality areas implemented	DNA							
	Create and strengthen university-	No. of university-industry linkages	29	32	36	39	42	45		



Objectives, strategies and measures									
Themes	Objectives	Strategies	Key performance indicators	Baseline	Targets				
					2016	2017	2018	2019	2020
Excellence in Research, Technology transfer and innovation	1.3. Optimize Entrepreneurial Education and Career Skill Development	industry linkages	No. of linkages with entrepreneurial community	0	3	5	6	7	8
		Conduct program review and implement academic audit system	% UG Programs curricula reviewed out of 56	DNA	10%	25%	30%	35%	100%
			% M.Sc. MA/ MPH/ curricula reviewed out of 78	DNA	10%	25%	30%	35%	100%
			% Postgraduate diploma reviewed out of 11	DNA	10%	25%	30%	35%	100%
			% PhD program curricula reviewed out of 14	DNA	10%	25%	30%	35%	100%
		Conduct tracer studies	Number of tracer studies conducted	1	1	1	1	1	1
		Maintain program mix of 70:30 ratio for Science to Social and Human Sciences	Ratio of program mix maintained (Science: Social Sciences)	83:17	80:20	78:22	76:24	74:26	70:30
		Establish premier academic library service	No. of course materials and library resources converted to digital/electronic version	DNA					
			Strategy developed and implemented to enhance library service	1	1				
			Number of libraries constructed	6	1	2	2	1	1
	Establish and strengthen high quality and cost effective ICT infrastructure and service		% of broadband connectivity coverage	DNA					100%
			% of staff, faculty and students with access to online services	DNA					100%
			% of lecture and conference halls with smart technology	DNA					100%
	Number of e-learning programs launched	0	2	2	2	2	2		
	1.3. Optimize Entrepreneurial Education and Career Skill Development	Mainstream culture of innovation and entrepreneurship	Proportions of programs that accommodate entrepreneurial courses/competencies	DNA					100
		Commercialize entrepreneurial innovation outputs	No. of innovative outputs commercialized	0	4	6	8	10	12
		Establish shades, showrooms, incubation centers and technology parks	Number of shades	0	2	5	8	10	10
			Number of showrooms/ technology parks	0	0	0	1	0	1
			Number of incubation centers	0	0	1	2	2	2
	Increase students' career development skills	Number of Packages implemented (career fairs, exhibitions, mock interview, training)	0	2	4	4	4	4	
2.1. Build research environment that inspires and rewards world-class research, innovation, and discovery	Develop online database/ repository system	Number of online database developed	3	5	6	7	8	9	
	Establish Core research laboratories (International standard and Centralized)	Number of core research laboratories established	1	1		1		1	
	Avail different software (statistical package, plagiarism tracker, grammar Checker, content analysis)	Number of different software developed and introduced	DNA						
	Establish standardized training center	Number of training centers	1		1	1			
	Reward outstanding research students, staff and faculty	No. of outstanding researchers rewarded	0	-	8	8	8	8	
		No of publications on reputable journals	266	275	290	300	305	310	
	Establish and Capacitate research	Number of research centers/ institutes established/	6	8	10	12	12	12	



Objectives, strategies and measures									
Themes	Objectives	Strategies	Key performance indicators	Baseline	Targets				
					2016	2017	2018	2019	2020
		centers/ institutes	capacitated						
		Devise mechanisms for obtaining research funds and create a vibrant research culture	Percentage of research grants obtained against government research budget	DNA					50%
		Maximize high ethical standards and research code of ethics	Zero tolerance to ethical violations	DNA			0%	0%	0%
	2.2.Enhance Innovation and Technology Transfer	Employ technology transfer endeavors for reward and promotion	Number of rewarded / promoted staffs	0		8	8	8	8
		Establish technology commercialization advisory board of JU	Number of meetings held	0		4	4	4	4
		Reinforce communication mechanisms for disseminating research outputs	Number of technologies endorsed by the board	0		5	5	5	5
		Establish technology villages in the community	No. of technology/ model villages established	0	1	1	1	1	1
3. Excellence in Community Service and Engagement	3.1. Strengthen community services through CBE	Review/ update CBE strategy towards adopting community engagement	Strategies reviewed/ updated (Participatory standards developed and implemented)	0		1			
		Provide need-based services to the community	No. of clients treated in JU specialized hospital	197,198	200,000	205,000	207,000	207,000	210,000
			Number of beneficiaries from ICT services	1660	5500	5800	6000	6000	6500
			Community served through CBE programs	558,315	560000	560000	560000	560000	560000
			Community benefited from free legal service	7206	7800	8000	8200	8200	8200
			Comm. benefited from agri. and vet services						
		Establish stakeholders' forum	Number of stakeholders' forums organized (social media network, public debates, strategic planning)	2 ??	3	4	5	6	7
		Conduct philanthropic campaigns	Number of philanthropic campaigns	DNA					
	Promote innovation and enhance knowledge exchange facilities	No of facilities established (gallery, museum, library, sport facility, recreation center)	DNA						
	Increase College-high school attachments and partnerships	Number of College-high school attachments and partnerships established	DNA						
		Science-Tech.-English-Mathematics (STEM) center established	0		1	1	1	1	
	3.2. Develop a new age of Medical center	Establish medical tourism	Number of clients in medical tourism	0	0	50	75	100	125
		Strengthen JU medical hub with international standards	Percent of compliance to international stand	DNA					
Employ automated database in all units		Data base established	0						
Establish integrated clinics for academic, research, and innovation		Number of clinics established	DNA						
Strengthen partnerships in Academic Health Science Network		Number of partnerships established	DNA						
Strengthen mental health rehabilitation		Center established/ strengthened	1	1	-	-	-	-	



Objectives, strategies and measures										
Themes	Objectives	Strategies	Key performance indicators	Baseline	Targets					
					2016	2017	2018	2019	2020	
	8.3. Maximize Environmental Protection & Sustainability	centre								
		Contribute to climate change solutions through adaptable and resilience technologies	Number of technologies that mitigates and adapt to climate change (green energy, local food production, land uses that absorb carbon dioxide, sustainable drainage, flood alleviation, opportunity for renewable energy	DNA						
		Invigorate green economy through eco-tourisms	No of eco-tourism sites identified/ developed	1	1	1	3	3	3	
		Enhance green infrastructure & heritage hubs	Safeguard/ enhance access to important view points and natural heritage assets	DNA						
			Number of habitats restored	DNA						
		Employ mutual funding strategy for sustainable environmental protection	Number of heritage centers built	DNA						
Reduce negative impact of sewer overflows	Amount of mutual funds secured	DNA								
4. Internationalization and Institutional Collaboration	1.1. Enhance Internalization in Academics (Teaching-Learning and Research)	Develop and implement curriculums that fit to the global competency	Number of curriculums developed and implemented	0						
		Attract outstanding international students	No. of qualified international students enrolled	DNA						
		Meet ISO 9000 award	No. of programs certified by ISO 9000 (satisfying eight quality management principles of quality education i.e. Student focused orgs, leadership qualities, involvement of people, process approach, system approach to mgt, continual improvement, factual approach to decision making, mutually beneficial supplier relationships)	DNA						
		Offer international short term trainings	Number of customized training programs offered	0	0	0	3	4	5	
		Develop grant winning research proposals for external funding agencies	Number of grant winning research proposals for external funding agencies	DNA						
		Expedite international collaborative researches focused on JU's thematic areas	No. of international collaborative research undertaken	DNA						
		Join international universities associations	Number of associations joined	DNA						
		Capacitate/ develop a library resource to support the international programs	Number of libraries developed/ capacitated to support international programs							
	1.2. Enhance JU's capacity to attract and retain world-	Develop and implement academic policy that fits international programs (employment and incentive packages, registrar's functions, recruitment, registrar's functions, recruitment,	Academic policy developed for international programs (employment and incentive packages, registrar's functions, recruitment, admission, service and support of students; consultation with relevant accreditation	-	-	1	-	-	-	



Objectives, strategies and measures									
Themes	Objectives	Strategies	Key performance indicators	Baseline	Targets				
					2016	2017	2018	2019	2020
	class faculty and students	admission and support services; consultation with relevant accreditation agency; benefits to JU; exit strategy during unforeseen problems, and quality assurance	agency; benefits to JU; exit strategy in event of unforeseen problems, and quality assurance)						
		Involve distinguished scholars to participate in international academic programs	Number of distinguished scholars participated in international academic programs	DNA					
		Open joint/ separate campuses abroad	Number campuses opened abroad	-	-	1	1	1	0
		Attract and retain international students through collaborative and responsive support schemes	Number of enrollments of international students	DNA					
			Success rates of international students						
	Identify, establish and manage diversified funding base for internationalization programs	Amounts of funds secured	DNA						
	1.3. Establish and Strengthen international partnerships	Establish effective organizational structure and leadership	Institutional collaboration coordinating office restructured (institutional collaboration, marketing and communication office)	1	1	-	-	-	-
		Create a favorable campus climate	Number of facilities established and developed (guesthouses and related facilities for staff and student exchange)	0	1	-	-		
		Create partnerships with renowned international institutions to support staff and student mobility (exchanges, affiliations, short term study, work placement and partnerships), joint/ dual awards	Number of partnership created with renowned institutions	DNA					
			No. of students involved in mobility programs						
			Number of staff involved in mobility programs						
		Develop protocol for international agreements and partnerships	International protocols developed	DNA					
5. Transform institutional leadership and governance	1.1. Improve Human Resource Development and institutional leadership	Formulate and implement Human Resource development strategy	Formulated and implemented HRD strategy	DNA					
		Establish/maintain Standardized Management Training Center	No. training center established and maintained	DNA					
			Number of staffs obtained training	DNA					
		Conduct human resource skill inventory and amend gaps	No. of skill inventory conducted (international/ National exposure visit, benchmarking)	DNA					
		Implement and strengthen MIS	No of automated programs (HRM, finance, planning, property and procurement systems)	DNA					
		Publicizing and marketing JU through various means	Number/type of channels/ media used	DNA					
			Airtime covered/ broadcasted	DNA					
Develop and implement public relation	Strategy developed and implemented	DNA							



Objectives, strategies and measures									
Themes	Objectives	Strategies	Key performance indicators	Baseline	Targets				
					2016	2017	2018	2019	2020
		strategy							
		Establish alumni association	Number of alumni members	DNA					
		Cultivate awareness of cultural diversity and tolerance	Public events, policy debates (community. farmers days)	DNA					
		Promote JU as a campus of cultural and intellectual hub	Number of cultural and intellectual events on campus	DNA					
	1.2. Improve and maintain good governance	Improve trust & accountability to stakeholders, customers, clients	Percentage of customers satisfaction	DNA					
		Strengthen participatory and decentralized management system	Decentralized powers and authorities	DNA					
		Establish rewarding and acknowledgment policy	Policy developed and implemented	DNA					
		Reduce complaints and grievances	Reduced percent of complaints and grievances	DNA					
		Develop/implement institutional reforms	Number of reform packages implemented	DNA					
		Reduce gender imbalance	No. of females recruited/promoted to managerial positions	DNA					
		Conduct monitoring and evaluation (M&E) against JU'S plan	No/ of monitoring and evaluations conducted	DNA					
	1.3. Optimize income generation schemes and financial management	Develop and implement income generation and investment strategy	Income generation and investment strategy developed and implemented	DNA					
		Diversify and maximize sources of income	Number of source of income established (Developed collaborative partnership with private/ public sectors and partners to co-fund university activities, etc.)	119.44M:1 658.4M					
			Share of internal income covered against government treasury fund	DNA					
			Percentage increase in investment turnover	DNA					
			Number of collaborative partnership created with both private and public sectors	DNA					
		Minimize resource wastages	Percentage of reduced resource wastage	DNA					
		Increase participatory financial management	Percentage of budget decentralized	DNA					