



**TASK FORCE ON JOB EVALUATION,
RE-ORGANIZATION OF THE STAFF STRUCTURE
AND FINANCING OF MAKERERE UNIVERSITY**

**SUBMITTED TO
THE GOVERNMENT OF THE REPUBLIC OF UGANDA**

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THE TASK FORCE

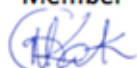
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ABBREVIATIONS

ADB	African Development Bank
AR	Academic Registrar
BTVET	Business Technical Vocational Education and Training
BU	Busitema University
BOT	Build Operate and Transfer
CEEMAS	Computerized Electronic Education Management and Accounting System
CEO	Chief Executive Officer
CHS	College of Health Sciences
CHUSS	College of Humanities and Social Sciences
CICS	Competitiveness and Investment Climate Strategy
CID	Criminal Investigation Department
CoBAMS	College of Business and Management Sciences
DAP	Deposit Administration Plan
DICTS	Directorate of Information and Communication Technology Support
DVC	Deputy Vice Chancellor
DVC AA	Deputy Vice-Chancellor Academic Affairs
DVC FA	Deputy Vice-Chancellor Finance and Administration
DVC RID	Deputy Vice-Chancellor Research, Innovation and Development
GDP	Gross Domestic Product
HE	His Excellency
HON	Honorable
HR	Human Resource
HURIS	Human Resource Information System
IAC	Investment Authority Committee
ICT	Information Communication Technology
IDI	Infectious Diseases Institute
IFMIS	Integrated Financial Management Information System
ISO	International Standards Organization
ITS	Integrated Tertiary Information System
JEAQ	Job Analysis and Evaluation System
KIU	Kampala International University
KYU	Kyambogo University
MAK	Makerere University
MUASA	Makerere University Academic Staff Association
MSI	Millennium Science Initiative

MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoU	Memorandum of Understanding
MP	Member of Parliament
MUBS	Makerere University Business School
MUEF	Makerere University Endowment Fund
MUPSF	Makerere University Private Sector Forum
MUST	Mbarara University of Science and Technology
NCHE	National Council of Higher Education
NDP	National development plan
NITA-U	National information technology - Uganda
NUEI	National Union of Education Institutions
OPM	Office of the prime minister
PEAP	Poverty Eradication action plan
PIBID	Presidential Initiative for Banana Industry Development
PPP	Public principle partnership
PSFU	Private Sector foundation Uganda
RT	Right
R&D	Research and Development
STI	Social and technical interactions
TF	Task Force
ToR	Terms of Reference
UC	University Council
UCU	Uganda Christian University
UIRI	Uganda Industrial Research Institute
UMA	Uganda Manufacturers' Association
UMU	Uganda Martyrs University
UNCST	Uganda National Council Science and Technology
UPE	Universal Primary Education
USA	United States of America
USAID	United States Agency of International Development
UTI	Urinary Tract Infection
USE	Universal Secondary Education
VC	Vice Chancellor
WG	Working Group

BACKGROUND TO THE TASK FORCE

The genesis of this Task Force is the Makerere University staff strike over salary related issues that took place in September 2011 and Government's response to it. The decision to establish the Task Force was taken at a meeting held in the Office of the Prime Minister (OPM) chaired by the Rt. Hon Amama Mbabazi, Member of Parliament and the Prime Minister of Uganda. It was attended by Ministers and senior officials of the Ministry of Education and Sports (MoES); Ministry of Finance, Planning and Economic Development (MoFPED); and the Chancellor, Chairperson and Members of Council, Management and Staff representatives of Makerere University.

The meeting mandated the Chairperson of Makerere University Council to appoint the Task Force at the behest and on behalf of Government. It was agreed that the long standing grievances and resultant disputes between the University Staff and Management should be comprehensively and sustainably resolved. This would mitigate further deteriorating staff morale, and negative industrial relations; given their deleterious impact on the overall performance and pursuit of the core mission of the University.

THE TASK FORCE

The Task Force was composed of notable individuals with extensive knowledge of Higher Education and commitment to Makerere University including representatives of relevant Government Ministries. It was launched on 18th November, 2011 by the Minister of Education and Sports, Hon Jessica Alupo, who represented the Prime Minister Rt Hon Amama Mbabazi and read his speech (Annex I, page 138). This intervention is considered overdue since the last comprehensive job grading and pay structure review at Makerere University was carried out three decades ago in 1980 by a Commission under the Chairmanship of Professor Simeon Ominde.

TERMS OF REFERENCE (TOR)

The Terms of Reference for the Task Force were to:

- review the current macro and micro organizational structures of the University towards recommending the most suitable structure for the University to operate efficiently.
- conduct a job analysis followed by a job evaluation of all the jobs in the University towards establishing salary levels that are commensurate with the nature and volume of work, and as informed by best practices.
- recommend the optimal establishment for each unit and advise on the required competencies for each unit with a view to recommending the ones to maintain and those to abolish in the University set-up.
- propose an implementation strategy for all recommendations made with regard to the review of structures and job evaluation.
- develop strategies of improving current financing sources of the University and make appropriate recommendations.

GOAL

The main goal of the review **was** to understand the current challenges faced by Makerere University and propose solutions that will result in a well-motivated, equipped and resourced Academic, Administrative and Support University Staff who are enthusiastic about contributing to the formation and production of:

- a. quality, competitive and marketable Makerere University graduates and products capable of meeting the demands of the labour markets in Uganda, the East African region and beyond;

- b. dynamic, thriving and conducive academic, research and innovations environment in Makerere University; **and**
- c. Makerere transformed into an African University of the 21st Century actively contributing to Uganda, Africa and global sustainable and equitable development.

OBJECTIVES

The objectives of the review exercise **were** to:

- a. streamline the existing structures of the University with a view to promoting cost effectiveness;
- b. establish optimal staffing levels for all units of the University to achieve efficiency and effectiveness;
- c. develop a rational, fair and equitable remuneration system for all staff in the University;
- d. enhance staff motivation and, hence, performance; **and**
- e. develop strategies of improving the current financing sources of the University and make appropriate recommendations.

DELIVERABLES

Taskforce Deliverables **were**:

- a. Inception Report
- b. Progress Reports
- c. Draft Final Report
- d. Final Report

METHODOLOGY

The Task Force **undertook** a major review of Makerere University lasting thirteen months. This included organization and optimal structures, determination of competencies for key units, job analysis and evaluation, and strategies for financing the University. The Task **Force used** a wide ranging consultative and inclusive methodology described in detail in Chapter **Two** of the report. Furthermore, the review involved literature search; key informant interviews focus group discussions; tours of University premises; benchmarking visits to local and international Universities; and stakeholder consultations with Government Ministries, Statutory Agencies, and the Private Sector.

STRUCTURE OF THE REPORT:

The first part of this report contains the Executive Summary of the whole report. **Chapter 1** of the main report comprises, the Background to the appointment and composition of the Task Force, Terms of Reference, the Goal, Objectives and the deliverables of the Task Force. This chapter also includes a vital analysis of the current education and development situation in Uganda and the critical role and potential that higher education possess for leading national transformation at this very opportune time in Uganda. **Chapter 2** describes the Methodology that was used to execute the assignment of the Task Force. **Chapter 3** discusses a wide range of key cross cutting issues which constitute critical success factors for the achievement of the goal and objectives of the report. **Chapter 4** discusses the Micro and Macro organizational structures of the university while **Chapter 5** contains the Job Evaluation and Analysis. **Chapter 6** addresses the Financing of the university both current and future. The last **Chapter 7** is a discussion of Implementation Arrangements for the report in general and for each one of the recommendations in the report. Finally the report has **nine Annexes** that support and illustrate the key events that took place before, during and after the conclusion of work of the Task Force.

HISTORICAL BACKGROUND OF MAKERERE UNIVERSITY

Makerere University began as a small technical institute in 1922, in temporary buildings, with 14 students as day boys and **four** instructors as Academic Staff. It was established to meet the high demand for native artisans in the East African territories of Uganda, Kenya, and Tanganyika and beyond. Makerere quickly gained a reputation in the territories for producing quality artisans, school teachers as well as medical, veterinary, agricultural and other administrative support staff for the colonial administrations in these territories. From these humble beginnings, Makerere grew to become one of Africa's leading Universities.

Over the years, in a step wise manner, Makerere became a College of the University of London, a College of the University of East Africa and in 1970, an independent national University through an Act of Parliament. Makerere served the newly independent countries of East Africa well. It trained the leaders in all fields who ably took over the administration of their countries at independence and beyond. Makerere also achieved world class status along the way, especially through ground breaking research carried out in the Medical School. Unfortunately, the upheavals that bedeviled the country for over two decades did not spare Makerere. The economic collapse and the civil wars resulted in deterioration of learning and teaching conditions and a massive brain drain.

However, a new resurgence is taking place in Makerere University as there has been a very rapid growth following liberalization of Higher Education in Uganda. Student population rose from 6000 to 40,000 over a ten year period with 6,000 Government-sponsored students and 34,000 privately-sponsored students. The number of new universities in the country has also increased from one (Makerere) to 5 fully operational public universities and 2 in the pipeline. There are over 20 private universities. Makerere University has again undertaken world class leadership in research and development (R&D) in the Health Sciences, Agriculture and value-addition, Veterinary and Engineering Sciences and Technology, etc. As a result, it has consistently maintained a high ranking among the top 10 African Universities in the recent past.

Nevertheless, Makerere University's resurgence and explosive growth have come with challenges. Infrastructure and staff numbers have not kept pace with student population increase. Financing arrangements have not been optimal and governance challenges have **further** complicated the situation. A Strategic Plan (**2008/9 - 2017/18**) to propel Makerere University into the 21st Century is in place. This review and its recommendations target improved implementation of the Strategic Plan among others.

EXTRACT OF ALL THE RECOMMENDATIONS

Below is an extract of all the recommendations in the report presented under respective Chapters. The findings and analysis leading to the recommendations can be found in the body of the main report.

CHAPTER 3 - CROSS-CUTTING ISSUES

Governance

Recommendation

The current routine governance and administrative practices in Makerere University with respect to human resources, communication, policy implementation, among others; have contributed to the strikes and strife that have necessitated this review. To achieve the desired cultural transformation in the governance and administration of the University, the Task Force recommends reforms in the composition and structure of the University Council. Further, that a reputable Management Firm be engaged to support the University Council and the VC in transforming the current management and governance practices to internationally accepted standards. The Governance Reform Program should last a period of one to two years to ensure that a new governance and management culture is inculcated and institutionalized.

COMMUNICATION AND INFORMATION FLOW

Recommendations

1. The University does not have a formal communication policy. The Task Force recommends that the draft communication policy and strategy now under development be finalized as soon as possible.
2. The communication function at Makerere University should be strengthened and upgraded. A Directorate responsible for communications should be established under the office of the VC and should be well facilitated.
3. The communication infrastructure at the University should be modernized through the innovative application of ICTs. This should include improvement of the intranet, introduction of call centers and self-service channels, revival of the campus radio and newsletter and real time video communication facilities in all the colleges. Signage should be improved to make it easy for students, staff and visitors to navigate their way round the campus.

HUMAN RESOURCES

Recommendations

1. Staff morale in the University is low due to poor working conditions and management practices. The Task Force recommends that the University should take all measures to comprehensively implement the Human Resource components of the University Strategic Plan. The Human Resource Manual should be updated and utilized on routine basis.
2. There is a large number of temporary staff and vacationers in the University. The Task Force recommends that a validation exercise be undertaken as soon as possible in order to streamline the establishment and save resources.
3. There are many administrative staff who have acquired University degrees and other higher qualifications that are not necessarily in their line of specialization. The Task Force recommends that they all be provided with career guidance and appropriately redeployed.
4. There is widespread dissatisfaction among staff and other stakeholders outside the University on the policy of electing Academic leaders at the University. The TF recommends that all Academic leadership positions be filled through a competitive appointment system as determined and overseen by the University Council.
5. Counseling and guidance services at the University are inadequate. The Task Force recommends that the proposed Directorate of Counseling and Guidance be operationalized to provide these much needed services to the University community.

SECURITY

Recommendations

The security situation at the University is unsatisfactory, therefore, the Task Force recommends the following:

1. The University administration should immediately undertake a review of the positions of custodians with a view to filling existing vacancies.
2. Identification of all staff and students should be made mandatory and implemented using modern technology.
3. The role of the police on the campus should be better defined and professionalized.
4. The University should consider contracting a professional security firm as an alternative.

TEACHING, LEARNING AND QUALITY OF EDUCATION AT MAKERERE UNIVERSITY

Recommendations

1. The quality of learning and teaching at Makerere is declining despite favourable rankings. A

dedicated program of work to address the root causes should be undertaken by the University with immediate effect. The current Teaching and Learning Center in the School of Education should be strengthened to lead this intervention and to establish a unit in each college.

2. All Academic and administrative staff should be provided with induction and ongoing training in the core functions of the University. All Academic Staff should undergo special training in teaching and learning methodology.
3. The current trends in global Higher Education are embracing Competency Based Education as an approach for producing relevant and responsive graduates. The CHS at Makerere has already initiated this approach. The Task Force recommends that it should be extended to the rest of the University.
4. Student/Staff ratios should gradually be lowered to meet the standards recommended by NCHE. This should also apply to physical facilities including classrooms, laboratories and operating budget.
5. Library services should be modernized and adequately funded.
6. E-Learning is a powerful tool for strengthening teaching and learning capabilities of the University, the potential of which Makerere University has not tapped fully. The University should enhance and broaden the e-learning function to more effectively encompass all manner of online learning models to enhance the teaching learning experience of students and staff. The resource envelope to support a technology-assisted learning environment should be ring-fenced out of the technology and functional fees.

STUDENT NUMBERS AND LIVING CONDITIONS

Recommendation

There is a mismatch between student numbers and available infrastructure. The student/ staff ratios are not consistent with standards set by the NCHE. The Task Force recommends that the University Council, Senate and the VC immediately review the policies on students' intake and take action to ensure that overtime arrangements are made to ensure that facilities and staff are consistent with guidelines promulgated by the NCHE.

COORDINATION AND OVERSIGHT OF HIGHER EDUCATION IN UGANDA

Recommendations

1. The current mandate of the MoES in overseeing UPE, USE, BTVET, Universities and Sports is bigger than that of neighboring countries. Consequently, the coordination and oversight of Universities, Science, Technology and Innovations is fragmented and not synergized. The Task Force therefore recommends the establishment of a new Ministry for Higher Education, Science, Technology and Industry in order to create necessary synergies and focus attention of Universities, Higher Education, Science and Technology.
2. NCHE has not vetted some of the courses that are currently running at Makerere University and has also not asserted its authority with respect to adherences by Makerere to NCHE standards. The Task Force recommends that with immediate effect NCHE and Makerere University should develop a joint program to review courses which have not been vetted. Actions should be taken to comply with NCHE standards to which Makerere is committed in the current Strategic Plan.
3. The Task Force has noted the successes of the Presidential Initiative in Science Technology and Innovations in Makerere University as reflected, for instance, in the Kiira EV Car innovation. The Task Force recommends that this initiative be developed into a national Science and Technology Research Fund to be awarded competitively through the UNCST under the Ministry of Higher Education, Science, Technology and Industry.

STRATEGIC PLAN IMPLEMENTATION

Recommendations

1. Level of awareness of the Strategic Plan (SP), 2008/9 - 2017/18 among Makerere University community is low. The University administration should take all necessary measures to intensify the dissemination of the SP to all units of the University and encourage staff to study and internalize the SP with immediate effect.
2. Makerere University Management should use the SP as a tool for developing Annual Work Plans and for monitoring performance. The in full at 1st mention (PDD) that is responsible for monitoring of the implementation of the SP should be provided with the requisite financial and human resources to execute this mandate on behalf of the entire University.

INFORMATION COMMUNICATION TECHNOLOGY (ICTS)

Recommendations

1. The University should aggressively embrace the use of ICTs in all its business processes. A dedicated program should be implemented to raise awareness and to promote routine application of ICTs in all University units including the student community.
2. The Task Force recommends that Makerere University should play a lead role in implementing of Computerized Electronic Education Management and Accounting System (CEEMAS) beginning FY2014/15.
3. An establishment structure for Directorate of Information and Communication Technology Support (DICTS) under the Office of the Vice-Chancellor should be developed to address current challenges and filled with appropriate staff with commensurate remuneration.
4. As knowledge generation centres, Universities should take the lead in building an ICT culture in the country. In particular, Universities should begin to conduct paper-less Council, Senate and other meetings which consume a lot of paper.
5. ICT should be given the priority it deserves in terms of funding, attention, etc.
6. Everything possible should be done to recruit and train ICT staff in the services of the University, including giving them special remuneration.
7. The University must hook onto the new system that the Ministry of Finance is developing for all Public Universities.

PARTNERSHIPS AND NETWORKS

Recommendations

1. Partnerships and collaborations at national and global levels are essential to the achievement of the vision and objectives of the Strategic Plan of Makerere University. The Task Force recommends the establishment of a dedicated office in the central administration to support the VC in promoting partnerships and collaborations.
2. As direct outcomes of the Task Force's work, the collaborations initiated between Makerere University with Bar Ilan University in Israel (Annex IV, p. 155), and Tshingua University, Beijing, China (Annex VII, p .160); hold tremendous potential for all the parties. The Task Force recommends that Makerere University follow up these promising contacts along with the recommendations on the promotion and scaling-up of the Presidential Initiative in Science, Technology and Innovations in Makerere University.
3. The Academia, Public-Private Sectors Partnership initiative in Makerere University, namely, the Makerere University Private Sector Forum, MUPSF, which started with a lot of promise in 2006 remains relevant. Its purpose of linking the University to the Public and Private Sectors and vice versa, especially in curriculum design and resource mobilization; is more timely now than before. Ongoing University partnership with the Uganda Industrial Research Institute (UIRI), a

public Research and Development (R&D) institute; is commendable and should be used as a model.

4. The Internship Program at Makerere University is appreciated by all stakeholders. However, its implementation and effectiveness call for significant reforms in mind-set and attitude change, financing, supervision and relevance to the academic programs. The Task Force recommends that the University administration immediately undertakes a review to address the above concerns. The Agrostudies Agricultural Apprenticeship in Israel, a deliverable of the Task Force (Annex VI, p. 159), offers an international best practice and model to improve and transform the Internship Program.
5. During a Task Force consultation with Government Ministries, a passionate appeal was made for the reintroduction of National Service. The exposure of students either before or after entry into the University to National Service holds the potential to orient their thinking as responsible citizens and patriots. The Task Force recommends that Government through the Ministry of Information and National Guidance takes up this matter along with the Patriotism Clubs Initiative already in place.
6. Partnership between the University and Government Ministries, Parliament and the Civil Society is important for the University to remain relevant and contribute to national development and transformation. The Task Force recommends that the priority research agenda of the University should be regularly reviewed to ensure its responsiveness to societal needs. The University should develop structured linkages with Government Departments, Parliament and Civil society to promote dialogue and facilitate the University's contribution to policy formulation and implementation. The Task Force also recommends that Government should be proactive in reaching out to the University to seek solutions and to identify national priorities for action.

QUALITY ASSURANCE

Recommendations

1. To ensure that graduates and products of Makerere University meet the expectations of prospective and current students, as well as expectations of the labour market; it is important to undertake regular tracer surveys of Makerere's graduates and products.
2. Information gathered from these surveys will be used as feedback to improve on the quality of teaching, learning and research.
3. The Task Force recommends that through the Quality Assurance Directorate, Makerere University initiates graduate and product tracking with immediate effect.

CHAPTER 4 - MACRO AND MICRO ORGANIZATIONAL STRUCTURES

THE CHANCELLOR

Recommendations

The Task Force recommends the following:

1. The post of the Chancellor should remain ceremonial and should be held by a celebrated Academic or other person of high standing in society.
2. The NCHE should provide guidelines on the person specifications of individuals qualified to occupy the office of Chancellor of a Public University.
3. The University Council should ensure that the Chancellor is provided with the requisite facilitation for the performance of roles as provided in the Act.

THE UNIVERSITY COUNCIL

Recommendations

It is critical for a University Council in the 21st century to have highly competent, professional and experienced members operating effectively in a businesslike manner. The Task Force therefore makes the following recommendations in order to improve the performance of the Council as the supreme governance body of Makerere University:

1. Reduce the size of the University Council and upgrade its competencies:

The current University Council is too large to be effective. The constituencies and profiles of Members should aspire to provide effective, competent and visionary leadership and modern corporate governance practices to a University of the 21st century. It is recommended that the University Council should consist of 13 Members including the VC with the following skills profiles (i) past or present holders of responsible positions in society, (ii) notable personalities in teaching, research and academia, (iii) exceptional knowledge, experience and commitment to the pursuit of knowledge and intellectual inquiry, (iv) commitment to advance generation of knowledge and contribution of Higher Education to national development, and (v) high moral standing and integrity in society.

The Task Force proposes that the 13 Members be selected from the following skills sets: Financial; Legal; Higher Education; Industry; Science and Technology; Human Resource; Business/Private Sector; and Alumni. Furthermore, the Task Force urges MoES to fast track the necessary amendments to UOTIA Section 38 to enable this recommendation to be implemented.

2. Strengthen oversight and comply with the provisions of UOTIA Sections 67 and 72:

While it is desirable and essential for Makerere as an academic institution to enjoy a degree of autonomy, as a public University, however, there is need for oversight and supervision of the University by Government as provided for in the Law. Reciprocity between University autonomy and Government supervision has not been mutually reinforcing. It is therefore recommended that the right-sized and competent University Council will routinely ensure that all relevant sections of the Law are operationalized and fully implemented. Reciprocally, Government through the MoES and NCHE, or better still, through the Task Force recommended Ministry of Higher Education, Science and Technology and Industry; should effectively play its supervisory role in compliance with the Law.

3. Strengthen and streamline administrative support to the University Council:

The performance of the University Council is critical to the achievement of the goals and objectives of the University. It is therefore important to provide an enabling environment for the University Council to perform optimally through the provision of competent and effective administrative support. The Task Force therefore recommends that the office of Secretary to Council be held by a dedicated officer free from other administrative responsibilities and, preferably, with a legal background and housed in the Directorate of Legal Affairs reporting directly to the VC.

UNIVERSITY SENATE

Recommendations

1. The composition of the Senate needs to be consistent with the new structure of the University:

The composition of the Senate has not changed in response to the new College structure of the University. The MoES and University Council should take urgent action to amend the UOTIA to the effect that the size of Senate is reduced; that College Principals are included in its Membership; and that more autonomy is devolved to Colleges with clear definition of roles and reporting lines.

The Task Force recommends that Senate should comprise the following: VC, DVCs, College

Principals, Deans, Directors of Academic Units, Director Library Services with provision for co-option as needed. It is further recommended that the Secretary to Senate should be the DVC (AA), a position that has hitherto been held by the Academic Registrar.

It is therefore recommended that the Senate Research and Publications Board takes on Innovations to become a Research, Innovations and Publications Board. It is further recommended that Senate committees on ICT, Student Welfare and Discipline be established.

2. Action should be taken to improve the quality of teaching and learning standards at the University:

The Task Force was informed through testimonies of staff that the teaching and learning conditions have deteriorated. There are many examples that illustrate the decline in the teaching and learning environment at the University. The Task Force therefore recommends that a Teaching and Learning Centre be established preferably in the College of Education and External Studies with branches in all the Colleges. This Centre will ensure that academic staff are provided with the necessary support in teaching and, similarly, that students are facilitated to become self-directed lifelong learners. The orientation process of new students should be taken seriously and students should be sworn to seek the truth and to study diligently as was the case in the past.

3. **Physical facilities in the University should be upgraded to be commensurate with the student population and in line with NCHE standards:**

The Task Force attended some classes and inspected Halls of Residence. It found that student numbers have overwhelmed existing infrastructure and lecture halls are overflowing with lecturers too far away to be heard. The black/chalk boards were too far away and unreadable. The Task Force therefore recommends that dedicated efforts be made to expand the infrastructure to respond to the current student population. This should include the construction of state-of-the-art Auditoriums (for public lectures, graduation ceremonies, etc.) and Video Conferencing Facilities (for virtual meetings with partners abroad and e-learning). It should also include revamping laboratory facilities, libraries and other teaching, learning and research facilities.

4. **There is need to rationalize, synchronize and prioritize academic programs:**

The introduction of private fee paying students in 1989 opened the door to an influx of private students and a proliferation of new academic programs. Examples of some of these programs duplicated in different Faculties were provided. The Senate and NCHE should provide the required guidance and regulation to the University on this matter.

5. **The University should develop an integrated and interdisciplinary research agenda which is responsive to national and global development needs and priorities:**

The current research work in the University is fragmented and scattered. This is largely due to the University not having an integrated and interdisciplinary research agenda that responds to changing national and global development needs and priorities. Further, Academic staff undertake research in areas of their individual interest and not necessarily research linked to the above mentioned development needs and priorities. The Task Force therefore recommends promotion of research across all academic disciplines if Makerere is to become a truly research-led University, according to its Strategic Plan.

The leadership for research needs to be provided at the highest level of the University by establishing the post of a DVC for Research, Innovations and Development. This is consistent with the practice in other leading universities. The Task Force further recommends that University research findings should inform national policy development and resource allocation through proactive engagement with all stakeholders, including national leadership and citizenry.

The Task Force recommends that Government and the Private Sector should be more robust in supporting development of incubation centers towards profitable and sustainable

commercialization of the University's Research and Development (R&D), inventions and innovations. Such was the case the Task Force benchmarked in Tsinghua University, Beijing, China; Bar Ilan University, Israel; and Duke University, North Carolina, USA. The Task Force has further expanded this recommendation in a step-wise trajectory complete with resource mobilization recommendations in Annex III (p. 140) on Promotion and scaling-up of the Presidential Initiative in Science, Technology and Innovations in Makerere University; and in Annex IV (p. 148) on Promotion of University-Industry/Private Sector Interface towards Uganda Vision 2040. This is also in sync with University-Industry linkages as modeled by the University's partnership with UIRI as a Ugandan home-grown blue-print.

Fully implemented, this Task Force's recommendation will significantly synergize, facilitate and scale-up the entire value-chain of Academia-Public and Private Sectors Interface, that is, from Research and Development (R&D), to inventions/innovations, to incubation and then commercialization.

6. There is need to enforce discipline by the appropriate authorities in the University:

A crisis has been created by rampant dereliction of duty and indiscipline among Academic Staff including some Members of Senate. The existing disciplinary procedures are not being enforced by the University leadership as they should. The Task Force recommends that the University Council, Senate and the VC take all action necessary to restore discipline among staff at the University.

7. There is need for urgent action to strengthen the Quality Assurance functions of the University:

The Quality Assurance functions at the University are weak and not well-facilitated. The Task Force recommends that high priority be given to the Quality Assurance Directorate of the University and that it should be adequately facilitated to perform its roles. The Task Force also recommends that the University initiates the process to attain ISO standards and certification as is the case with other universities in the East African region.

8. NCHE guidelines on workload should be followed:

NCHE has specified optimal workloads for Academic Staff at all Universities in the country. The Task Force found these are not being followed in Makerere. In some Colleges there is gross under-staffing with some Departments having as low as 40% staffing levels. At the same time many, academic staff are receiving additional payment per hour taught while others are not. Some of the staff teach day, evening, and weekend classes. The Task Force did not find evidence of actions being taken by Senate to address this problem.

9. Fast track promotion/new entrant requirements for promotion:

The Task Force was informed that Senate at its 155th meeting reviewed the policy on appointment and promotion of academic staff and decided that they could be appointed and promoted using a multi-tracking system and ordinary track with promotion based on teaching experience, research publications and supervision of students to completion.

10. Review the examinations practices at the University to address the existing weaknesses:

Reported examination malpractices have affected the integrity of examinations and have cast doubt on the quality of Makerere's qualifications. It is recommended that urgent action to review the entire examinations processes in the University be undertaken with a view to providing the necessary resources, infrastructure and Quality Assurance interventions to eliminate the malpractices and restore the required credibility. The University Council, Senate, VC and other agencies of Government should give high priority to this matter.

Vice Chancellor

Recommendations

1. The profile of a person to be appointed as the Vice-Chancellor is not provided for in the law:

The Task Force recommends that the University Council and MOES should ensure such a profile is provided for in the Act; stating, among other things, that the VC should be: (a) an embodiment of the academic tradition of excellence and intellectual culture of the University; b) the Chief Public Relations Officer and face of the University; c) committed to the promotion of Higher Education; and (d) an acclaimed academic with extensive and demonstrable corporate managerial experience in high office.

2. The role of the VC in the administrative and financial management of the University should be made explicit in the Law:

The Task Force recommends that the VC becomes the Accounting Officer of the University with powers to delegate to the DVC (F&A).

3. The Task Force noted that Makerere University is a huge and complex organization whose effective governance calls for robust structures, highly performing and accountable managers and responsive systems:

The Task Force identified further areas of conflict in the existing structure. The Task Force therefore recommends that the University Council takes the necessary action to promote team work among top management. In addition, the recommended Management Consultancy to assist the University with change management should, among other things, be assigned the responsibility to develop the team leadership competences amongst the top management of the University.

4. To effectively manage such a large and complex institution, mechanisms for regular management consultations are essential:

It is recommended that the VC should establish two top management organs as follows:

- a) A Top Management Team comprising the VC (Chair), Deputy VCs and College Principals. This body should meet frequently, preferably, every month.
- b) A Central Management Team as a larger body bringing together the VC (Chair), DVCs and Directors (heads of different Directorates). This body should meet on a quarterly basis.

Vice Chancellor's Consultative Forum

The Task Force has recommended reforms in the composition and size of both the University Council and Senate. Both of these organs will now be smaller and membership will not be based on constituencies. However, it is essential for a forum to be provided for the University leadership to receive feedback from all stakeholders on a regular, structured way and on-going basis. This will be a consultative forum and not a decision making organ of the University.

DEPUTY VICE CHANCELLORS

Recommendation

The current Law is clearly a source of conflict between the office of the VC and DVC (F&A) on the one hand, and that of the University Secretary (US) on the other; regarding oversight, responsibility and accountability for finances and general administration of the University. This is an anomaly that needs to be corrected by possibly merging the office of the University Secretary with that of the office of the DVC F&A.

Counseling, Guidance & Outreach Centre

Recommendations

The Task Force recommends that a separate Directorate is established; and its services are to be used by both staff and students and which services reflect and bring together the different specializations of Psychologists (e.g. Clinical, Counseling, Industrial/Organizational Psychologists, and Educational, etc.) The current Counseling and Guidance Centre would be one of the units in this Directorate.

In light of the above, the Task Force recommends the following structures under the DVC (FA&A):-

- a. Directorate of Finance
- b. Directorate of Estates
- c. Directorate of HR
- d. Directorate of Health Services
- e. Directorate of Counseling and Psychological Services

SELECTION OF UNIVERSITY OFFICERS

Recommendations

1. In view of the call from the majority of the stakeholders within and outside the University, the Task Force recommends a reform of the electoral process and the amendment of the Act so that all University Officers are appointed and not elected.
2. For Makerere to remain a first rate University, it should not operate a closed recruitment system; rather, it should be able to cast its net wide to recruit the very best staff in and outside Uganda.

COLLEGES

Recommendations

1. During the Task Force's consultations with internal stakeholders, it was noted that appointment of staff at College level is not yet well streamlined. For instance, it was observed that there are staff who are appointed by the Colleges and are not reported to the Centre. The Task Force recommends that all appointments at Colleges and in the entire University should strictly be within established posts. Further, a head count of all staff should be undertaken to ascertain their consistency with the establishment. The Task Force is of the view that College staff including Principals be appointed by the University Appointments Board as already recommended.
2. The relationship between administrative positions at the Colleges and those at the Centre are ambiguous. The position of a Human Resource officer at the College is not provided for in the College Statute yet it is an essential function. The law should allow flexibility for the University administration to define and establish Academic and Administrative positions and not prescribe all of them as is the case at present. Appropriate amendments should be made to the Act to provide this flexibility and delete the legally prescribed positions. Devolution has not been facilitated by the ambiguity in the current Law.
3. The School of Law has expressed interest in becoming a College since it neither fits in the current College of Humanities and Social Sciences nor in any other College. The Task Force is in agreement that Law as a profession has great potential. Therefore, the School of Law should be upgraded to the status of a College. This will enable it to expand and serve the national needs of the country better. However, further dialogue between and among the legal and administrative communities in Makerere will be necessary to gain consensus on this matter.
4. The quality of service, teaching and research at Mulago Hospital as a University Teaching Hospital is a matter for concern among key stakeholders. The request by the Hon Minister of Health for a new Memorandum of Understanding between Makerere University and the Ministry of Health should be taken up by Makerere University immediately.
5. Institutes, Centres and Schools in the University structure have been established and named without consistency. Some are autonomous and not reflected in College micro structures. The Task Force recommends an immediate review by the University for definitions, status and governance of these units in the University structures.

JINJA AND FORT PORTAL CAMPUSES

Recommendation

It was observed that the off-campus centers needed proper planning, funding and clear establishment and infrastructure plans, especially since they were established at a time when the main campus was experiencing its own challenges. As a result, the current Campuses in Jinja and Fort Portal are struggling. It is therefore recommended that the management policy for the off-shore campuses currently being developed by the University administration be expedited. Working with Government, the University Administration needs to explore ways of funding infrastructure development from such regional development plans as the Luwero Ruwenzori Development Plan (LRDP) for the Fort Portal Off-shore Campus. With the possibilities of scaling up and decentralizing the Presidential Initiative in STI at Makerere, the off-shore Campuses stand a chance of becoming beachheads for regional transformation towards Uganda Vision 2040 implementation and realization. Thus, the off-shore campuses could plan to partner with existing regional universities and institutions towards development of Science & Technology Parks in their catchment areas (**Annex III, p. 140**).

CHAPTER 5 - JOB ANALYSIS AND EVALUATION

Proposed New Salary Structure

Allowances and Benefits:

Recommendation

Makerere University currently pays a number of allowances to Staff, including medical, fuel, telephone, housing, responsibility, top up and clinical for those working in the Medical School. The allowances have been perceived as a way of enhancing salaries that have been inadequate to cover the cost of living. The allowances differ from grade to grade in the current Makerere structure. With the proposed enhanced salary structure, it is recommended that allowances, with the exception of responsibility allowance, and clinical allowance be pegged to the base pay and a 20% across all grades and consolidated pay. This should take effect with the commencement of the implementation of the new salary scale.

Top-up Allowance

Recommendation

Top-up allowance is paid at different rates in different units of the University. Currently the amount payable in Top Up Allowance is in the region of UGX 800,000,000 monthly. As with other allowances, top up is seen as a form of salary enhancement. Unfortunately, internal consultations revealed that the inequitable manner in which top-up allowance is distributed has resulted into a major source of discontent to Makerere University Staff. It has been cited as one of the reasons Makerere University staff went on strike in 2011. It is recommended that the University Council abolishes top-up allowance with the implementation of the Task Force recommended salary structure.

The Taskforce further recommends that the workload system be strengthened, minimum workload hours for both teaching and research staff be determined and all teaching staff be monitored. Only those that exceed the minimum workload should be paid an extra workload allowance not exceeding UGX50,000 gross pay per hour of extra workload beyond the prescribed minimum load. The staff who will not meet their workload consistently for three months should be reprimanded.

Staff Promotions

Recommendation

The Task Force learnt from various submissions of internal stakeholders that some people are overqualified for the jobs they are currently holding. This could have been brought about by the fact that some Makerere University staff, especially the Administrative staff members; have acquired higher qualifications than required by the positions they occupy. They therefore feel de-motivated and demoralized to be performing tasks below their qualifications.

The Taskforce recommends that the Directorate of Human Resources should address this issue by making sure that all staff who do not fit in the structures of the University job establishment should be released. This should be done prior to the commencement of the Financial Year 2014/2015 because of its budgetary implications.

Salary Structure

Single Spine

Recommendation

The Task Force received and studied arguments for and against the single spine salary structure. In benchmarking visits it also came up that some Universities, such as the University of Nairobi that had implemented a double spine salary structure; were soon reverting to a single spine due to its complication in administration and frequent grievances raised by the non-academic Staff.

The Task Force has designed a single spine salary structure but has the capacity to accommodate the distinct nature of academic staff contribution. In the proposed structure, whereas other University Staff will commence on the minimum point, it is recommended that the academic staff commence on the 4th of any Grade. This will go a long way in addressing the complaint raised by the Academic Staff that the contribution of core staff of the University is not being recognized.

Remunerating Lecturers in Science and Clinical Fields

Recommendations

The Government of Uganda recently took a decision to remunerate all Science teachers in the country with a 30% increase in the base pay. This intervention was studied along with the clinical allowance currently being paid by Makerere University. Consultations also revealed that in other Universities, a certain pay is given to Clinicians across the region essentially to recognize their unique service. In the University of Nairobi, it is called a non-practicing allowance for those in Clinical Sciences. This was also the practice at Makerere University in the past. The Management is however not in support while the College of Health Sciences (CHS) argues strongly in favor of restoration of a Clinical Allowance to compensate for the extensive amount of time spent with students during service delivery at the Teaching Hospital and Community Outreach.

The Task Force studied the current arrangements and recommends that the current Clinical Allowance be retained and increased as follows: Professor: UGX 750,000; Assistant Professor: UGX 600,000; Senior Lecturer: UGX450,000 and Lecturer: UGX 300,000.

Headcount Anomalies

Recommendations

The Task Force was not able to establish with certainty the exact number of employees in the University. However, it observed that some employees, especially cleaners whose services were outsourced were still on the University Payroll. As a result, the University is making double payments. There are also a number of temporary employees, some employed against established positions and working beyond the stipulated six months.

The Task Force recommends the following:

- a) the Directorate immediately conducts an actual head count of all staff in the University with a view to clean up the Payroll.
- b) the University top leadership should prioritize payment of terminal benefits for those employees whose services were outsourced.
- c) All temporary appointments should not last beyond six months.

Human Resource Information System (HURIS)

Recommendation

The Task Force found that the Directorate of Human Resources had a dedicated information system for HR. But this was not being utilized to support the Directorate in effectively managing HR information.

The Task Force recommends the following:

- a) the Human Resource Information System (HURIS) should be optimized to aid the processing of Staff information.
- b) the staff in the Directorate should be trained on how to use it.

Staffing Issues

Recommendations

1. The University should urgently undertake a headcount to establish the actual number, categories, and employment status of all employees of the University. The establishment of the University should be reviewed in line with the recommendations of this Task Force.
2. In view of Section 71 (1) and Section 81 of the Employment Act 2006, the University should immediately seek legal advice on the implications of termination of employment of temporary staff who have served for long periods of time. The aim would be to negotiate an amicable separation arrangement.
3. The Task Force noted the inability of the University to raise the necessary funds to pay off accumulated pension arrears and other terminal benefits of a large number of staff. The Task Force is of the view that unless Government intervenes Makerere University will chronically remain incapacitated by this huge debt. A one-off appropriation by Government to pay off the backlog of pension arrears and terminal benefits for this category will enable Makerere to make a new beginning and release residential houses occupied as ransom by retired staff. The University Council should activate this request immediately.

Allowances

Recommendation

The Task Force recommends that the University should urgently undertake a comprehensive review of the practice on payment of allowances. It should develop a policy on realistic categories of activities that will qualify for payments of allowances for work that is beyond and above the prescribed workload of a given position. Provided that the salary proposals in the Task Force's recommendations are implemented, top-up allowances as paid at present should be abolished. Allowances should be limited and strictly monitored.

CHAPTER 6 - IMPROVING THE CURRENT FINANCING SOURCES OF MAKERERE UNIVERSITY

Capital Markets Investments

Recommendation

On improving the current financing sources of Makerere University, the Task Force makes the following recommendations:

1. Council should expedite the establishment of the Makerere University Endowment Fund (MUEF) as a tool to facilitate the management of investable resources and address any legal impediments in operationalizing the Fund.
2. The University should complete the review and approval of the Investment Policy Document as soon as possible to provide a benchmark for assessing performance.
3. The £901,843 currently with Crown Agents UK should be used to form the seed capital for the Endowment Fund
4. Once the new Policy document is approved the contract with Crown Agents should be

renegotiated to incorporate the benchmark authorised by the policy or a new fund manager is sought. The Investment Department, in the first place should be assigned the role of the new manager in view of the relatively small sum of money involved.

5. All revenues generated from the University business units whose control and management have recently been transferred to the Investment Department should be transferred to the MUEF. If they are managed on a strictly commercial basis, these are projected to grow into additional sources of funding for the MUEF. Similarly, proceeds from future University business undertakings should be channeled to the MUEF.
6. Donations or Grants whose capital values must be preserved with only their resulting income being applied for a specific purpose e.g. providing scholarships to a certain category of students should become part of the MUEF. This should be subject to the conditions and terms of the donation or grant.
7. A 15 % overhead cost should be levied on research donations and grants. A similar amount should be received from charges levied on short term courses administered using university resources and paid into the MUEF.
8. A new charge be introduced, or if it is easier to implement, an additional charge be embedded in one or more of the existing charges, such as registration or application to join the University so as to facilitate the funding of the MUEF. Our recommended amount is UGX 50,000= per semester which at the current University population of around 40,000 should raise a minimum of UGX 4 Billion in the first year.
9. In the absence of an appropriate legislation governing the operations of endowments, the University should make use of contractual arrangements to enable the smooth operations of the Endowment Fund.

Fund Management

Recommendations

Fund Management is an activity that requires high levels of expertise and timely decision making to take advantage and minimise risks arising from certain market developments.

The Task Force therefore recommends as follows:

1. The Investment Advisory Committee (IAC) be renamed the 'Investment Committee' as the committee's responsibilities as envisaged in the Investment Policy document mandates it to take many investment activity related decisions.
2. The IAC should become a Council Committee so that it reports to Council directly. This will facilitate faster decision making on policy and operational matters that require Council's attention. Because of its technical nature, IAC membership should include Council and Management representation. This should be carefully balanced to deal with technical and general issues around investments. In order for IAC members to understand and appreciate market developments and better--to facilitate their decision making processes, they should undergo regular training on capital and financial market issues.

Real Estate Development

Recommendations

1. The University must move quickly, with the assistance of all relevant authorities, to remove all encumbrances on its land, protect and secure all pieces of land it owns. Encumbered property is difficult to develop.
2. Council should expedite the approval of the University Infrastructure Master Plan. This will facilitate the decisions regarding implementation of the various physical structures that may be planned for development on and off the main Campus.

3. Council should institute a team to investigate all matters and conditions that need to be fulfilled in preparation for decision making on commencing a Public-Private-Partnership (PPP) scheme. Or in the alternative, on investing in these properties outside the PPP scheme. These should include any legal constraints, and how they could be overcome; and permits that need to be obtained from all regulatory agencies as well as potential funding sources.
4. The University explores the option of borrowing funds from Banks on its own account to enable it either construct new buildings or rehabilitate the current ones which are not part of the African Development Bank (AfDB) funding arrangements. The Public Universities Act allows Universities to borrow with the approval of Government and Parliament.
5. For long term, the University might consider raising funds from the Capital Markets through the issuance of Makerere Bond to finance major capital projects--especially when its balance sheet is stronger.

Student Loan Scheme

Recommendations

1. At the minimum, the University should adopt a fee structure based on the unit cost acceptable standard of the NCHE.
2. Government drops the current policy of sponsoring some students only. Instead it can contribute a certain proportion of the tuition for all Ugandan students admitted at the University for certain defined courses according to Government policy.
3. All students meet the balance of the fees not paid by Government.
4. Students who are unable to pay may be availed loan facilities from the Government. This should be mostly restricted to students from a poor financial background. Strict criteria for accessing the loan facility would therefore be necessary.

Business/commercial enterprises

Recommendation

As a way of increasing its resource envelope, Makerere University could borrow a leaf from the Universities of Nairobi, Dar es Salaam and Ghana (at Legon) which own and operate Holding Companies as their business arms. The Task Force therefore recommends that Makerere University capitalizes the Printery, the Bookshop, the Guest House, through a combination of prudent borrowing and savings realized from the activities of the MUEF. These would constitute a Holding Company that would run as a business arm of Makerere University.

Private Sector Resource Mobilization

Recommendations

During stakeholders' consultation, the Task Force met with the Executive Director of the Private Sector Foundation Uganda (PSFU). He reiterated the readiness of the Ugandan Private Sector to work with public Universities in Uganda, especially Makerere University. The Task Force therefore recommends that University Council revitalizes the Makerere University Private Sector Forum.

Pension Liabilities

Recommendations

The Task Force recommends that Government provides funding for pension arrears of Uganda Shillings 35 Billion in two equal installments in FY2014/2015 and FY2015/2016.

Implementation Plan

The Task Force takes note of the fact that the assignment to undertake this work is derived from and

enjoys the commitment of the Government of Uganda at the highest and all levels (**Annex I, p. 138**). A majority of Makerere University staff have strongly supported the work of the Task Force. They are keenly waiting for its recommendations which they view as an achievement and a culmination of their struggle to improve the performance of the University and their own conditions of service. This situation, therefore, provides a favorable environment for successful implementation of the Task Force's recommendations. It is noteworthy that some of the recommendations can only be acted upon by Government through the Ministry of Education and Sports, the Ministry of Finance Planning and Economic Development, and the Ministry of Public Service, among others.

Characteristics of recommendations

The recommendations are framed in such a manner that each of them has standard characteristics that: (i) states the issue, (ii) makes the recommendation, (iii) identifies the actor and (iv) indicates the time line and (v) method of implementation.

Legal implications

Many recommendations require amendments to the UOTIA prior to implementation. The Task Force met with the Education Committee of Parliament, which expressed interest in the work of the Task Force. It is also looking to the MoES to return the draft amendments to the bill that were previously withdrawn. The MoES has also indicated interest in fast tracking the amendments to the law that will be required.

Structures to support implementation

The Task Force recommends that the current Change Management Team be reviewed and strengthened. It should include internal and external stakeholders in order to oversee the implementation of the recommendations. It should also be representative of key stakeholders, such as academic and administrative staff, students, and external partners; as well as key Government Ministries and institutions, the Private Sector and Alumni. This team should be supported by a reputable Management Firm for a period not exceeding two years.

Regular review of implementation

A progress on the implementation of these recommendations should be submitted to Hon MoES on a quarterly basis. The MoES should provide feedback on the progress including offering the necessary support that will be needed. In addition, the mandatory annual performance mandated by UOTIA should include reference to the progress made on these recommendations.



Makerere University Main Administration Building

CHAPTER ONE

Background

BACKGROUND

1.1 Background To The Task Force

The genesis of this Task Force is the Makerere University Staff strike over salary related issues that took place in September 2011 and Government's response to it. The decision to establish the Task Force was taken at a meeting held in the Office of the Prime Minister (OPM) and was Chaired by the Rt. Hon Amama Mbabazi, MP, and the Prime Minister of Uganda. It was attended by Ministers and senior officials of the Ministry of Education and Sports (MoES); Ministry of Finance, Planning and Economic Development (MoFPED); the Chancellor, Chairperson and Members of Council, Management and Representatives of Staff of Makerere University.

A key decision of this meeting was to mandate the Makerere University Council, at the behest and on behalf of Government, to engage a team of experts with sufficient understanding and knowledge of Makerere University but also devoid of vested personal interest. The team was to carry out a structural as well as remuneration review of all Academic, Administrative and Support staff in line with the resource base of Makerere University. This was in recognition that Makerere Staff had voiced many grievances relating to job grading and rewarding mechanisms over the years. These grievances have either been due to disparities in grading structures, or to inappropriate structures and reward mechanisms given the many changes Makerere University has undergone over time. This intervention is considered overdue as the last comprehensive job grading and pay structure review at Makerere University was carried out three decades ago in 1980. This was by a Commission under the Chairmanship of Professor Simeon Ominde.

It was noted that the long standing grievances and resultant disputes between the University Staff and Management should be comprehensively and sustainably resolved. Only this would avoid further deteriorating staff morale, negative industrial relations and their deleterious impact on the overall performance and pursuit of the core mission of the University.

The Task Force was accordingly appointed by the Makerere University Council and inaugurated on Friday 18th November 2011 in the University Council Room by the Prime Minister, Rt. Hon Amama Mbabazi, MP. He was represented by the Hon Jessica Alupo, MP and Minister of Education & Sports (MoES), who read his speech (**Annex I, p. 138**). The Task Force undertook a major review of Makerere University lasting thirteen months including organization and optimal structures, determination of competencies for key units, job analysis and evaluation, and strategies for financing the University. This was done through a wide ranging consultative and inclusive methodology described in Chapter Two of this Report.

1.2 The Task Force

The Task Force comprised ten (10) Members and a Research Fellow with diverse and deep local and international experience in University education, human resources management, finance and the workings of Government as well as knowledge of and commitment to Makerere University. It was supported by a Secretariat from Makerere University that comprised the Director of Human Resource; an Organization Development Specialist who is Senior Lecturer and Chair of the Educational, Organizational & Social Psychology Department; and a Manager of Finance & Administration in the Bursar's office.

1.2.1 Terms of Reference (ToR)

The Terms of Reference for the Task Force were to:

- a. review the current macro and micro organizational structures of the University towards recommending the most suitable structure for the University to operate efficiently;
- b. conduct a job analysis followed by a job evaluation of all the jobs in the University towards establishing salary levels that are commensurate with the nature and volume of work and as informed by best practices;
- c. recommend the optimal establishment for each unit and advise on the required competencies

- for each unit with a view to recommending the ones to maintain and those to abolish in the University set-up;
- d. propose an implementation strategy for all recommendations made with regard to the review of structures and job evaluation; and
- e. develop strategies of improving current financing sources of the University and make appropriate recommendations.

1.2.2 Goal

The main goal of the review was to understand the current challenges faced by Makerere University and propose solutions that will result in a well-motivated, equipped and resourced University Academic, Administrative and Support staff who are enthusiastic about contributing to the formation and production of:-

- i. quality, competitive and marketable Makerere University graduates and products capable of meeting the demands of the labour markets in Uganda, the East African region and beyond;
- ii. dynamic, thriving and conducive Academic, Research and Development (R&D) and Innovations environment in Makerere University; and
- iii. a transformed Makerere as an African University of the 21st Century actively contributing to Uganda, Africa, and global sustainable and equitable development.

1.2.3 Objectives

The specific objectives of the review exercise were to:

- i. streamline the existing structures of the University with a view to promoting cost effectiveness;
- ii. establish optimal staffing levels for all units of the University to achieve efficiency and effectiveness; and
- iii. develop a rational, fair and equitable remuneration system for all Staff in the University.
- iv. enhance staff motivation and, hence, performance; and
- v. develop strategies of improving the current financing sources of the University and make appropriate Recommendations.

1.2.3 Deliverables

The Task Force deliverables were:

- i. Inception Report
- ii. Progress Report
- iii. Draft Final Report
- iv. Final Report

1.3 Historical Background of Makerere University

a. Humble Beginnings

Makerere University began as a small technical institute in 1922 with 14 students as day boys, four instructors as academic staff, in two temporary workshops and one temporary house. It was established to meet the high demand for native artisans--following the end of World War I--in the East African territories of Uganda, Kenya, Tanganyika and beyond. Makerere quickly gained a reputation in the territories for producing quality Artisans, School teachers as well as Medical, Veterinary, Agricultural and other Administrative support staff for the colonial administrations in these territories. From such humble beginnings, Makerere grew to become one of Africa's leading Universities.

b. The Glorious Days

In response to the increased demand for native leaders in the colonies after World War II, the University of London adopted Makerere as one of its satellite University Colleges in 1949. Thus, Makerere started awarding University of London degrees in 1954 until 1963 when the University of East Africa was established by the newly independent East African countries of Tanzania, Uganda and Kenya. The Makerere graduates of the University of London and the University of East Africa are the Africans who ably took over leadership of the administration of their newly independent countries in the East and Central African region.

It is noteworthy that all the three East African countries of Tanzania, Uganda and Kenya were led to independence from colonial rule by Makerere graduates--pan-African nationalists who became Heads of State and Government, Civil Service, Commerce, Banking and Industry. Further, Makerere also provided the human and intellectual resources who populated the vanguard cadre of stellar Academics and Administrators at Makerere University as well as in younger Universities in East and Central Africa. There are also many Makerere graduates who have provided distinguished and outstanding services and have made lasting impact in Africa and globally, especially in Academia, Sciences, Arts, Letters, Diplomacy, Religion, etc.

In 1970, Makerere University was established as an independent national University through an Act of Parliament. In its various development phases, Makerere has enjoyed a tremendous reputation as a regional and global Centre of Academic Excellence comparable to the best Universities in the world, as Professor Dharam Ghai reminisced:¹ "a considerable amount of money poured in, to strengthen its agricultural, medical and social science faculties. Many gifted graduate students came from abroad to work on their doctorates for prestigious universities.". This was possible because Makerere received reasonably good funding and was able to operate to international standards. It attracted and retained international academic staff and students, and produced world class graduates and cutting edge research.

The foregoing was particularly true of the Mulago based Makerere Medical School which excelled during this phase. According to the world renowned Professor Ali A. Mazrui, former Makerere Professor of Political Science, this phase was *"the golden years of Makerere when Makerere Medical School was strong enough to be nominated for the Nobel Prize for Medicine."*²The glorious days of the Medical School witnessed clinical excellence inseparably intertwined with devoted teaching and research. This resulted in discoveries of a string of new diseases and organisms. Yet the same was also true of the Social Sciences during the glorious years. Makerere was a regional hub for social thinking and open intellectual debates through public lectures, dialogues and publication of books, journals and other materials.

c. Decline

The upheavals and instability that beset the country from the early 1970s lasting two decades did not spare Makerere University. One Vice-Chancellor was abducted and assassinated by state agents. There was widespread insecurity, several devastating civil wars and economic collapse. A massive exodus of academic staff occurred. Many were hired by other Universities in the region and beyond. Students living and learning conditions also deteriorated. Uncontrolled and ad-hoc responses to these adverse social and economic conditions have since affected Makerere University negatively. Cumulatively, they have produced the challenges that afflict the University today, and to which the Task Force was appointed to study and propose lasting solutions.

d. Makerere Brand and Current Ranking

Notwithstanding the foregoing negative situation, Makerere University still enjoys a prestigious position in Africa. This is not solely because of its glorious past, but also because it currently has attained top rankings among the best of African Universities. For instance, Makerere was ranked number 9 in Africa by Schimago Institutions' Rankings (SIR) 2012.

1 Professor Dharam Ghai, "Memories of Makerere's Golden Years", Thursday, 24th April 2008, <http://www.makerere08reunion.com/ive>; generated December 2008

2 Seifudein Adem, PhD. (Ed.), "African Scholars as Architects of a New Civilization: Makerere University's Mega-Tribute to Ali A. Mazrui", Institute of Global Cultural Studies, State University of New York at Binghamton, New York, USA, September 2009.

1.4 National context: Timing and Opportunity

This review has taken place at an auspicious time in Uganda's history. This is the Golden Jubilee of Independence Anniversary when the country has been reflecting on the past and considering the future. In his Golden Jubilee celebrations speech, **H.E. President Yoweri K. Museveni** identified bottlenecks to Uganda's accelerated development. He promulgated a 15-point plan as a set of strategic directions to put the country on an irreversible path to social and economic transformation. President Museveni prioritized education and human resources/capital development.

Makerere University for its part celebrated 90 years of existence (Mak@90) with a year-long program of celebration, self-appraisal and renewal. A new Vice-Chancellor has been appointed following a difficult period of three years when the top University leadership positions such as VC, DVCs, and College Principals were occupied in *status ad interim*. Other Ugandan Public Universities are also currently experiencing identical governance challenges. The Universities and Other Tertiary Institutions Act (UOTIA) 2003, as amended, is slated for review. This provides an immediate entry point for enacting an enabling legislation that will facilitate the implementation of the Task Force's recommendations.

Furthermore, the work of the Task Force interfaces with a more conducive national environment. It is a time of vibrant dialogue on the future of the country, a palpable expectation that Uganda will experience social and economic transformation; and that the country is poised to upgrade from a low to a middle income status, given the **April 2013** launch of **Uganda Vision 2040**. Moreover, Uganda's next Presidential and Parliamentary Elections are expected in 2016.

The Government of Uganda has demonstrated commitment to support the Task Force's review process, findings and recommendations. This has been demonstrated by enthusiastic receptions the Task Force received during various consultations with the leadership of Government Ministries and Statutory Agencies. The Government recognizes the critical importance of Higher Education in national development, according to the National Development Plan (NDP), which describes Higher Education as:

"...the heart of Education, as well as the core of National Innovation and development Systems. It is also the place where teachers are trained and curricula developed. Without Research in Higher Education to develop curricula for the entire education system, all curricula will be of little relevance to national development. Universities are the Core of any national development system because they produce not only the knowledge needed to drive economies but also the skilled human resources required to do the job."

Furthermore, Government is committed to increasing spending in Higher Education to remain competitive in the East African region as spelt out in the NDP:

"During the plan period, the Higher Education gross enrolment ratio will be raised from the current 4.97 percent to at least 15 Percent (of relevant age). To economically take off, a country should have a tertiary gross enrolment ratio of at least 40 percent in relevant disciplines. As the country's ratio is still very low, the contribution of the state to public Universities should be increased from 0.30 Percent as a percentage of the GDP (where it has been since 1999) to 1.0 Percent to match what Kenya and Tanzania spend on this item. This is the key way to keep Uganda's edge as a supplier/exporter of education in the region. The Higher Education subsector should be prepared to receive the graduates of UPE and USE. Attention should be paid to both public and private institutions in terms of providing the requisite resources and incentives to expand and maintain the required standards."³

3 NDP, p. 214

1.5 Global Context

Significantly, this review of Makerere University is taking place in a global context where there are vigorous debates on Higher Education reforms. This global debate is driven and shaped by the relentless march of globalization and the ascendance of knowledge and knowledge-based societies. This is mediated by information and communication technologies and the need for education that produces responsible citizens who are socially accountable.

The recent global financial crisis, for example, is seen as failure in the Higher Education system where the social mission of education has been downgraded and replaced by selfish individualism. This is believed to be the root cause, for instance, of the greed and obscene bonuses in the Global North that contributed to the global financial crisis. There is therefore a call for education systems to link up with social and service systems so that University graduates are not only experts and professionals but must also be leaders and change agents in their communities, countries and globally. Higher Education needs to ensure that graduates are technically competent and fit for purpose and are socially accountable to the entire society and not just themselves or their immediate families. This is captured in Figure 1.

Figure One: Levels of Learning

Level	Objectives	Outcome
Informative	<ul style="list-style-type: none"> • Information • Skills 	Experts
Formative	<ul style="list-style-type: none"> • Socialization • Values 	Professionals
Transformative	<ul style="list-style-type: none"> • Leadership attributes 	Change agents

Source: Lancet Commission on Educating Health Professionals for 21st Century 2010

Thus, this review presents Makerere University with a unique and exceptional window of opportunity to reposition itself as a leading Ugandan, African and Global University of the 21st Century. It is a window of opportunity for a paradigm shift in how Makerere will 'do business' in the 21st Century. For it can no longer be 'Business as Usual!'

1.6 University Education for Social and Economic Transformation

It is the expectation of Government that the output of this Taskforce will become a benchmark for other Public Universities in Uganda as well. The Minister of Education and Sports, **Hon Jessica Alupo**, stated as much at the inauguration of the Task Force that the recommendations of the review will be used as a bench mark for all other Public Universities. The Vice-Chancellors of all the Public Universities also held a meeting with the Task Force. **Professor Frederick Kayanja**, their Chairperson, followed this up with a letter to the Rt Hon Prime Minister on behalf of fellow Vice Chancellors. He requested Government that the Task Force's work should embrace all Public Universities as the issues are shared across the board (**Annex II, p.141**).

Therefore, the Task Force's findings and recommendations should contribute towards transforming Universities and Higher Education in Uganda. Implemented fully and comprehensively, the Task Force's recommendations could transform Makerere and other Public Universities in Uganda into drivers of national development and transformation. How so? The Task Force's recommendations aim to unleash knowledge generation, transfer and translation, Research and Development (R&D), inventions/innovations, and incubations, commercialization, etc, in Makerere and other public universities. These would be in the context of reformed, efficient, effective and accountable governance and leadership of

Makerere and other Public Universities. This will make a signal contribution to Uganda's industrialization, increased employment and jobs, and socio-economic transformation. It will mean improvements in the quality of life in and sustainable development of Uganda.

The foregoing could be achieved through a two-pronged approach that:-

- (i) inseparably links education systems to human capital development, and,
- (ii) drives social, industrial, environmental, commercial and economic transformation.

The central focus of the education system would become the production of human capital with knowledge, skills, attitudes and behavior that produces lifelong learners and active change agents in society.

1.7 Uganda's Demographic Dividend or Disaster?

According to the Uganda Bureau of Statistics (mid-year populations projections for 2011), sixty per cent of the Ugandan population is below 20 years of age. It is therefore critically important and urgent for Uganda to design and implement policies that can transform this large young population into a demographic dividend and avert a demographic disaster. High quality education is the answer alongside measures to stem the rapid population growth.

The Economist of December 3rd - 9th, 2011 dubbed 'Africa Rising' refers to an Africa that is more hopeful and promising, and states as follows:-

“Population trends could enhance these promising developments. A bulge of better-educated young people of working age is entering the job market and birth rates are beginning to decline. As the proportion of working age people to dependents rises, growth should get a boost. Asia enjoyed such a “demographic dividend”, which began three decades ago and is now tailing off. In Africa it is starting. Having a lot of young adults is good for any country if its economy is thriving, but if jobs are in short supply it can lead to frustration and violence. Whether Africa's demography brings a dividend or disaster is largely up to its Government.”

Evidence from key informants during this study including the Uganda Private Sector Foundation point out that the education system in Uganda today focuses on knowledge acquisition and the accumulation of certificates. It does not relate this knowledge to its applications in society and the economy of the country. As a result, Ugandan University graduates are less competitive and are losing jobs to graduates from neighbouring countries, especially in the service industries such as Banking and Hospitality.

Concern was also strongly expressed by stakeholders and key informants on the “rampant murder” of technical and vocational institutions in favour of universities. Examples include Kyambogo Polytechnic and Busitema that produced outstanding technicians and artisans in the past but are now Universities. The ratio between University and Technical institutions should be balanced to a ratio of 1:5 according to **Professor McGregor's Visitation Committee Report**, 2007. It was furthermore observed that the universities are deviating from their founding focus and mandates and are now proliferating academic programs that make money for the survival of the University. There were calls for planning for new public universities and their supervision to be reviewed.

Stakeholders interviewed also called for National Service as a tool for preparing Uganda's large young population for patriotism and responsible citizenship. Neighbouring countries such as Tanzania and Kenya are already practicing this while Nigeria makes it a requirement for National Service certificates before consideration for employment in the public and private sector.

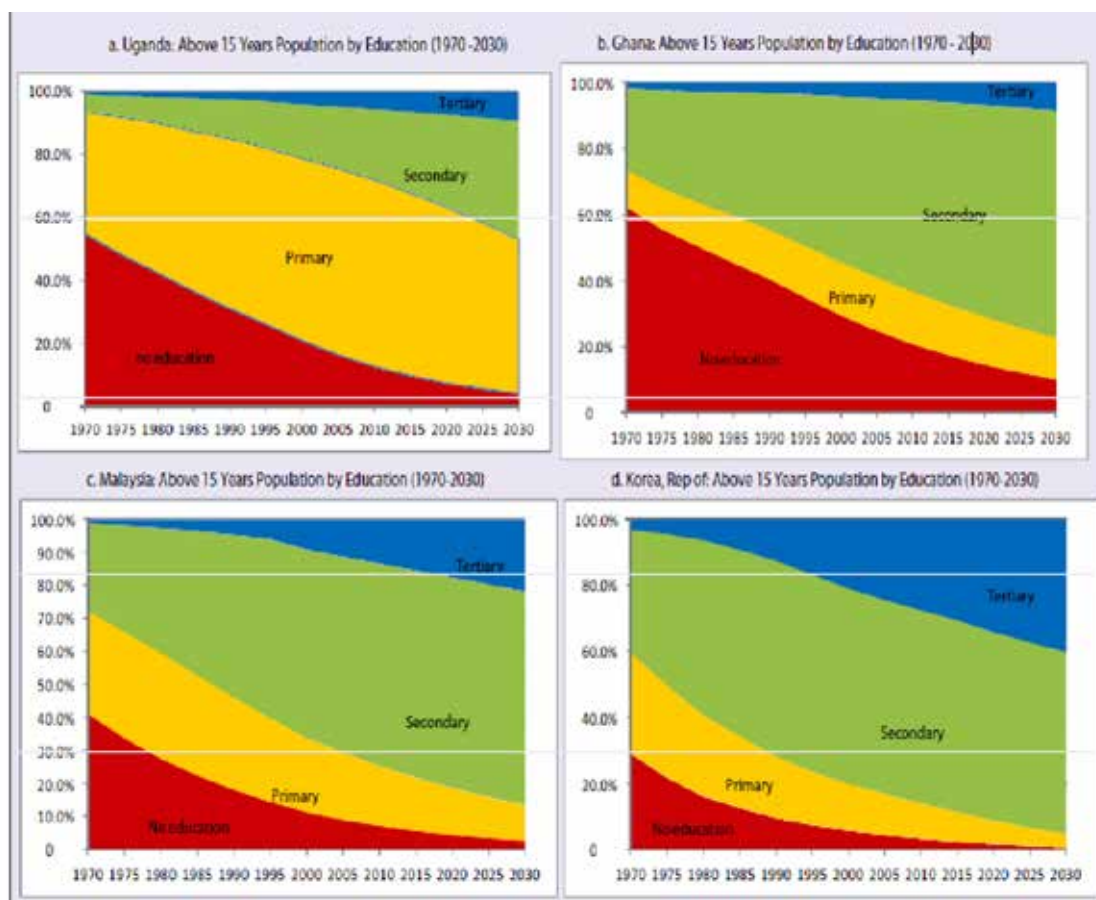
There were also concerns over the current quality, and a call for better management, of the internship and apprenticeship programs that have been introduced at Makerere and other universities. It is observed that at present, supervision is limited and the attachments are casual lacking clear goals and targets. Partnerships between Universities, Government and Industry should be actively pursued.

In order to achieve the above aspirations, stakeholders pointed out the need to reengineer Uganda’s education system all the way from UPE, UPPET, UPOLET including Secondary and other tertiary education programs.

1.8 The University Contributing to Social and Economic Transformation

Globalization and emergence of knowledge economies have given rise to new economic, social and political challenges. National and regional systems of Higher Education must respond to these challenges. In the context of these new challenges, therefore, knowledge, skills and competences—often referred to as human capital—have come to play increasingly important roles in a country or region’s developmental efforts. These roles are as important as the roles of research, innovations and technological development (Castells, 2002). Knowledge production, accumulation, transfer and application have become major factors in socio-economic development (Figure 2 World Bank, 1999, 2002).

Figure 2: Uganda Does Not Match Other Countries in Transforming into a More Productive Workforce?



The major planning documents in Uganda, namely, the National Development Plan (2010/11-2014/15) and **Uganda Vision 2040** also recognise Higher Education as the heart of education as well as the Core of national innovation and development systems. During the 1st National Development Plan period, the Higher Education gross enrollment ratio (GER) will be raised from the current 4.97 per cent to at least 15 per cent of the relevant age. However, to economically take off, a country should have a tertiary gross enrolment ratio (GER) of at least 40 per cent in relevant disciplines. As Uganda’s ratio is still very low, Government’s funding contributions to Public Universities should be increased from 0.3 per cent as a percentage of GDP, where it has been since 1999, to 1.1 per cent to match what Kenya and Tanzania spend on the same. This strategy will keep Uganda’s edge as a supplier/exporter of education in the region. Currently, Government of Uganda expenditure on higher education as a percentage of GDP is the lowest in East Africa.

The Universities and Other Tertiary Institutions Act (UOTIA) of 2001 (Section 24 sub-section 2) provides the objects and functions of a public University to include:

- a. "...the provision of higher education, promotion of research and advancement of learning;
- b. dissemination of knowledge and giving opportunity of acquiring Higher Education to all persons including persons with disabilities wishing to do so regardless of race, political opinion, colour, creed, or sex; and
- c. the provision of accessible physical facilities to the users of the Public University."

These are traditional roles of a University. As discussed above, it is crucial that the University of the 21st Century goes beyond these roles to:

- a. Act as a "think tank" on national development issues, providing not only solutions to development issues but also proactively proposing and/or influencing development of policies rather than reacting to such policies. The use of Universities for generation and translation of knowledge for development has been successfully used by many countries benchmarked by the Task Force, such as, Israel, China and Kenya, etc.,
- b. Provide business and technology "incubation centres" that link academia to business, technological innovation, industry and society. Partner with other institutions in the country e.g. Uganda Industrial Research Institute (UIRI).
- d. Enhance staff motivation and, hence, performance.
- e. Develop strategies of improving the current financing sources of the University and make appropriate Recommendations.

INAUGURATION OF TASK FORCE ON JOB EVALUATION AND RE-ORGANIZATION OF STAFF STRUCTURE AND FINANCING OF MAKERERE UNIVERSITY [OMASWA TASK FORCE]



Front row, L-R: Dr Patrick Mangheni, Eng Dr Charles Wana-Etyem, Chair of Council; Prof Francis G. Omaswa; Hon Jessica Alupo, MP, MoES; Prof Foster Byarugaba; Prof V. Baryamureeba, Ag. V/Chancellor; and Prof Ben Kiregyera.



L-R: Prof V. Baryamureeba congratulates Mr. George Piwang-Jalobo—Eng Dr Charles Wana-Etyem looks on.



L-R: Prof Robert Ikoja Odongo; Prof V. Baryamureeba; and Hon Jessica Alupo, MP



Prof Francis G. Omaswa



Prof V. Baryamureeba congratulates Prof Foster Byarugaba



L-R: Hon Jessica Alupo looks on as Eng Dr Charles Wana-Etyem congratulates Prof Ben Kiregyera



L-R: Dr Patrick Mangheni; Prof Foster Byarugaba; Prof Ben Kiregyera; and Prof Francis G. Omaswa



Makerere University “The Tower”

CHAPTER TWO

Methodology

2.1 Introduction

Following its inauguration the Task force proceeded as follows:

1. Prepared an Inception Report that was submitted for comments to Makerere University and was discussed with the Chair of the University Council and Makerere Administration.
2. established three working groups on Organizational Review and Restructuring for Efficiency and Cost effectiveness; Job Analysis and Evaluation, and Strategies for Financing the University
3. carried out extensive stakeholder consultations interviews and visits: internal to Makerere University, other universities in Uganda, government ministries and departments, private sector, universities abroad
4. conducted a Validation workshop on findings
5. submitted Draft report for comments to Makerere University and Ministry of Education and received written comments from Makerere Central Administration and MUASA and oral comments from Ministry of Education and Sports in a meeting
6. Handed over Final Report without Annexes to the Rt Hon Prime Minister of Uganda
7. Submitted Final Report with Annexes to Makerere University, Ministry of Education and Sports, and Rt Hon Prime Minister of Uganda.

2.2 Approach

The Task Force approach was interactive, consultative and inclusive as it gathered important views, perspectives and insights from a broad spectrum of stakeholders within and without the University. The full list of stakeholders with whom the task force interacted can be found in Annex VIII (p. 162).

Within the University, the Task Force consulted the following:

- i. Makerere University Council;
- ii. University Top Management;
- iii. Administrative and Support Staff;
- iv. Leadership at Colleges;
- v. Academic and Non-Academic Staff Associations (MUASA, MASA and NUEI);
- vi. Student Leadership;
- vii. Leadership of Commercial Units; and,
- viii. Leadership of Halls of Residence.

External stakeholders consulted included

- i) Government Ministries at a meeting chaired by the Head of Civil Service and Secretary to Cabinet, namely:
 - ii) Office of the Prime Minister,
 - iii) Ministry of Local Government,
 - iv) Ministry of Works & Transport, Ministry of Public Service,
 - v) Ministry of Gender, Labour and Social Development,
 - vi) Ministry of Agriculture, Animal Industry and Fisheries.
 - vii) Ministry of Education and Sports - the parent Ministry of the University,
 - viii) the National Council for Higher Education (NCHE);
 - ix) Ministry of ICT, the National Information Technology Authority Uganda, NITA-U;
 - x) Ministry of Finance, Planning & Economic Development,

- xi) the National Planning Authority, NPA;
- xii) Ministry of Trade and Industry, the Uganda Industrial Research Institute (UIRI);
- xiii) Ministry of Energy & Mineral Development; and
- xiv) the Ministry of Health.

The Task Force had an informative interaction with the Executive Director, Private Sector Foundation Uganda (PSFU) on behalf of stakeholder representatives of the Private Sector. For the Academia-Public and Private Sectors Interface stakeholders, the Task Force had very resourceful interaction with the Governor, Bank of Uganda, who is Chair of the Board of Trustees, Makerere University Private Sector Forum, MUPSF. These two consultations formed the basis of the Task Force's recommendations on Promotion of Academia-Public and Private Sectors/Industry Linkages towards Uganda Vision 2040 implementation and realization (**Annex VI**).

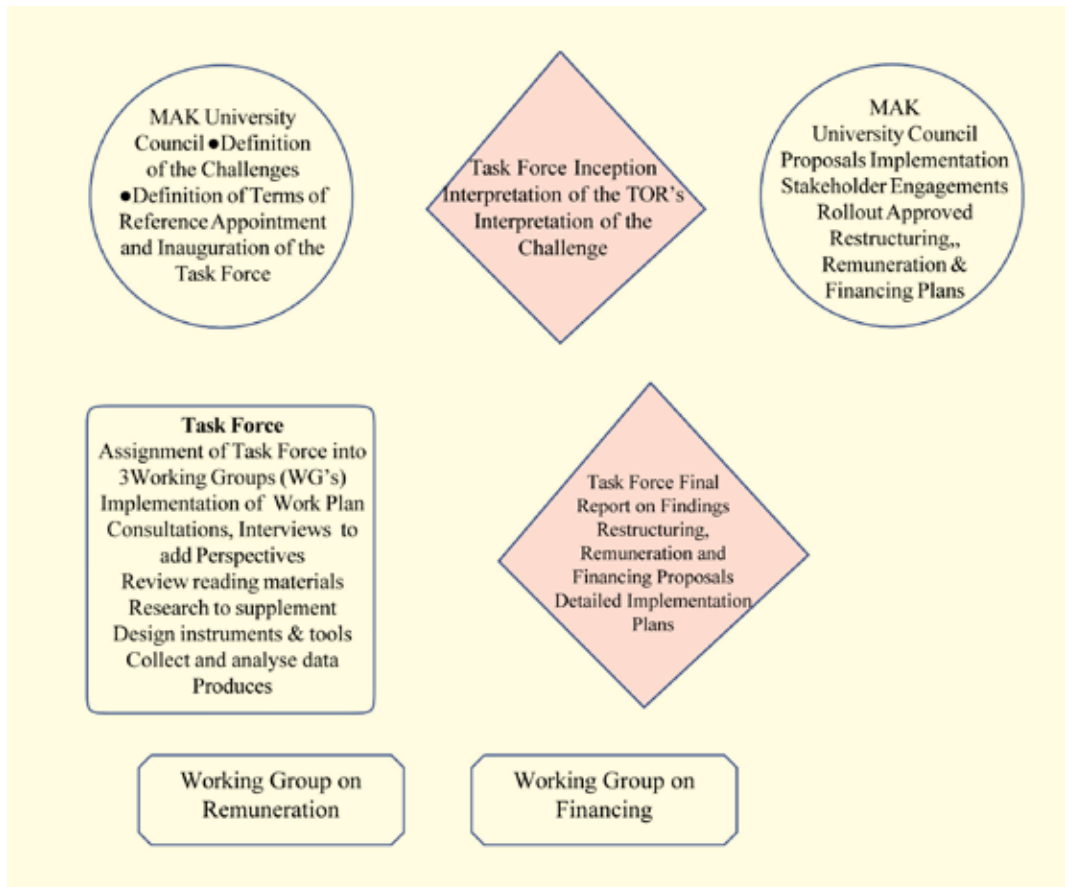
The Task Force held a joint meeting with VCs of all Public Universities in Uganda and visited their Campuses to further consult with the wider leadership of the following: Kyambogo University; Mbarara University of Science & Technology; Busitema University; and Gulu University. The Private Universities visited and consulted by the Task Force included: Uganda Christian University (UCU), Mukono, Uganda Martyrs University (UMU), Nkozi; Victoria University, Kampala; Kampala International University (KIU) Bushenyi Campus; Kabale University; Nkumba University and Busoga University.

Given the growing impact of globalization on Makerere University and other Public Universities in Uganda, the Task Force also visited and benchmarked the following regional and international Universities: University of Dar-es-Salaam, Tanzania; University of Nairobi, Kenya; Addis Ababa University, Ethiopia; University of Ghana at Legon, Ghana; Duke University, Durham, NC, USA; Tsinghua University, Beijing, China; and Bar-Ilan University and the Hebrew University of Jerusalem, Israel.

2.2.1 Inception Report

The Task Force produced an Inception Report that articulated its interpretation of the Terms of Reference, methodology, defined key deliverables, time line and a budget. Three Working Groups were established as follows: (a) Reorganization and Restructuring; (b) Job Evaluation and Analysis; and (c) Improving current and future financing sources at and for the University. These undertook the relevant literature reviews, data gathering and analysis, administration of questionnaires and other diagnostic tools, as well as conducting focus group discussions. The Working Groups worked in parallel and in tandem through Task Force plenary and separate workshops as shown in the flow chart in Figure 3. All these were aimed at comprehensive evidence-based final recommendations. The overall aim is towards positioning Makerere University into an engine and driver of socio-transformation of post-Golden Jubilee Uganda.

Figure 3: Work Flow Process Task Force on Restructuring, Remuneration, and Financing of Makerere University



2.3 Working Modalities

The Taskforce identified the following as the core tasks: Organizational Review and Restructuring; Job Analysis and Evaluation; Strategies of improving the current and future financing sources of the University.

The membership of the Working Groups was as follows:

A) Organizational Review and Restructuring for Efficiency and Cost Effectiveness:

- i. Prof. Foster Byarugaba (Chair)
- ii. Prof. Ben Kiregyera
- iii. Mrs. Maggie Kaddu Baliddawa
- iv. Ms. Jolly Uzamukunda

B) Job Analysis and Evaluation:

- ai Dr. Wilberforce Turyasingura (Chair)
- ii. Mr. Simon Mugalu Kamy
- iii. Mrs. Maggie Kaddu Baliddawa

C) Strategies for Financing the University and Improving the Financial Resource Base of the University:

- i. Mr. David G. Opiokello (Chair)
- ii. Dr. Patrick Mangheni
- iii. Mr. Godwin N.K. Kakama

D) Research Fellow

Mr. George Piwang-Jalobo

The Research Fellow originated the researched draft template of the Inception Report including articulation of methodology at the beginning. He made researched inputs and cited sources towards augmenting the evidence base and editing of the final Task Force report. In addition to contributing to Strategies for Financing and Improving the Financial Resource Base of the University, the Research Fellow also coordinated the communications and networking for benchmarking visits to national, regional and international Universities. More significantly, the Research Fellow was the networker between the Task Force and the Chancellor, Chair of Council and Management of the University; Ministry of Education and Sports; Ministry of Finance, Planning and Economic Development; Office of the Prime Minister; and the Office of the President.

e) Secretariat

The Task Force was facilitated by a Secretariat comprising the following:

- i. Mary Tizikara, Director of Makerere University HR Directorate as Head,
- ii. Dr. Julius Kikooma, Makerere University Head of Department of Educational, Social and Organizational Psychology providing specialist OD input, and
- iii. Evarist Bainomugisha, Makerere University Manager Finance.



Makerere University Nkrumah Hall of Residence

CHAPTER THREE

Cross Cutting Issues

3.1 Introduction

The Task Force identified the cross-cutting issues below after having interacted with internal and external stakeholders inclusive of benchmarking other Universities in and outside of Uganda. These issues have significant impact on the overall performance of the University. They have also contributed to some of the causes of the chronic strife, and have affected the quality of teaching, learning, research and innovations at Makerere University. The cross-cutting issues are:-

- a. Governance
- b. Communication and information flow
- c. Legal framework
- d. Human Resources
- e. Security
- f. Teaching, learning and quality of education at Makerere University
- g. Student numbers and living conditions
- h. Coordination and oversight of higher education in Uganda
- i. Information Communication Technology
- j. Partnerships and Networking
- k. Quality assurance

3.2 Governance

The Task Force received moving testimonies from students, academic, administrative and support staff vividly illustrating the challenges and shortcomings of routine corporate governance at the University.

3.2.1 Findings

a. Human Resource Management

A senior member of Staff shed tears as he narrated in an open hearing how his decades of dedicated service to the University had been rewarded by the University Administration with neglect and an apparent “don’t care attitude”. He received no promotion and no replies to his letters despite visits to various offices at the University. There were many other similar testimonies from staff.

b. Budgeting and Financial Management

Another member of Academic staff described how she was grappling with teaching a Science course without equipment and chemicals for practical classes. The result was that only four (04) out of seventeen (17) experiments that had been planned for the semester were carried out. This left a frightful gap in the quality of education provided.

c Staff and student morale

Students and staff informed the Task Force that as a general rule, unless a strike is threatened or takes place; no action will be taken concerning their grievances by either the University or Government. Testimonies at high levels in the Colleges visited indicated that structures for dialogue, communication and routine administration of the University were generally nonfunctional.

In addition, the Task Force was informed that responsibilities are ill-defined; there are multiple and uncoordinated power centres; poor team work; and student numbers have overwhelmed existing facilities. All these have resulted in an atmosphere of pervasive low morale among staff and students alike. This has led to frequent appeals for solutions to powers outside the structures of the University. College leaders admitted they had frequently tried, failed and given-up on the University’s ability to solve their problems. They admitted this when challenged in open hearings how and why they have allowed such unsatisfactory situations to exist in their midst.

d. The University Council

The University Council (UC) is the supreme governing body of the University. The Task Force attended two meetings of the UC as part of this review. The UC is large with twenty four (24) members representing various partisan constituencies in the University but with powers to make far reaching decisions. The Task Force observed that the quality of debate and the decisions made during the two UC sessions were not commensurate with the expected critical rigour required to address the challenges facing the University. On top of this, the Task Force found that a number of important decisions of the UC were not being implemented due to lack of follow up and weak management systems. For example, the requirement on timely payment of tuition fees by privately sponsored students had not been enforced because of undue external influences; thus leaving the University with critical cash flow difficulties.

As noted before, this has contributed to weakening and downgrading the stature of the UC. This in turn has led to the common practice for the University Community to ignore and by-pass the laid down procedures and structures for routine management of the University. Instead sections of the University Community seek for solutions from other external institutions such as Parliament and/or State House.

The Makerere University Management informed the Task Force that recommendations for re-structuring the University Council were made to Parliament by the (URAFR) Committee. But these were not availed to the Task Force. Under Change Management, the Task Force was informed that a firm had been hired to train Top Managers on governance and management of the University. Further, that there is no need to hire a firm for two years as this would constrain University resources even further.

3.2.2 Recommendations

The Task Force found that current routine governance and administrative practices at Makerere University, illustrated by findings above; with respect to human resources, communication, policy implementation, financial management, among others; have contributed to the strikes and strife that have necessitated this review. In order, therefore, to achieve the desired cultural transformation in the governance and administration of the University; the Task Force recommends the following:

- a. reforms in the composition and structure of the University Council,
- b. a Management Firm be engaged to support the University Council and the VC in transforming the current management and governance practices to internationally accepted standards.
- c. the Governance Reform Program should last a period of one to two years to ensure that a new governance and management culture is inculcated and institutionalized.

3.3 Communication and information flow

Effective communication is essential in the management of large modern organizations which are complex with multiple internal and external stakeholders.

3.3.1 Findings

- a. The Task Force was informed that the University has not had a formal communication policy since its establishment in 1922. However, a draft communication policy and strategy was being developed at the time of writing this report.
- b. The Task Force noted the University was not handling its communication function competently. For example, while the image of the University was being battered by inability to select its top leadership through a smooth process; followed by reported scandals among staff and students, and strikes by staff and students: the Task Force did not observe any proactive Makerere University response, such as, issuing authoritative public statements on these matters.
- c. The Task Force was informed that public media at the University such as the Campus Radio and Newsletter had closed down for no clear reasons. This deprived the University community of access to important communication channels and information. Similarly, the Intranet at the

University was not functioning optimally due to technical shortcomings and poor culture in the routine use of the facility. This is evidenced by the limited ability of the University community to read the Inception Report of this Task Force posted on the Intranet. The Inception Report was not familiar to the staff during focus group discussions even though it was available on the Intranet. Moreover, the University authorities, too, did not respond in writing to the Inception Report including the three progress reports submitted by the Task Force.

- d. The Task Force noted that the communication functions at the University are not synchronized. For example, different University units and Central Administration committees carry out their own communication functions without reference to a central clearing system. Signage at the University is not standardized and there are no call centers and hot lines.
- e. Sharing and dissemination of information at the University is unsatisfactory. For example, the students informed the Task Force that administrators only communicate when students agitate for information. They stated: “we are never addressed, we are never consulted. Administrators should always involve students”. The Task Force also noted that very few members of staff were aware of the existence of the University Strategic Plan--a key document in guiding the work of the University.
- f. There is a Public Relations Officer (PRO) in the office of the VC. However, the office is not adequately facilitated and the occupant does not have the requisite authority to command and coordinate the entire public relations function of the University.

3.3.2 Recommendations

- a. The University does not have a formal communication policy. The Task Force recommends that the draft communication policy and strategy under development be finalized as soon as possible.
- b. The communication function at Makerere University should be strengthened and upgraded. A Directorate responsible for communications should be established under the office of the VC and should be well facilitated.
- c. The communication infrastructure at the University should be modernized through the innovative application of ICTs. This should include improvement of the Intranet, introduction of call centers and self-service channels, revival of the campus radio and newsletter and real time video communication facilities in all the Colleges. Signage should be improved to make it easy for students, staff and visitors to navigate their way round the Campus.

3.4 Legal framework

Makerere University operates under the Universities and Other Tertiary Institutions Act, 2001 (as amended in 2003 and 2006), which states, inter alia, the “*objects of the Act are to establish and develop a system governing institutions of higher education in order to equate qualifications of the same or similar courses offered by different institutions of higher education while at the same time respecting the autonomy and academic freedom of the institutions and to widen the accessibility of high quality standard institutions to students wishing to pursue higher education*” (Act, 2001).

3.4.1 Findings

- a. During the Task Force review and interaction with various stakeholders, it has become evident that the Act will need to be amended in order to respond to evidence gathered. This will also be necessary to facilitate the implementation of this Task Force’s recommendations. The schedule of the recommended amendments to the Act are contained in the Table 1 below with justifications in the respective chapters of this Report.

Table 1: Proposed UOTIA Amendments

ITEM	ISSUE	APPLICABLE PROVISION IN THE LAW	PROPOSED AMENDMENT
Council	<ul style="list-style-type: none"> • Present Council is too large (24 Members) • Constituency-based representation (two thirds of Council are Staff Members.) • Absence of minimum qualifications and person specifications • No defined procedures for removal of Council Members from Office • Absence of code of conduct for Council Members • No term limits for individual Council Members except for the Chair and Vice Chair • No provisions for removal or dismissal from office of the entire Council. 	Section 38	Reduced Size of Council to 13 following specific skills profiles
US	<p>Council Secretariat:</p> <ul style="list-style-type: none"> • Managed by the US who is also the accounting officer • Council decisions are not effectively implemented because of the overloaded position of the US • There is clearly a conflict of roles between the responsibilities of the VC and those of the US with respect to statutory responsibilities over the finances of the University. 	Section 33 and Section 31	<ul style="list-style-type: none"> • Abolish the position of the US • Create a Directorate for Legal affairs under the VC whose Director shall be the Secretary to Council
University Senate	<p>Composition of Senate:</p> <ul style="list-style-type: none"> • College Principals are not Members of Senate • Students are Members of Senate 	Section 44	<ul style="list-style-type: none"> • Principals should be Members of Senate • Students, Deans, Directors and School representatives be removed from Senate • Reduce Government representative to one.

<p>Vice-Chancellor</p>	<ul style="list-style-type: none"> • Lack of profile of the VC • Conflicting roles of the VC and US over the management of finances. While the Act provides for the VC to be responsible for financial affairs of the University among other things, the same Act provides for the US • Undefined reporting lines of the VC. 	<p>Section 31 & 33</p>	<ul style="list-style-type: none"> • Profiling should be provided for in the Act stating the appropriate person specifications and competencies desired. • VC becomes the Accounting Officer of the University with powers to delegate to the DVC (F&A).
<p>DVC (AA)</p>	<p>Lack of clarity and role conflict between the position of DVC (AA) and that of the Academic Registrar.</p>	<p>Section 32 (1-3) b (a-c) & 34</p>	<p>Abolish the position of AR and instead create appropriate Directorates in the office of the DVC (AA)</p>
<p>DVC (FA)</p>	<ul style="list-style-type: none"> • The law does not link the function of US with that of the DVC (FA) 	<p>Section 33 and 32 (4) (a-c)</p>	<ul style="list-style-type: none"> • Abolish the position of the US • The VC should become the Accounting Officer with powers to delegate to DVC (FA)
<p>US</p>	<ul style="list-style-type: none"> • Public Finance and Accountability Act 2003 imposes additional reporting functions of Accounting Officer to the US which is beyond the purview of the VC and has been observed to be a source of conflict. 	<p>Section 8 (1) & (2)</p>	<ul style="list-style-type: none"> • Abolish the position of the US • VC becomes the Accounting Officer of the University
<p>Colleges</p>	<ul style="list-style-type: none"> • On-Campus Colleges and off-Campus Centres (e.g. Jinja and Fort Portal Campuses) similar to ones at Makerere University are not provided for by the current UOTIA. • No established structures, no staffing and funding provisions 	<p>No Provision in the Law</p>	<ul style="list-style-type: none"> • The Act should provide for on- Campus Colleges and off-Campus Centres similar to ones at Makerere
<p>Appointing University Officers</p>	<ul style="list-style-type: none"> • Filling position by Search Committees and elections 	<p>Sections (31-37)</p>	<p>All election processes for University Officers should be abolished.</p> <ul style="list-style-type: none"> • All Positions (except for VC and DVCs who are appointed by the Chancellor,) should be filled by Appointments Board, or any other Authority so designated.

- b. The Task Force noted that in listing all categories of posts in the Colleges the statute, as the law, is too prescriptive. This ties the hands of the University Council and restricts responsiveness and flexibility in determining the posts needed at the Colleges at different times.
- c. NCHE: The Act provides for the establishment of the National Council for Higher Education (NCHE) which, inter alia, include promoting and developing the processing and dissemination of information on higher education for the benefit of the people. It also includes advising the Minister on the establishment and accreditation of public and private institutions of higher education; registering all Institutions of higher education established under this Act; monitoring, evaluating and regulating institutions of higher education; ensuring minimum standards for courses of study and the equating of degrees, diplomas and certificates awarded by the different public and private institutions of higher education.
- d. The Task Force noted that the composition of NCHE membership includes a Vice Chancellor as its Chairman. This could lead to conflict of interest in discharging the duties of Council. It is also against the laws of natural justice which states that a person should never be a judge in their own case.

3.4.2 Recommendations on legal frame work are in Table 1

3.5 Human Resources

According to the Makerere University Strategic Plan 2008/9 to 2017/18, the human resource goal is to ensure the University's competitiveness in recruiting and retaining high quality human resource is achieved and sustained. The major objectives are to secure and sustain competitive terms of service; develop high level human resource performance standards and maintain high level support systems; and reduce academic staff/student ratio on non-distance education delivery mode from the current 1:25 to 1:15. The University also committed to comply with standards as specified by the NCHE and international standards. The objective is to nurture an environment for a positive work culture so as to achieve optimum performance through meeting performance targets and indicators.

3.5.1 Findings

- a. During meetings with the staff, the Task Force noted that there is pervasive low morale among all categories of staff due to issues articulated in the governance section of this report.
- b. The University does not have well-defined job descriptions for all categories of staff. This makes it difficult to develop schedules of duties and performance plans for individual officers.
- c. The Task Force was informed that there are no routine staff performance appraisals. Additionally, the Task Force learnt that there is a significant degree of absenteeism, late coming and use of the University as a platform for personal gain. There were also reported incidents of malpractice in examinations. Staff abscond rather than resign and continue getting salary for some time.
- d. The conditions of service at Makerere University are not competitive when compared with other African Public Universities. Indeed Makerere's remuneration is the lowest in Uganda among public universities. While Government pays the full wage bill for all other public universities, it pays only 60% of the wage bill for Makerere for reasons that are not clear.
- e. The Task Force was informed that filling of vacancies takes long; confirmations and promotions are frequently delayed leading to under-staffing, work overload, poor performance and low morale. There is a large number of temporary employees who have been on the pay roll for long periods of time.
- f. There is a large number of administrative staff who complained in a Memorandum to the Task Force that they were advised to obtain University degrees without guidance on the relevance of these degrees to their lines of work. For example, there are Custodians who have degrees in Development Studies, and Laboratory Technicians with degrees in Commerce. They are now frustrated and disappointed as they cannot be promoted despite the investment in time and resources they made in acquiring the University degrees.

- g. The staff reported that the University has no effective mechanisms for counseling, guidance, grievance and conflict resolution; despite the existence of fully fledged Counseling and Guidance Center. In addition, in some Colleges, there are no arrangements for induction and orientation of new staff.
- h. The Task Force discussed the policy and practice of electing academic leaders at the University. It received overwhelming condemnation of this practice during open hearings and external stakeholder consultations. The reasons given were that it polarized staff, encouraged corrupt practices during the campaigns, and was an impediment to the independence of the elected leaders as voters demanded consideration for past and future support given to candidates. In comments to the Draft Final Report, Makerere University Academic Staff Association (MUASA) observed that they did not want to be deprived *"of our rights to choose our leaders"* and argued for retention of the status quo.

3.5.2 Recommendations

- a. The staff morale at the University is low due to poor working conditions and management practices listed in the findings above. The Task Force recommends that the University should take all measures to comprehensively implement the Human Resource components of the University Strategic Plan. The Human Resource Manual should be updated and utilized on routine basis.
- b. There is a large number of temporary staff and vacationers at the University. The Task Force recommends that a validation exercise be undertaken to streamline the establishment and save resources as soon as possible. The Task Force could not perform this task due lack of resources.
- c. There are many administrative staff who have acquired University degrees and other higher qualifications, which are not necessarily in their line of specialization. The Task Force recommends that they all be provided with career guidance and, where possible, be appropriately redeployed.
- d. There is widespread dissatisfaction among staff and other stakeholders outside the University on the policy of electing academic leaders at the University. The Task Force recommends that all Academic leadership positions be filled through a competitive appointment system as determined and overseen by the University Council.
- e. Counseling and guidance services at the University are inadequate. The Task Force recommends that the Directorate of Counseling and Guidance be facilitated to provide and expand the range of services to include social and academic needs services to the entire University community, including students and staff.

3.6 Security

Makerere University holds a huge population of people of various categories on the premises of the campus all the time. On top of this, the University property and sensitive equipment for teaching and learning are at risk and need to be secured.

3.6.1 Findings

- a) During the Taskforce consultations with staff and students, it was reported that the security situation in the University is a matter for concern. The University operates a free entry and exit system. The security officials do not put on uniform. While students pay for identity cards, it takes long for them to be issued. The Task Force was informed of a business woman from town who lived in a Hall of Residence as an impostor. The Custodians are few and act both as Security personnel and as Counselors to students without appropriate training.
- b) It was reported that the Police officers on Campus are high handed and harsh to students.

3.6.2 Recommendations

The security situation at the University is unsatisfactory, therefore, the Task Force recommended the following:

- i. The University Administration should immediately undertake a review of the positions of Custodians with a view to filling existing vacancies.
- ii. Identification of all staff and students should be made mandatory and implemented using modern technology.
- iii. The role of the Police on the Campus should be better defined through consultations with the Office of the Inspector General of Police (IGP).
- iv. The University should consider contracting a professional security firm as an alternative.

3.7 Teaching, Learning and Quality of Education

The Strategic Plan envisages a paradigm shift in expectations for and roles of higher education in Uganda in general, but at Makerere in particular. This shift is stated as moving from *“teacher-centred instruction to learner-centred problem solving instruction providing experiential and flexible learning [so as] to cultivate in graduates both traditional Academic and generalist skills...necessary to compete in the dynamic labour market of knowledge driven economies of the world”*.

A core function of a University is to provide a conducive environment for teaching and learning. The discipline of Pedagogy ensures that teachers are prepared and supported to appreciate the learning needs of their students and how to address them. At the same time, students are supported to become inquisitive lifelong self-directed learners. The Task Force noted both strategic and operational findings.

3.7.1 Strategic Findings

- a) According to information gathered from the Task Force’s visits to other universities, especially outside Uganda; Makerere University rightly enjoys a high reputation in Africa and globally. This is derived from her long and illustrious history and evidenced by current rankings.
- b) The Task Force encountered well-placed stakeholders among the leadership of Makerere University who appear content with this status and are reluctant to acknowledge observed short comings and the need for improvement.
- c) Stakeholders in Uganda, especially internal Makerere stakeholders and employers adduced evidence from studies that raise concerns regarding the quality of teaching and learning and of Makerere graduates. A study commissioned by CoBAMS for example states:

“Employers stated that they are looking for a graduate who is hands-on with the right attitude, motivation, problem solving skills, communication (writing and presentation) skills, and of course, subject-matter depth. Many employers mentioned that current graduates including those from Makerere University were not sufficiently hands-on, by and large did not have the right attitude and invariably lacked the above skills, even when they have impressive transcripts”. (Source: College of Business and Management Sciences’ (CoBAMS) Strategic Plan of 2011).

- d) It is instructive that the very first Annual Report of Makerere College in 1922 was aware of this danger and stated: **Margaret MacPherson, *They Built for the Future: A Chronicle of Makerere University College 1922-1962*, Cambridge University Press 1964.**
 - i. From literature reviews, experience from other initiatives and visits to other universities, the Task Force has noted the emergence of new global directions and trends in higher education that champion competency-based education; Indigenous Knowledge Systems (IKS) in context; use and application of technology for teaching and learning; Problem-based learning and transformative life-long learning that produces responsible and socially accountable citizens who are change agents in their communities.

3.7.2 Operational Findings

- a. The Task Force was informed that whereas there is a provision for tutorials as a teaching method, students leave the University without participating in any tutorials. Most of the teaching is done by Teaching Assistants and Assistant Lecturers. As a result, these cadres of staff find it very hard to progress in their studies as they are preoccupied with teaching. They also have no time to undertake research and to publish in peer reviewed journals.
- b. Facilities in the laboratories are inadequate. Courses were structured in such a way that a student would be required to undertake a prescribed number of laboratory practical classes. Yet students leave after only one practical class instead of the prescribed number which leaves gaps in the coverage of the curriculum. Students confessed to the Taskforce that they are going to be half- baked.
- c. Student intake figures have been increasing without corresponding increase in the number of lecture rooms to cater for the change. Facilities for conducting a proper examination or test are inadequate as seats area not enough.
- d. The library is the heart of any University. The Taskforce noted that Government used to give 900 million Uganda Shillings per year for books in the early 1990s. The budget has not gone up since then. Instead, the budget has been going down. In 2011/12 Academic Year, the budget was about UGX400 million. The NCHE recommends 40 books per student. On top of that the staffing in the library has not improved. In addition, the security in the library is not adequate leading to Library Assistants playing the roles of Security personnel as well. There are also improvements in that the main library physical space has been doubled. New branch libraries have been opened at Colleges. The library has modernised and continues to modernise through use of new technologies. The University subscribes to more than 40,000 online journals.
- e. E-Learning is an initiative that was nurtured under DICTS and was relocated to the College of Education. It is faced with the following challenges:
 - i. No structure to implement it
 - ii. Lack of staff, only 2 (two) members of staff
 - iii. No equipment and no effective technology support
 - iv. No quality assurance framework has been developed for E-learning
 - v. Inadequate training for staff
 - vi. Lack of financial support
 - vii. Inadequate bandwidth

3.7.3 Recommendations

- a. The evidence adduced above suggests that the quality of learning and teaching at Makerere is declining. A dedicated program of work to address the root causes listed above should be undertaken by the University with immediate effect. The current Teaching and Learning Center in the School of Education should be strengthened to lead this intervention and to establish a unit in each college.
- b. All academic and administrative staff should be provided with induction and ongoing training in the Core functions of the University. All academic staff should undergo special training in teaching and learning methodology.
- c. The current trends in global higher education are embracing Competency-Based Education as an approach for producing relevant and responsive graduates. The Makerere CHS has already initiated this approach. The Task Force recommends that it should be extended to the rest of the University.
- d. Staff/Student ratios should gradually be lowered to meet the standards recommended by NCHE. This should also apply to physical facilities including classrooms, laboratories and operating budget.

- e. Ongoing modernization of Library services should be accelerated and adequately funded.
- f. E-learning is a powerful tool for strengthening teaching and learning capabilities of the University. Makerere is encouraged to tap the potential fully and should enhance and broaden the e-learning function to more effectively encompass all manner of online learning models. This will enhance the teaching learning experience of both students and staff. The resource envelope to support technology assisted learning environment should be ring fenced out of the technology and functional fees.

3.8 Student numbers and living conditions

The Task Force found that the introduction of private fee paying students in 1989 opened the door to an influx of private students. This raised the student population from six thousand (6,000) then to forty thousand (40,000) today. And this has over- stretched existing physical facilities and human resource capabilities of the University.

3.8.1 Findings

The Task Force attended some classes and inspected Halls of Residence and found that student numbers have overwhelmed existing infrastructure as illustrated in Table 2. Lecture halls are overflowing with Lecturers too far away to be heard. The blackboards are too far away and unreadable; students derogatorily refer to them as “white black boards.”

- a. The Task Force was informed that due to the large student numbers, marking of examination scripts poses challenges implying that students are not fairly assessed.
- b. Halls of Residence, especially the toilet system, sewerage and general sanitation in the University are in a very bad state. Most of the systems are old. The toilets cannot flush. In Nsibirwa Hall, toilets took a whole year without flushing; the systems needs an overhaul, but the flow of resources to do this is a challenge.

Table 2: Students’ welfare indicators: aspects of on-campus accommodation

HALL	NUMBER OF ROOMS	AREA (M2)	CAPACITY (PAX)	TOILETS	SPACE RATIO
Complex [CCE]	252	5920	530	64	11.2
Mary Stuart	298	8130	556	63	14.6
Lumumba	496	12560	648	98	19.4
Nkrumah	267	7333	529	41	13.9
Nsibirwa	290	7736	510	46	15.2
Livingstone	281	6365	528	78	12.1
Africa	198	4740	498	70	9.5
Mitchell	293	7030	542	53	13
University Hall	256	5536	487	79	11.4
Galloway House	71		102	27	19.7
Kabanyoro Hostel	35		76	10	11.4
Dag Hammarskjold	101	2000	118	20	13.7

Source: Makerere Change Management Committee December 2012

- d. The Task Force noted that the student population has violated standards set by NCHE and is not matched by corresponding improvements and expansion of infrastructure.
- e. The Task Force was informed that the Sick Bay is not very conducive. It is not facilitated and is short of drugs. Students are made to pay yet it is supposed to be free for students.

3.8.2 Recommendation

There is a mismatch between student numbers and available infrastructure. The staff/ student ratios are not consistent with standards set by the NCHE. The Task Force recommends that the University Council, Senate and the VC immediately review the policies on students' intake and take action to ensure that overtime, arrangements are made to ensure that facilities and staff are consistent with guidelines promulgated by the NCHE.

3.9 Coordination and oversight of Higher Education in Uganda

Uganda has a large young population and there is a proliferation of higher education institutions in the country. Uganda also enjoys a good reputation as a destination for quality education in the East African region. It is therefore important that Higher Education in the country is properly coordinated and effectively overseen by an institution created and dedicated for that purpose at the very highest level.

3.9.1 Findings

- a. The current arrangements for oversight of higher education is vested with the Ministry of Education and Sports and the NCHE through UOTIA. The Task Force was informed that the Ministry of Education and Sports has a huge workload in overseeing UPE, USE, BTVET and a rapidly growing number of public and private universities. This puts a challenge on the span of control by the leadership of the MoES.
- b. The Task force found that in neighboring countries the education function is split between the Ministries of Basic Education and Higher Education. On top of this, there is an additional Ministry of Science and Technology.
- c. Uganda has a National Council of Science and Technology (UNCST) under the Ministry of Finance, Planning and Economic Development, MoFPED. This Council is mandated to facilitate and coordinate the development and implementation of policies and strategies for integrating Science and Technology into the national development process. UNCST has developed two policies, namely, the National Science, Technology and Innovations Policy, 2009; and the National Bio-technology and Bio-safety Policy, 2008. However, the Task Force did not establish a clear link between UNCST, the Universities, MoES and NCHE.
- d. The Task Force visited the NCHE on two separate occasions and was informed that the NCHE started small and focused on private and new universities. Initially Makerere was presumed to have its own Quality Assurance Department and resisted oversight by NCHE. The Task Force was informed that a number of courses at Makerere University have not been vetted by NCHE. The University informed the Task Force that it received provisional accreditation for all running programs on September 21 2007. The University was supposed to have them accredited within two years from that time. The University submitted all its programs for official accreditation in 2010. In the mean time all new programs have received accreditation before they were run. The University further reported that the process of accreditation is continuous and sometimes iterative.
- e. The Task Force noted that there are several other initiatives in Science and Technology, in particular, the Presidential Initiative in Science and Technology in Makerere University. Some sections of the University have received funds for research and innovation from the Presidential Initiative with the Kiira EV Car Project as the most successful so far. The Banana project is another Presidential Science and Technology initiative and there are others under UIRI.

3.9.2 Recommendations

- a) The current mandate of the MoES in overseeing UPE, USE, BTVET, universities and Sports is bigger than in neighboring countries. The coordination and oversight of Universities and Science and Technology is fragmented and not synergized. The Task Force recommends the establishment of a new Ministry for Higher Education, Science and Technology and Industry

- in order to create necessary synergies; and to focus attention of Universities, Higher Education and Science and Technology and Industry.
- b) NCHE has not completed vetting all of the courses currently running at Makerere University and has also not asserted its authority with respect to adherences by Makerere to NCHE standards. The Task Force recommends that with immediate effect NCHE and Makerere University should develop a joint program to review courses which have not been vetted and actions to comply with NCHE standards to which Makerere is committed in the current Strategic Plan.
 - c) The Task Force has noted the successes of the Presidential Initiative in Science, Technology and Innovations, especially the success of the Kiira EV Car. The Task Force recommends that this Initiative should be developed into a National Science Research Fund to be awarded competitively through the UNCST under the recommended Ministry of Higher Education, Science, Technology and Industry.

3.10 Strategic Plan Implementation

Makerere University is already geared for change as it has embarked on a number of other reforms on its own. The Strategic Plan 2008/09-2018/19 states: *"...much as knowledge and technology reside in Universities like Makerere, the community, public and private sectors also command knowledge bases from which Makerere can learn and leverage her entrepreneurial and innovative capability".* Further, *"... knowledge production and transfer between universities and broad public and private sectors is...a two way traffic that calls for cultivation and fostering of symbiotic relationships".*

The main features of the Strategic Plan:-

- a. Focus on Quality Higher Education, Promotion of Research, and Advances in Learning as its core strategies.
- b. Include the following pillars: Learner Centeredness, Research-driven, and Knowledge Transfer Partnerships & Networking.
- c. Highlight the following core functions: Teaching & Learning, Research & Innovations, and Partnerships & Networking.
- d. Emphasize the following support functions: Human Resource; Library Services; Information & Communication Technology (ICT); Physical Infrastructure and Planning; Organization & Management; Resource Mobilization & Investment; and Staff & Support Services.

Under each core function, the Strategic Plan (SP) specifies goals and objectives to be achieved. Most of the goals provide for quantitative targets or timelines for achievement. A four-dimension monitoring and evaluation process is proposed. These include linking the SP to the budgeting process and periodic reviews of achievements made. Inadequate funding is identified as the major risk against the successful implementation of the SP, hence requiring a robust resource mobilisation strategy to mitigate the risk.

3.10.1 Findings

- a. The Task Force found limited awareness of the importance of the SP among the staff of the University.
- b. Identification with the SP is not as widespread as should be the case and this has complicated its implementation.
- c. Although individual units generate work plans and programmes for the new financial year, there are no annual centrally approved work plans which directly link the SP to the Budget process.
- d. Priorities from the SP, which must be dealt with (as a minimum) from year to year, are not identified and addressed within the financial constraints facing the University.
- e. Management observed that the Planning and Development Department (PDD) is mandated

with guiding the development, monitoring and evaluation of implementation of the SP. The human and financial resources requirements of the PDD in the effective execution of this mandate needs to be given priority. This can be achieved in a budget neutral exercise as all the institutions are already operational.

3.10.2 Recommendations

- a. Since level of awareness of the SP among Makerere University community is low, the University administration should take all necessary measures to intensify the dissemination of the SP to all units of the University; and encourage staff to study and internalize it with immediate effect.
- b. Makerere University Management should use the SP as a tool for developing Annual Work Plans and for monitoring performance. The PDD that is responsible for monitoring the SP implementation should be provided with the requisite financial and human resources to execute this mandate on behalf of the entire University.

3.11 Information Communication Technology (ICTs)

According to a UNESCO Report;

“The opportunities offered by the use of technology in education are many. It transforms the pedagogy and can lead to an improved and more engaging learning experience. These effects are not limited to the classroom, for example, the transformation of distance education into e-learning and blended learning offers new options for delivery and new opportunities for in-service teacher training and support. The capacity of ICT to build borderless networks represents possibilities for innovative peer learning across territories and countries. In addition to redefining access to knowledge and instructional design and provision, the penetration of ICT in all dimensions of economic, social and cultural activities has far-reaching implications in terms of the skills required to become an active member of society. The ability of students to utilize ICT has become a new requirement for effective education systems. Beyond education, ICT can also represent a new source of economic growth and a powerful tool for social transformation. Hence, through their economic and social effects, ICT contribute to creating a knowledge society and economy”(Transforming Education: The Power of ICT Policies by UNESCO, 2011).

Given that cornerstones of the knowledge economy are Information and Communication Technology (ICT); and Science, Technology and Innovations (STI): Makerere already enjoys comparative advantage in these sectors that are critical to Uganda and East Africa’s socio-economic transformation. For example, as an African Center of Excellence in ICT innovations, Makerere already anticipated what the NDP proposes on ICT, namely, to *“build competent human resource capacity...”* by (i) providing the requisite ICT skills; (ii) accrediting ICT courses and training institutions; and (iii) incorporating ICT into educational curricula¹.

3.11.1 Findings

a. The Role of ICT

ICTs are now globally recognized and applied in routine operations of modern organizations. Uganda has an ICT policy framework with a Ministry for ICT and an ICT regulatory authority (NITA-U). Makerere is a premier capacity building center for the national ICT effort and the University aspires to be a world leader and national role model in the application of ICT in national development.

¹ NDP, p. 128.

b. The Current ICT Status

Makerere has a Directorate for Information and Communication Technology Support (DICTS).

Makerere has a ten-year ICT Strategic and Master Plan 2008/9 – 2017/18 the key elements of which are: IC Infrastructure, ICTs in Learning and Teaching; ICT HR Capacity, etc.

The Task Force was informed that the role of ICT in Academics and Administration is highly appreciated by the University, however, it noted the following:

- i. despite the establishment of DICTS, the University has had limited success in the application of ICTs in its routine operations. The Task Force discovered that the ITS (Integrated Tertiary Information System) software procured from South Africa in 2004 to support management of information – students, human resources and finances--in an integrated manner has faced the following challenges:
 - there is no maintenance contract with the supplier,
 - the system has not been fully customized to address the needs of key units of the University such as human resources. The Task Force was informed that some modules of the system are not fully utilized.
 - IT training requirement is centralized but is not given a priority, for example there is only one staff in the Bursar's office who is well trained in FINIS
- ii. University Hospital

The University Hospital is still running a manual system, making it very difficult to keep records. It was reported that the hospital has been using two (2) old computers and no longer has records dating before 1992.

- c. e-Council and e-Senate

While a number of 21st Century organizations are becoming increasingly paperless with many processes undertaken online, the University spends huge amounts of money on paper for meetings, etc. There is no reason why, for instance, Makerere should not be having e-Council and e-Senate meetings.

c. ICT Governance

The Task Force noted the following challenges facing the optimal performance of ICT functions at Makerere University:

- i. Unclear governance structures for ICT development
- ii. Inadequate ICT investment and funding currently at 0.05% of the University budget used for ICT.
- iii. At a national level, Makerere University is participating in Computerized Electronic Education Management and Accounting System (CEEMAS). The procurement of CEEMAS is in process and Makerere is involved. During a visit to the Ministry of Finance, Planning and Economic Development, the Task Force was informed that Makerere University also needs to be connected to the Integrated Financial Management Information System (IFMIS).
- iv. A persistence of internally developed IT systems in sensitive units such as Finance, Academic Transcripts office and Examination results management, create loop holes for process adulteration and corrupt practices, including maintenance challenges and conflict of interest situations.

d. Staffing Challenges

- i. It was reported that staff salaries have not changed since 2004 and DICTS staff do not get top-up allowances. This makes DICTS staff salaries non-competitive vis-à-vis ICT professionals outside Makerere. As a result, Makerere is not able to attract and retain staff – in fact there is high staff turnover. This raises issues of sustainability of the implementation of ICT systems and puts the business continuity aspects of the University ICT services at great risk.

- ii. The Director and Deputy Director resigned as did top managers including the Database Manager and Network Manager. The Planning & Maintenance Manager is currently acting as the Director DICTS.
- iii. Many DICTS staff are on very short term contracts, inconsistent terms of service, and morale is low resulting in a high turnover. For example, some staff at similar levels of service are entitled to contract gratuity and others are not.

3.11.2 Recommendations

- a. The University should aggressively embrace the use of ICTs in all its business processes. A dedicated program should be implemented to raise awareness and promote routine application of ICTs in all University units including the student community.
- b. The Task Force recommends that Makerere University should play a lead role in implementing of CEEMAS beginning FY2014/15.
- c. An establishment structure for DICTS under the Office of the Vice-Chancellor should be developed to address current challenges and filled with appropriate staff with commensurate remuneration.
- d. As knowledge centres, Universities should take the lead in building an ICT culture in the country. In particular, the Universities should begin to conduct paper-less Council, Senate and other meetings which consume a lot of paper.
- e. ICT should be given the priority it deserves in terms of funding, attention, etc.
- f. Everything possible should be done to recruit and train ICT staff in the services of the University, including giving them special remuneration.
- g. The University must hook onto the new system that the Ministry of Finance, Planning & Economic Development is developing for all public universities.

3.12 Partnerships and Networks

In today's globalized world institutions can no longer function as islands. Collaboration and partnerships in teaching, research and service are central to the routine work of successful academic institutions. Centres of Academic Excellence work together to pool resources; both financial and faculty, in order to enhance and leverage comparative advantages of each partner institution. Many of the Nobel Prize winners are products of such partnerships and collaborations. At the national level, there are many partnership opportunities for the University to enhance teaching, learning, service and research.

Partnerships and Networking was identified as one of the three core functions in the 2008/09 – 2018/19 Strategic Plan towards repositioning Makerere University to meet emerging socio economic challenges. The vision was for the University to fundamentally revise its approach in the way it serves and learns from the Community and broader Public and Private Sectors.

3.12.1 Findings

- a. During visits to stakeholders outside the University in Uganda and abroad, the Task Force found strong interest for collaboration as illustrated below.

Tshingua University in Beijing expressed interest in collaborating with Makerere University in the fields of Renewable Energy research including Nuclear Energy and Science, Technology and Innovations, and Scholarships. Israel's Bar Ilan University and the Hebrew University of Jerusalem were both interested in collaborating with Makerere University in the areas of Nanoscience and technology, Science, Technology and Innovations, Health and Agricultural Sciences, etc. Duke University, Durham, NC, USA expressed interest in collaborating with Makerere University in the areas of online teaching of languages, e.g., Kiswahili, in addition to Duke's ongoing partnership with Makerere's College of Health Sciences (CHS).

- b. The Task Force noted that the Public-Private Sector Partnership Initiative, namely, Makerere

University Private Sector Forum (MUPSF), started with a lot of promise in Makerere University in 2006. The purpose was to link the University with the Public and Private Sectors, and vice versa, in terms of designing curricula as well as mobilizing resources. A dedicated unit to manage these partnerships was created and Honorary Professorships were awarded by the University to outstanding Private and Public Sector personalities in the country. Unfortunately, either MUPSF or the University, or both; have run out of steam about this historic Academia-Public-Private Sectors Initiative and its work has stalled.

- c. The Task Force visited the Uganda Industrial Research Institute (UIRI) and was favorably impressed by its work and partnership with Makerere University through a Memorandum of Understanding (MOU). For example, UIRI is supporting the the Food Science incubator start up project at Makerere. It is to be scaled up in Namanve with opportunities for industrial training programs to turn book knowledge (theory) into practice.
- d. Regarding the internship program at Makerere University, the Taskforce received information from multiple stakeholders to the effect that the program is highly valued but poorly managed. There were funding challenges that affected the quality of supervision. Funds remitted to Colleges for supervision is inadequate and the releases are untimely.
- f. There were reported instances where students who went for internship were not supervised. Money was paid out by the University for supervision yet the supervisors did not turn up.
- g. The University charged internship fees only to return it to students during the time of internship. The need for this practice has been questioned considering the University has not always paid back the internship fees when the students have needed the money. This has caused frustrations and justifiable threats to strike.
- h. During a Task Force consultation with Government Ministries, a passionate appeal was made for the reintroduction of National Service. The exposure of students to National Service either before or after entry into the University holds the potential to orient their thinking as responsible citizens and patriots. The Task Force was informed this is a routine practice in Kenya, Tanzania and Nigeria.
- i. During a Task Force meeting with senior representatives of Government Ministries, it was pointed out that Universities have a pool of researchers from whom Government should tap knowledge. This would add value to policy formulation, development and practice. Universities were therefore encouraged to be proactive in availing themselves to be brought on board in National Policy Dialogues. On the other hand, Government should also be proactive in giving Universities the opportunities to contribute to policy development.
- j. The Task Force noted that the University is not actively and routinely engaged in research addressing societal issues of current interest. For example, the University should provide in-depth analysis of the root causes and possible solutions to issues such as corruption, ritual murders, rape and gender based violence and the resurgence in infections of HIV, among others.

3.12.2 Recommendations

- a. Partnerships and collaborations at national and global levels are essential to the achievement of the vision and objectives of the Strategic Plan of Makerere University. The Task Force recommends the establishment of a dedicated office in the Central Administration to support the VC in promoting partnerships and collaborations.
- b. As a direct outcome of the Task Force work, the collaborations initiated between Makerere University with Tsinghua and Bar Ilan Universities hold tremendous potential for all the parties. Makerere Administration has responded officially to Tsinghua University's interest (Annex VII, p. 160). Israel's Bar Ilan University Vice President for Research, Professor Benjamin Ehrenberg; visited Makerere University/Uganda on 4th-5th April 2013 facilitated by Israel's Ministry of Foreign Affairs; and signed an MoU of collaboration with Makerere VC (Annex V, p. 155). The

Task Force therefore recommends that Makerere University becomes resolute in following up these invaluable contacts which are immediate deliverables of the benchmarking visits of the Task Force.

- c. The Academia-Public-Private Sector Partnership Initiative at Makerere University, MUPSF, which started with a lot of promise with the purpose of linking the University with the Public and Private Sectors, and vice versa, in terms of designing curricula and mobilizing resources remains relevant. The Task Force recommends the revitalization of this Public-Private Partnership by the University Administration as the Task Force was informed that the Private Sector is still interested. The ongoing partnership with UIRI as a Public Sector Research and Development (R&D) institution is commendable and should be used as a model. Hence, the Task Force has recommended Promotion of Academia-Public-Private Sector-Industry Linkage towards Uganda Vision 2040 (**Annex IV, p. 149**).
- d. The internship program at Makerere University is appreciated by all stakeholders. However its implementation calls for significant reforms in financing, supervision and relevance to academic programs of the students. The Task Force recommends that the University administration immediately undertakes a review to address the above concerns. Hence, the Task Force commends the Agrostudies practical Agricultural Apprentice in Israel, yet another Task Force deliverable from benchmarking visit to Israel, as an international best practice from which Makerere and other Public Universities could learn (**Annex VI, p. 166**).
- e. During a Task Force consultation with Government Ministries, a passionate appeal was made for the reintroduction of National Service. The exposure of students to National Service either before or after entry into the University holds the potential to orient their thinking as responsible citizens and patriots. The Task Force recommends that Government takes up this matter, along with the patriotism initiative that is already in place, through the Ministry of Information and National Guidance.
- f. Partnership between the University and Government Ministries, Parliament and Civil society is essential if the University is to remain relevant and contribute to national development and transformation. The Task Force therefore recommends that the priority research agenda of the University should be regularly reviewed to ensure that it is responsive to the needs of society. The University should develop structured linkages with Government Departments, Parliament and Civil society to promote dialogue and facilitate the University's contribution to policy formulation and practice. The Task Force also recommends that Government should be proactive in reaching out to the University to seek solutions and to identify national priorities for research and joint action.

3.13 Quality Assurance

Quality assurance is the process and procedures for systematically monitoring performance to detect, correct and ensure that set standards are being met. Another definition of quality assurance is meeting the needs of the customer or client. It is therefore important for Makerere University to ensure that performance standards are set and monitored on a routine basis. These performance standards will include the expectations of students, all staff and society from the University. There is an additional discussion on quality assurance of academic standards in Chapter Four.

3.13.1 Findings

- a. A tracer study of graduates is used to assess performance of graduates in the job market upon completion of study. The main objectives of the survey "include obtaining basic information on the status of graduates upon completion of study, investigating the employability of graduates in the job market together their job status, types of employment, monthly income and employer's information". In addition, this survey also gathers "information on graduates' perspectives of Academic programs, facilities and the impact of teaching and learning process" in the University. This feedback is critical for the improvement of service delivery at the University.

- b. The position of the Quality Assurance Directorate was that Customer Satisfaction Surveys are not being undertaken by the University because they are expensive to carry out. Given that there are not that many employers, the Task Force is of the view that it should not be difficult or expensive to cover them especially using online questionnaires and available standard graduate tracking tools. The main employers are the Public Service Commission, Local Governments, National Chamber of Commerce and Industry, and the Private Sector Foundation.
- c. At the University of Nairobi, the Task Force found that they hire a consulting firm to undertake a Customer Satisfaction Survey every year. The survey is also undertaken by University Departments every year. This is in context of the ISO accreditation requirements which the University of Nairobi complies with as further described in Chapter Four.

3.13.2 Recommendation

In order to ensure that the graduates of Makerere University meet the expectations of prospective and current students and the labour market, it is important to undertake regular tracer surveys of the graduates as well as products of Makerere University. Information gathered from these surveys will be used as feedback to improve the quality of teaching and learning. The Task Force recommends that through the Quality Assurance Directorate, Makerere University initiates graduate tracking with immediate effect.



Makerere University Main Library

CHAPTER FOUR

Macro and Micro Organisational Structures

4.1 Introduction

The Terms of Reference for this area of work are stated as follows:

- a. To review the current macro and micro organizational structures of the University with a view to recommending the most suitable structure for the University to operate efficiently.
- b. To recommend the optimal establishment for each unit and advise on the required competencies for each unit with a view of recommending the ones to maintain and those to abolish in the University set up.
- c. To propose an implementation strategy for all recommendations made with regard to the review of structures and job evaluation.

4.2 Methodology

The Task Force reviewed the organizational structure of the University at macro and micro levels taking into account the policy and legal framework, institutional arrangements and governance and how this will support better implementation of the current Strategic Plan of the University. The organizational structures of the University were reviewed with respect to numbers, roles, power and responsibilities, lines of authority, communication and information flow between and within units. The Task Force interacted with stakeholders in and outside Makerere University including visits to other Universities to benchmark.

4.3 Findings

4.3.1 Macro University Structure

The current structure of the University is based on the UOTIA 2001 as amended. In addition to the Act, there is a College Statute of March, 2012 that established the Collegiate system.

4.3.2 Four (4) tier versus three (3) tier structure

At the time the College system was established, the University ran a three (3) tier structure of Academic units, namely:

- a. Department which is the hub of teaching and research activities;
- b. Faculty which grouped together a number of related Departments and;
- c. The Central Administration that provides overall leadership (strategic, administrative and academic) and quality control.

The College system has added a fourth tier. The current structure now includes:

- a. Departments/Centres/Institutes
- b. Schools
- c. Colleges
- d. Central Administration

4.4 Governance Structure

The governance of Makerere University consists of the following structures:

4.4.1 The Visitor

The Act Section 26 provides for all Public Universities to have a Visitor. The Visitor is the President of the Republic of Uganda and he/she performs overall supervisory role over the affairs of each Public University. He/she is empowered to conduct visitations of public universities either directly or through the Chancellor.

4.4.2 The Chancellor

The Act Section 30 provides for the appointment of a Chancellor by the President for each Public University on the recommendation of the University Council. The Chancellor is the titular head of the University and presides at all ceremonial assemblies of the University, and confers degrees and other academic titles and distinctions of the respective University. The Task Force interacted with the Chancellor of Makerere University as well as other internal stakeholders. The Chancellor informed the Task Force that he was under-utilized, un-facilitated and felt helpless. He proposed a Chancellor's Tribunal on Academic Standards as last resort in the University for accusations of academic ethical violations and malpractices before recourse to Courts of Law.

Recommendation

The Task Force recommends that this post should remain ceremonial, and should be held by a celebrated Academic or other person of high standing in society. The NCHE should provide guidelines on the person specifications of individuals qualified to occupy the office of Chancellor of a Public University. The University Council should ensure that the Chancellor is provided with the facilitation that is required for the performance of the roles provided for in the Act. This includes relevant official travel and secretarial support.

4.4.3 The University Council

The current structure of the University Council is provided for under Section 38 of the Universities and Other Tertiary Institutions Act (amended 2001, 2003 and 2006) as the *"supreme organ of the Public University and as such, it is responsible for the overall administration of the objects and functions of the University"*. The Act also provides for broad representation on the Council - some 24 Members - and for the University Secretary to be both the Secretary to Council and the Accounting Officer of the University. Membership of the Council includes:

- a. Chairperson of the University Council;
- b. Vice-Chairperson of the University Council;
- c. The Vice-Chancellor of the Public University;
- d. The Deputy Vice-Chancellors;
- e. A representative of a sector relevant to the University depending on its objectives and mission, appointed by the relevant body in that sector;
- f. One member of the District Council elected by the District Council in whose jurisdiction the Public University is situated;
- g. A member of the Convocation elected by the Convocation;
- h. Two Members of the University Senate elected by the Senate;
- i. Two Members of the Academic staff elected by the Academic Staff Association of the Public University;
- j. A senior member of Administrative staff elected by the Senior Administrative staff;
- k. A member of the National Union of Education Institutions; Support staff elected by the branch in that University;
- l. Two students of the University, one of whom shall be a woman appointed by the Students Union;
- m. Three Members appointed by the Minister from the Public;
- n. Three Members appointed by the University Council from the Public;
- o. A representative of the Ministry responsible for Finance;
- p. A representative of the Ministry responsible for Higher Education
- q. Two representatives of the constituent Colleges, Schools and Institutes elected by the Chairpersons of the Governing Councils from among themselves;

- r. Two representatives of Persons with Disabilities (PWD), one elected by the members of staff who are Persons with Disabilities and another by National Organisations of Persons with Disabilities.”

Most of the Council business is conducted in Council Committees. Currently there are 13 Council Committees that include:

- a. Finance Committee,
- b. Planning, Administration, Quality Assurance, Gender and ICT Committee
- c. Student Affairs and Disciplinary Committee
- d. Appointments Board Committee
- e. Estates and Works Committee
- f. Honorary Awards and Senate Committee
- g. Staff Development, Welfare, Retirement and Benefits Committee
- h. Audit Committee

The Task Force attended two meetings of Council during its work and received testimonies from internal and external stakeholders including benchmarking from visits to other Universities. The following key issues were identified:

- a. **Council size and membership:** The Task Force noted that the Council is big, 24 members, of whom 12 (50%) come from the various constituencies of the University. This means that Council can conduct business with the University community alone. The Task Force also observed that the quality of debate, decorum and decisions made in some cases did not undergo the critical rigour expected of an institution of the caliber of Makerere University. A significant number of external Council Members were not present on the two occasions. Further it was noted that due to its methods of work, staff members of Council spend a lot of their time on Council business to the detriment of their primary responsibilities in the University.

The Task Force found that at the University of Addis Ababa, Ethiopia, the Governing Board (read Council) has only seven (7) voting members. The Vice-Chancellor is a non-voting member and Secretary to Council. As an example of good practice at the University of Addis Ababa, the *Higher Education Proclamation No. 650/2009, Article 44 (Act)* provides a profile of a member of the Governing Board (read Council) of a Public University thus, “The members to be nominated pursuant to sub-article (2) and (3) of this Article shall be past or present holders of responsible positions and notable personalities especially in teaching or research and in integrity, or be representatives of the customers of the products and services of the institution and whose exceptional knowledge, experience and commitment are such as to enable them to contribute to the attainment of the mission of the institution and the objectives of Higher Education generally”.

At the University of Nairobi, Kenya, the Act provides for about the same size as in Uganda, but a different composition that includes Permanent Secretaries. There was overwhelming support from internal and external stakeholders the Task Force met for the proposal of a smaller Council for the University.

- b. **Authority of Council:** The Task Force noted that the authority of the University Council has been eroded. This was evidenced by a tendency of University students and staff to rush to H.E. the President, Ministry of Education and Sports and Parliament to express their concerns on different issues before first exhausting them at the level of the University Council. Resolutions of the Council are not routinely implemented; one example being the disregard of Council directive to have all students pay fees on time. Another example is the decision to outsource the cleaning services without adequate analysis of the implications on existing staff. This has resulted in redundancy of affected employees who continue to remain on the Payroll. Further, political interference on setting fee levels, collecting fees, and bypassing

Council in dealing with staff issues by other authorities; has contributed to the erosion of the authority of the University Council.

- c. **Council compliance with the UOTIA:** Section 67 of the Act stipulates that *“the University Council shall, within three months after the end of each calendar year, send to the Minister [of Education and Sports] a report of the University activities for that year and the extent to which the objectives of the University are met; and the Minister shall lay the report before Cabinet and Parliament”*. This is an accountability requirement which is not complied with. It is an opportunity which is available to the University to become better understood and receive feedback and support from Government, Parliament and the general population.

In addition, UOTIA Section 72 stipulates that *“a Public University Council may make statutes not inconsistent with this Act for better carrying out its functions and without prejudice to the generality to the foregoing may provide for Section 72 (a-j)”*. The Task Force did not find evidence that Council is compliant with this law. During the stakeholder visit to the Ministry of Finance, Planning and Economic Development, MoFPED, the Task Force was informed that Makerere University was not compliant with respect to the declaration of NTR.

In Ethiopia, the Task Force found that the Act provides for the University Board (read Council) to undertake self-evaluation and reads as follows: *...“1/ The Board shall conduct its own performance evaluation with the purpose of drawing lessons to improve continuously its leadership. 2/ Performance evaluation of the Board shall be conducted in a closed meeting of the voting members, with the President of the Institution attending and contributing to the evaluations. 3/ The Board Chairperson shall submit regularly the results of the evaluation to the Ministry. The Ministry and Board Chairpersons shall also hold bi-annual joint forums. 4/ The board shall determine when and how to conduct its performance evaluations; provided however, that it shall annually have at least one monitoring evaluation and one summative evaluation”*.

- d. **Role of MoES:** During visits to MoES and NCHE, the Task Force did not find any evidence to show that the supervisory and oversight roles of MoES were being exercised over the Council. For example, the MoES is not enforcing the provisions in the Act Section 67 which stipulates that *“...the University Council shall, within three months after the end of each calendar year, send to the Minister a report of the University activities for that year and the extent to which the objectives of the University are met and the Minister shall lay the report before Cabinet and Parliament”*. On top of this, the Task Force noted that the immediate past VC and DVCs served in acting capacities for over three years (2009 – 2012) in disregard of the UOTIA. This followed directive from the then Hon Minister of State for Higher Education (MSHE). It was a clear illustration of external interference in the running of the University further aggravated by delays to amend the Act by Parliament.
- e. **Role of NCHE:** According to Section (5)(l) of the Act, the functions of NCHE, among others, include: *“to certify that an institution of Higher Education has adequate and accessible physical structures and staff for the courses to be offered by it”*. According to Section (6)(h) of UOTIA *“NCHE ... may mobilize funds and resources for institutions of Higher Education activities”*. The Task Force noted that Makerere University does not have the requisite infrastructure and staff for all courses approved by NCHE. The Task Force visited the NCHE and was informed that it does not have the required capacity to exercise oversight on Universities as required by the Law (refer to Table 3). At the same time, information provided by the MoES is to the effect that NCHE is adequately funded. The Task Force also noted that the Chair of NCHE is also a Vice-Chancellor of a Public University; which raises an issue of possible conflict of interest and the independence of NCHE.

Table 3: Funding and Staffing Capacity of the National Council for Higher Education 2009-2012

	2009/2010 MILLIONS OF UGX		2010/2011 MIL UGX		2011/2012 MILLIONS OF UGX		2012/20S13 MIL UGX
	Budget	Actual	Budget	Budget	Actual	Budget	
Government of Uganda Contribution	1,000	1,091	3,000	3,000	3,000	2,000	
Student Contribution	-	-	500		1,000	800	2,050
Other Sources	711	756	1,013	1,670	1,181	1,414	
Total	1,711	1,845	4,513		5,670	4,981	5,414
Staff Established							
Staff in Post					33	33	27

Sources: NCHE budget Proposals for 2010/2011, 2011/2012, 2012/2013

- f. **Administration of the Council:** The Task Force interacted widely with stakeholders, benchmarked other Universities regionally and globally, and noted a number of issues as follows: previous reviews on Makerere, including the Professor McGregor Visitation Committee 2007 review; pointed out the conflicting roles between the office of the University Secretary (US) and that of the Vice Chancellor (VC) and Deputy Vice Chancellor for Finance & Administration (DVC F&A). According to Section 33 (2), "...the University Secretary shall be responsible for the general administration of the University, including the custody of the seal and administration of its assets". UOTIA Section 33 (3)(a) states that "the University Secretary shall be the Secretary to Council; and the Accounting Officer of the University" Section 33 (4) states that the University Secretary shall be responsible to the VC". It should also be noted that as an Accounting Officer of a Public University, according to Section 8 (1) and (2) of the Public Finance and Accountability Act 2003: "...the Secretary to the Treasury shall with prior approval of the Minister, designate an Accounting Officer by name and in writing.... An Accounting Officer shall control and be personally accountable to Parliament for the regularity and propriety of expenditure of money applied by an expenditure vote or any other provision to any Ministry, Department, Fund, Agency, Local Government, or any other entity funded wholly through the Consolidated Fund and for all other resources received, held or disposed of, by or on account of that Ministry, Department, Agency ... or other entity."

The overwhelming view of stakeholders interviewed is that these are too many roles for one office. This has contributed significantly to the weaknesses in the performance in the University and Council described above. This can be clearly seen when the provisions of the law above are juxtaposed to UOTIA Section 31 (1)(a) which stipulates, "... there shall be a VC for each Public University who shall be responsible for the academic, administrative and financial affairs of a University". There is clearly a conflict of roles between the responsibilities of the VC and the US with respect to statutory responsibilities over the finances of the University.

In the Universities of Ghana, Nairobi, Addis Ababa and Dar es Salaam, the offices of Accounting Officer and Secretary to Council are separate and held by different individuals. In the majority of the other Universities the Task Force visited, it is the VC who is also the Secretary to Council and Accounting Officer with powers to delegate. This is also the case in all the private universities in Uganda the Task Force visited. The Task Force further noted that in

modern corporate governance, the position of Secretary to the Board is normally held by a dedicated office on behalf of the Chief Executive Officer (CEO).

4.4.4 Recommendations

It is critical for a University Council in the 21st Century to have highly competent, professional and experienced members operating effectively in a businesslike manner. The Task Force therefore makes the following recommendations in order to improve the performance of the University Council as the supreme governing body of Makerere University.

a. **Reduce the size of the University Council and upgrade its competencies**

The current University Council is too large to be effective. The constituencies and profiles of members should aspire to provide effective, competent and visionary leadership and modern corporate governance practices to a University of the 21st Century. It is recommended that the University Council should consist of 13 members including the VC with the following skills profiles: (i) past or present holders of responsible positions in society, (ii) notable personalities in Academia, Teaching and Research, (iii) exceptional knowledge, experience and commitment to the pursuit of knowledge and intellectual inquiry, (iv) commitment to advance knowledge generation and contribution of Higher Education to national development, and (v) high moral standing and integrity in society. The Task Force proposes that the 13 members be selected from the following skills sets: Finance; Legal; Higher Education; Industry; Science and Technology; Human Resource; Business/ Private Sector; and Alumni. Therefore, the MoES should fast track the necessary amendments to UOTIA Section 38 to enable implementation of this recommendation.

b. **Strengthen oversight and compliance with the provisions of UOTIA Sections 67 and 72**

While it is desirable and essential for the University as academic institution to enjoy a degree of autonomy; Makerere is nevertheless a Public University that needs oversight and supervision by Government as provided for in the Law. Regrettably, however, the reciprocity between the University's autonomy and Government supervision has not been mutually reinforcing. It is therefore recommended that the right sized and competent University Council will routinely ensure that all relevant sections of the Law are operationalized and implemented fully. Reciprocally, Government should effectively play its supervisory role--through the MoES and NCHE; in compliance with the Law.

c. **Strengthen and streamline administrative support to the University Council**

The performance of the University Council is critical to the achievement of the goals and objectives of the University. It is therefore important to provide an enabling environment for the University Council to perform optimally through the provision of competent and effective administrative support. The Task Force therefore recommends that the office of Secretary to Council be held by a dedicated office free from other administrative responsibilities and preferably with a legal background and housed in the Directorate of Legal Affairs reporting directly to the VC.

4.5 University Senate

The University Senate is *"responsible for the organization, control and direction of the Academic matters of the University and as such, the Senate shall be in charge of the teaching, research and the general standards of education and research and their assessment in the University"* (UOTIA Act, 2001 Section 44).

4.5.1 Findings

a. Current Senate Composition

The Act provides for the composition of the Senate as follows:-

- i. Vice-Chancellor (Chair);
- ii. The Deputy Vice Chancellors;
- iii. Deans and Directors of Faculties or Schools as may be established within the University;
- iv. Two representatives of the Principals of Constituent Colleges, Schools or Institutes;
- v. Such number of Professors and Associate Professors of the University that the University Council may determine which shall include at least one Professor or Associate Professor from each Faculty or School of the University elected by the Academic staff of the Faculty or School;
- vi. The University Librarian, Bursar, Dean of Students and Secretary;
- vii. Such number of the Non-Academic Staff that the University Council may determine to be elected by the Non-Academic Staff;
- viii. Two students of the University to be elected by the students in accordance with the Students Union Procedure;
- ix. Three persons who are capable of contributing to the academic and social development of the University appointed by the Minister from the public.

It should be noted that currently College Principals are not members of Senate. The Statute establishing the Colleges, i.e. Section (16) gives the functions of the Principal as *".....the chief administrative, Academic and financial officer of a college; promoting and maintaining academic excellence, efficiency and good order at the College ..."*

b. Current Senate Committees

The Senate operates through Committees - this is a good practice - and currently there are seven (7) Committees, namely:

- i. Admissions Board
- ii. Examinations Committee
- iii. Academic Programmes and Library Committee
- iv. Quality Assurance Committee
- v. Board of Graduate Studies
- vi. Research and Publications Board
- vii. Gender Mainstreaming Committee
- viii. Ad hoc Committee

The Task Force has identified the following key issues with the functions of the University Senate:

- i. Composition of Senate;
- ii. Quality of teaching and learning standards at the University;
- iii. Student population has overwhelmed existing University facilities;
- iv. Duplication of Academic programs;
- v. Research programs;
- vi. Discipline among Academic staff;

- vi. Quality Assurance of academic standards;
- vii. Non-compliance with NCHE guidelines; and
- ix. Reported examination malpractices.

Composition of Senate:

This has not changed in response to the new College structure of the University. There is an Academic Board at each tier of the College system, namely, Departmental, School and College; which is responsible for Academic affairs within the Colleges on behalf of Senate. Presently College Principals are not members of Senate, which is an anomaly, yet students are currently represented on Senate. The Taskforce is therefore of the view that students should not be represented on the Senate but another forum, e.g., a Student Affairs Committee of Senate and Council be provided to receive feedback and input from the students' community.

The Senate functions through Committees, such as, the Research and Publications Board; which needs to include Innovations that has become a key and topical issue associated with and accompanies research. The Senate also needs to have Committees on ICT, Student Welfare and Discipline which are important to the conduct of academic life in the University.

Decline in the quality of teaching and learning standards:

The Task Force was informed through testimonies of staff and students that the teaching and learning conditions have deteriorated. In the College of Natural Sciences (CoNAS), for example, it was reported that equipment and chemicals for practical experiments are not provided. Hence, instead of the seventeen (17) planned experiments during a semester, only four (4) were carried out. This leaves a disturbing gap in the quality of graduates. In addition, a study commissioned by CoBAMS for their Strategic Plan¹ Task Force discussions with Associate Professor Stephen Nyanzi, Chemistry Department CoNAS found that *"Employers reported that they are looking for a graduate who is hands-on with the right attitude, motivation, problem solving skills, communication (writing and presentation) skills, and of course, subject-matter depth. Many employers mentioned that current graduates including those from Makerere University were not sufficiently hands-on, by and large, did not have the right attitude and invariably lacked the above skills, even when they have impressive transcripts"*. (Source: College of Business and Management Sciences (CoBAMS)' Strategic Plan of 2011).

The Task Force was further informed that most of the teaching in the first year is carried out by Teaching Assistants. Thus, the role of Senate in assuring the quality of graduates has become questionable and calls for close attention.

Student population has overwhelmed existing University facilities:

The Task Force attended some classes and inspected Halls of Residence. It found out that student numbers have overwhelmed existing infrastructure. Lecture halls are overflowing with Lecturers too far away to be heard. The blackboards are too far away and unreadable. Consequently, they are derogatorily referred to by students as "white blackboards". During visits to Mitchel and Mary Stuart Halls, the Task Force found out that the Dining Halls have been converted into Lecture rooms without due arrangements for gender sensitive toilet facilities!

The Main Hall is now fully occupied as an additional Lecture Theatre which is different from its original purpose as a Public Lecture and Conference facility. Equally, Junior and Senior Common Rooms in the Halls of Residence have all been converted into Lecture rooms adversely affecting key elements of the educational social life of both students and staff. This has happened because the University Senate appears to have abdicated its role as a regulator of Academic affairs in the University. Moreover, corridors in Halls of Residence have been converted into business units, posing security and fire risks as the fire escape routes are blocked by these shops.

Duplication of Academic programs:

The Task Force found that the introduction of private fee paying students in 1989 opened the door to an influx of private students and a proliferation of new Academic programs. Some of these were

duplicated in different Faculties. Examples include BBA, BCom, Tourism and Hospitality which were run side by side in Faculties of Economics and Management, and Faculty of Arts and the Business School. The Senate and NCHE have not provided the required guidance and regulations to the University on this matter.

Research programs:

The Task Force noted that research work at the University is fragmented and scattered. This is largely because the University does not have an integrated and interdisciplinary Research Agenda, which should respond to changing national and global development needs and priorities. Academic staff undertake research in areas of their individual interest, not necessarily research linked to the above national development needs. National development priority research areas are in the Energy sector, namely: oil, gas, solar, biomass, etc), climate change and environment; Governance sector, namely: decentralization, corruption, leadership, planning, among others; Health sector, namely: health seeking behavior, literacy and attitudes; Indigenous medicines; Social Sciences and Humanities (e.g. Indigenous Knowledge Systems (IKS) as they relate to cultural and historical identity consciousness, societal stability, indigenous and foreign languages, performing arts and leisure); Agriculture and Animal Sciences/Resources; Crop and Livestock diseases; Drought resistant crops; East African regional integration, regional markets, chronic conflicts and international politics, etc.

It was reported that research in the Humanities is on the decline in contrast to research in Science-based fields. With respect to the application of research findings to real life situations, the Task Force noted the existence of primordial Incubation Centres in a number of Colleges at the University, such as the College of Veterinary Medicine, Animal Sciences and Bio-Security (CoVAB), College of Engineering, Design Art and Technology (CEDAT), and the College of Health Sciences (CHS), etc. The Task Force is of the view that Government and the Private Sector should engage more actively in supporting further development of these Incubation Centres as is the case in other Universities the Task Force visited to benchmark.

The Task Force noted that the leadership for research at Makerere is not only fragmented but also weak. In other universities benchmarked by the Task Force, research is given high priority and is led at the level of Deputy Vice Chancellor. The Task Force regards this as a key role of Senate to which insufficient attention has been given. For example, the Task Force received testimonies stating that research in tea and sugarcane growing and economics are not undertaken at Makerere - yet these two are key crops in Uganda's commercial agriculture. The University needs to be heavily involved in research towards policy development.

Indiscipline and dereliction of duty among some Academic staff:

The Task Force was informed by stakeholders that there is a significant number of Academic staff who use the University as an address for doing their own things. There are senior staff who do not teach and when the Quality Assurance Directorate brought this matter up at a Senate meeting, the response from Senate was a denial and questioning the qualifications of those who carried out such monitoring of Academic staff performance. Since then, there has been no follow-up on this matter.

Students informed the Task Force that Lecturers give course work and assignments but do not provide feedback. While there is a requirement for evaluation of Lecturers by students, the Task Force did not find any evidence that this was being done. Further, students reported that Lecturers frequently fail to turn up for lectures. Despite this situation being common knowledge at the University, no corrective action has been forthcoming from the Senate. Indeed some Senate members were reported to be among the offenders.

Quality assurance function of the University:

The Task Force was informed that the quality assurance functions of the University are weak and not facilitated. In the field of Academics, there is no monitoring of teaching and learning. Reports of External Examiners are not acted upon and there are many examinations which are conducted without the participation of examiners. Some examination scripts are reported to have been lost in a car parked outside a bar. The Task Force heard that in some cases marks are awarded without reference to the

scripts. In some of the Colleges, examinations are not moderated. The Task Force was informed that there is no program at the University for preparation, training and support of Lecturers in pedagogy, teaching and learning. The Task Force was informed of a small unit in the School of Education which is intended to play this role but it is not facilitated.

The Task Force also observed that a number of agreed University and documented procedures and processes are not being implemented as they should. Examples include failure to implement decisions of the University Council; compliance with the UOTIA; multiple human resources issues, etc. The Quality Assurance Directorate has been unable to enforce the needed action. Being an international institution, the University should subject itself to more rigorous international standards. This can be achieved by ensuring that the University is ISO (International Organization of Standardization) certified.

ISO certification represents an international consensus on good management practices with the aim of ensuring quality service delivery, and has become a widespread practice as organizations increasingly work to conform to the international standards. The standards place strong emphasis on process control and continuous improvement, which are some of the key characteristics that an organization must possess to be recognized as a leading player. Most importantly, this certificate offers a roadmap for re-invention, competing at international level and better utilization of scarce resources. A number of Universities the Task Force visited, including the neighboring University of Nairobi, Kenya, are already ISO certified.

Non-compliance with NCHE guidelines:

The University has a Quality Assurance Directorate which reports to the Vice Chancellor. The Directorate uses standards set by the National Council for Higher Education (NCHE). The Statutory Instrument No. 35 of 2008 provides **basic requirements and minimum standards** set by the Council for Universities and other Tertiary Institutions. These cover such items as:

- a. Infrastructure and equipment (e.g. computer: student ratio of 1:20)
- b. Teaching staff :Student ratio of 1:50)
- c. Course duration and contact hours
- d. Learning materials and equipment (Essential books: Student ratio 1:2
- e. Internship/industrial training (minimum duration of 4 weeks), etc.

Clearly Makerere University does not meet a number of these standards. It was also reported that within the University, enforcement of some standards has been difficult. For instance, NCHE has specified optimal workloads for Academic staff at all Universities in the country, however; the Task Force found that at Makerere these are not being followed. Another example is gross understaffing in some Colleges with some Departments having as low as 40% staffing levels. At the same time, many members of the Academic staff receive additional payment per hour taught while others do not. Some of the staff teach day and evening classes including weekends. The Task Force did not find evidence of actions being taken by Senate to address this problem.

Reported examination malpractices:

The Task Force was informed there is an increase in examination malpractices. For example, some staff who enter marks in the database were reported to be taking bribes to alter students' marks. A staff in the Academic Registrar's office testified that a student was caught cheating during examinations. A report was made to Senate but no action was taken. Instead the staff who made the report was victimized. Currently, the CID is investigating cases of examination malpractices. The Task Force was also informed of cases where some students' marks "just go missing".

Some students confided to the Task Force that they are finished with the University: but they are not sure the marks they are awarded are indeed their own. In addition, the Task Force was informed that there are "Companies" inside and in the neighborhood of the University which are hired by students to

do their coursework, write projects, dissertations and theses. Indeed, a study has been carried out on “Coursework Bureaus” at Makerere, which show the vice is pervasive and extensive. However, the Task Force did not find evidence of any action by Senate over this serious problem in the quality of Academic work in the University.

Fast track promotion/new entrant requirements for promotion:

The Task Force was informed that Senate reviewed the policy on appointments and promotions of academic staff in one of its meetings. It decided that they could be appointed and promoted using a multi-tracking system. The current ordinary track provides for promotion based on teaching experience, research publications and supervision of students to completion.

4.5.2 Recommendations

a. Composition of the Senate:

This has not changed in response to the new College structure of the University. MoES and the University Council should take urgent action to amend the UOTIA to reduce the size of Senate and include College Principals in its membership with more autonomy devolved to Colleges with clear definition of roles and reporting lines. Table 4 provides the current and proposed composition of Senate. The Task Force recommends that Senate should comprise the following: VC, DVCs, College Principals, Deans, Directors of Academic Units, Director Library Services, etc., with provision for co-option as needed. It is further recommended that the Secretary to Senate should be the DVC (AA), a position hitherto held by the Academic Registrar.

Table 4: Comparison of size of Senate: current and proposed arrangements

	VC, DVCs	Principals	Directors of Academic Units	Deans	Representation of Faculties or Colleges	Affiliated and Other Colleges	Total
Current Senate	3	2 (Reps)	8	23	36	11	87
Proposed Senate	4	10	8	28	-	10	60

It is also recommended that the Senate Research and Publications Board takes on Innovations to become a Research, Innovations and Publications Board. Furthermore, that Senate Committees on ICT, Student Welfare and Discipline be established.

b. Improving the quality of teaching and learning standards at the University:

There are many examples that illustrates the challenges in the teaching and learning environment at the University. The Task Force therefore recommends that a Teaching and Learning Centre be established preferably in the College of Education and External Studies with branches in all the Colleges. This Centre will ensure that Academic staff are provided with the necessary support in teaching and, similarly, students are facilitated to become self-directed lifelong learners. The orientation process of new students should be taken more seriously and students should be sworn to study to seek the truth and to study diligently as was the case in the past.

c. Students population has overwhelmed existing University facilities:

The Task Force recommends that a dedicated effort be made to expand the infrastructure to respond to the current student population.

Further, the Task Force recommends construction of state-of-the-art Auditorium (for public lectures, graduation ceremonies, etc.) and Video Conferencing Facilities (for virtual meetings with partners abroad and e-learning). This should also include revamping laboratory facilities, libraries and other teaching, learning and research facilities.

d. Duplication of Academic programs:

The Task Force recommends rationalization, synchronization and prioritization of Academic programs. Proliferation of new Academic programs came with the introduction of private fee paying students in 1989. This opened the door to an influx of private students and a duplication of some programs in different faculties. The Senate and NCHE should provide the required guidance and regulation to the University on this matter.

e. Research Programs:

The Task Force recommends that the University should develop an integrated and interdisciplinary Research Agenda, which is responsive to national and global development needs and priorities. Further, the University should promote research across all Academic disciplines for Makerere to become a truly research-led University, according to its Strategic Plan. This calls for Research Leadership at the highest level by establishing the post of a DVC for Research, Innovations and Development. This is consistent with the practice in other leading universities.

The Task Force further recommends that research findings at the University should inform national policy development and resource allocation through proactive engagement with all stakeholders, including national leadership and the citizenry. The Task Force recommends that Government and the Private Sector should engage more actively in supporting further development of Incubation Centres at the University as is the case in other Universities benchmarked by the Task Force.

f. Indiscipline and dereliction of duty:

There is need to enforce discipline by the appropriate authorities at the University to stem the crisis that has been created by reported rampant dereliction of duty and indiscipline among Academic staff, as well as some members of Senate. The existing disciplinary procedures are not being enforced as they should by the University leadership. The Task Force therefore recommends that the University Council, Senate and the VC take all action necessary to ensure discipline among staff at the University.

g. Quality Assurance at the University:

The Task Force recommends that high priority be given to the Quality Assurance Directorate of the University. It should be adequately facilitated to perform its roles. The Task Force also recommends that the University initiates the process to attain ISO standards and certification as is the case with other universities.

h. Examination malpractices:

The Task Force notes that reported examination malpractices have affected the integrity of examinations and will cast doubt on the quality of Makerere's qualifications. Therefore, the Task Force recommends urgent action to review the entire examinations processes at the University with a view to providing the necessary resources, infrastructure and quality assurance interventions to eliminate malpractices and restore the required credibility. The Task Force calls on the University Council, Senate, VC and other Agencies of Government to give a high priority to this matter.

4.6 Vice Chancellor

The role of the VC as enshrined in the Act provides for the office of the VC of a Public University who shall be responsible for *"the academic, administrative and financial affairs of the University"*. The Vice-Chancellor (VC) is the Chief Executive Officer (CEO) of the University and a member of the University Council. The VC is Chair of Senate and heads the Central Management Team.

4.6.1 Findings**a. Lack of person profile for the VC:**

The UOTIA does not give the **profile** of a person suitable for appointment to the post of Vice-Chancellor or Deputy Vice Chancellor. However, the Act gives the profile of a College Principal and Deputy of College Principal. Experience from other Universities articulate the profile of the person specification of the VC. A similar Act for the University of Addis Ababa gives the profile of a person to be appointed

VC as follows: *"The candidate President (read Vice Chancellor) and Vice President (read Deputy Vice Chancellor) of a Public Institution shall have, among others, commendable Academic leadership and managerial ability as well as demonstrable commitment to institutional change and development and to the Constitution and Government policies".*

b. Embedded conflict regarding financial responsibilities:

While the Act provides for the VC to be responsible for the financial affairs of the University, among other things; the same Act provides for the University Secretary (US) to be the Accounting Officer of the University (refer to Table 5). The Task Force has examined this relationship and received evidence from different stakeholders within Makerere and other Universities in and outside Uganda. The Task Force was informed by two Vice Chancellors of disagreements between the office of the VC and that of the US as Accounting Officer over priorities in expenditure. In addition, it was found that the VC is by-passed in the budget preparation process by the Bursar, who reports to the US as the Accounting Officer; and the Budget Committee of the University Council.

This is one of the sources of discord and lack of team work in the governance of the University. It arises out of the embedded conflict regarding the financial responsibilities provided in the current laws. During consultations with stakeholders who included previous VCs, focus group discussions with staff under the office of DVC F&A; several meetings with the current US, and representatives of Government Ministries: the status of the office of the US was extensively discussed. Previous VCs informed the Task Force that there had been an earlier effort to strengthen the hand of the VC in oversight of University finances by transferring the accounting role to the office of the DVC F&A.

The current and former VCs expressed their frustrations with the current arrangement where they felt powerless in financial oversight and priority setting. Officers from the Ministries of MoES and MoFPD pointed out that the frequent conflicts in Public Universities in Uganda revolved around tensions between the office of the University Secretary and that of the VC over financial control. On the other hand, the current University Secretary informed the Task Force that the role of his office in financial matters is to act as "a check and balance" with the office of the VC. He also mentioned that the VC is too busy and has no time for financial matters as he is frequently out of station.

The Task Force is of the view that in normal corporate good governance, it is essential for the Chief Executive Officer to be in control of finances of the Institution at all times. The responsibility for checks and balance is vested with designated offices in Government such as Internal Audit.

For the foreseeable future, Makerere University will be operating on a cash budget. Hence, day to day decisions on financial allocations should rest with the VC and not the University Secretary as is the case at present. Further, ensuring that correct financial procedures are followed is the responsibility of the Audit Department and the Accounting Officer. But oversight and priority setting must remain with the Chief Executive. In all the Private Universities visited by the Task Force in Uganda: the VC is the Accounting Officer. The same is the case for the University of Nairobi, Dar es Salaam and Duke University in the USA. In Addis Ababa University, the Accounting Officer is the Deputy VC.

c. Large size and complexity of Makerere University

The Task Force noted that Makerere University is a huge and complex organization whose effective governance calls for robust structures, highly performing and accountable managers and responsive systems. The Task Force identified further areas of conflict in the existing structure, such as: (a) DVC F&A and the University Secretary on the one hand, and DVC AA and the Academic Registrar; are the two posts of Deputy Vice-Chancellors that do not have a budget; yet the University Secretary and Academic Registrar do have budgets; (b) Principals of Colleges are not Members of Senate.

The Task Force also noted that terminology for referring to certain offices is conflicted, not consistent and not part of the official University structures. Examples include: *Coordinators* of Off-Campus Centres, *Coordinators* of Centres in Colleges and *Coordinators* of Programmes in Schools. On top of these are international partnerships and projects which exercise a high degree of autonomy while operating under the umbrella of Makerere University. Examples include among many others Infectious Diseases Institute at CHS, AFRISA at COVAB and RUFORUM at CAES. All these add to the complexity of the University Governance Structures.

Table 5: Conflicting Roles of the Vice-Chancellor and University Secretary

VICE CHANCELLOR	UNIVERSITY SECRETARY
The role of the VC as enshrined in the Act provides for the office of the VC of a Public University who shall be responsible for <i>“the academic, administrative and financial affairs of the University”</i> . The Vice-Chancellor(VC) is the Chief Executive Officer(CEO) of the University and a member of the University Council. The VC is Chair of Senate and heads the Central Management Team .	The same Act provides for the <i>“US to be the Accounting Officer of the University.”</i> The VC is by-passed in the budget preparation process by the Bursar who reports to the US as the Accounting Officer and the Budget Committee of the UC .

4.6.2 Recommendations

a. Person profile of the Vice-Chancellor:

This is not provided for in the law. Therefore, the Task Force recommends that the University Council and MOES should ensure such profiling is provided for in the Act stating, among other things, that the Vice Chancellor should be:-

- i. an embodiment of the Academic tradition, excellence and intellectual culture of the University;
- ii. the Chief Public Relations Officer and face of the University;
- iii. committed to the promotion of Higher Education; and,
- iv. an acclaimed Academic with extensive and demonstrable corporate managerial experience in high office.

b. Role of the Vice Chancellor in administrative and financial management:

As illustrated in Table 8, the Task Force recommends that the role of the VC in financial management matters should be made explicit in the law. The Task Force recommends the VC becomes the Accounting Officer of the University with powers to delegate to the DVC (F&A). There are precedents in a number of Government Ministries where the Permanent Secretary, as CEO, delegates Accounting Officer functions to an Under Secretary. Further operational guidance should be sought from the Secretary to the Treasury.

The Task Force identified further areas of conflict in the existing structure. Therefore, the Task Force recommends that the University Council takes the necessary action to promote team work among top management. In addition, the Management Firm that is now engaged to assist the University with change management should, among other things, be assigned the responsibility to develop the team leadership competences amongst the top management of the University.

To effectively manage such a large and complex institution, mechanisms for regular management consultations are essential. The Task Force recommends that the VC should establish two top management organs, namely:

- i. a **Top Management Team** comprising the VC (Chair), Deputy VCs and College Principals. This body should meet frequently and preferably every month.
- ii. a **Central Management Team** should be a larger body bringing together the VC (Chair), DVCs and Directors (heads of different Directorates). This body should meet on a quarterly basis.

c. Vice Chancellor’s Consultative Forum

The Task Force recommends a forum to be provided for the University leadership to receive feedback from all stakeholders on a regular, structured and on-going basis. This will be a consultative forum and not a decision-making organ of the University.

4.7 Deputy Vice Chancellors

The Act provides for up to three Deputy Vice-Chancellors (DVCs) for each public University. Currently, Makerere has two DVCs, namely DVC (Academic Affairs) and DVC (Finance and Administration). At present the third Deputy VC position is not active. Further the Task Force having reviewed Makerere University's Strategic Plan and considering the direction which the University intends to take and the local and international environment in which it operates, there is need to reexamine the current number and roles of DVC positions Makerere University.

In most of the Universities visited abroad, there are at least three Deputy Vice- Chancellors - University of Nairobi (4), University of Addis Ababa (5), and Bar Ilan University (3). Within the country the positions of Deputy Vice-Chancellors vary from University to University. For example KYU (2 active), MUST (1 active), Gulu (1 active), Busitema (1 active), KIU (5), Kabale (none) and Victoria University (none).

Makerere University is a big and complex institution. Its efficient management justifies two additional active DVC positions. One of these is already provided for in the Act but not operationalized. A new and additional DVC for Research, Innovation and Development be created. The following is a proposed structure and functions for four (4) DVC positions (refer to Figure 4).

4.7.1 DVC, Academic Affairs (AA)

4.7.1.1 Findings

According to the UOTIA Section 32, this is the first DVC position immediately next in hierarchy to the VC. As already stated, there is lack of clarity and conflict between this position and that of the Academic Registrar. Section 32 (3a) of the Act states; *"the first Deputy VC assists the VC in the performance of his or her functions and in that regard, be responsible for the Academic affairs."*

The same Act, Section 34 (1) and (2) states; *"there shall be an AR for each Public University..... The Academic Registrar shall be responsible to the VC".* In addition, the Section 34 (3) states; *"the AR shall assist the first DVC in the administration and organization of all Academic matters including Admission, Undergraduate studies, Postgraduate studies, Examinations, Research and Publication."*

4.7.1.2 Recommendations

It is evident from the above that there is need to harmonize the position of the DVC (AA) and that of the Academic Registrar. It is clear that these functions are onerous and will be shared with the proposed DVC for Research, Innovation and Development (refer to Table 8).

The following structure is proposed for the office of the DVC (AA):-

- i. Directorate Admissions and Senate,
- ii. Directorate Examinations and Ceremonies
- iii. Directorate Teaching and Learning
- iv. Directorate of Student Support Services: current Dean of Students
- v. Directorate of Library Services: Current Librarian

Table 5: Comparing and contrasting the Law on the role of the DVC (AA) and that of the Academic Registrar

DVC ACADEMIC AFFAIRS	ACADEMIC REGISTRAR
<p>Section 32 (3a) of the Act states: <i>“the first Deputy VC assists the VC in the performance of his or her functions and in that regard, be responsible for the Academic affairs.”</i></p>	<p>The same Act, Section 34 (1) and (2) states: <i>“there shall be an AR for each Public University... The Academic Registrar shall be responsible to the VC.”</i></p> <p>In addition, the Section 34 (3) states: <i>“the AR shall assist the first DVC in the administration and organization of all Academic matters including Admission, Undergraduate studies, Postgraduate studies, Examinations, Research and Publication.”</i></p>

4.7.2 DVC, Finance and Administration (F&A)

4.7.2.1 Findings

The Task Force held focus group discussions with staff under the DVC (F&A) as well as separate meetings with current and former VCs and the University Secretary. Experience from other Universities were also taken into account. The Task Force looked at the Act in respect of the DVC F&A. Section 32 (4a) states; *“the second Deputy Vice-Chancellor shall assist in the Vice-Chancellor in the performance of his/her functions and in that regard shall oversee the finances and administration of the University”*

In addition, Section 32 (4b) states; ***“the second DVC shall be responsible for the planning and administration of the University”***.

The Task Force put the foregoing side by side with UOTIA Section 33 (1) which states; ***“there shall be a University Secretary for the University who shall be responsible for the general administration of the University including the custody of the seal and administration of its assets”***. Furthermore, Section 33 (3a) states, *“the University Secretary shall be the Secretary to the University Council and the Accounting Officer of the University”* and Section 33 (4) states that ***“the University Secretary shall be responsible to the VC.”***

The Task Force juxtaposed the foregoing UOTIA Sections in respect of the DVC F & A and University Secretary with the Public Finance and Accountability Act 2003 Sections 8 (1) and (2) which state that *“the Secretary to the Treasury shall with prior approval of the Minister, designate an Accounting Officer by name and in writing.... An Accounting Officer shall control and be personally accountable to Parliament for the regularity and propriety of expenditure of money applied by an expenditure vote or any other provision to any Ministry, Department, Fund, Agency, Local Government, or any other entity funded wholly through the Consolidated Fund and for all other resources received, held or disposed of, by or on account of that Ministry, Department, Agency or other entity.”*

The roles of the University Secretary (US) in the cited UOTIA Sections, juxtaposed to the roles in the Public Finance and Accountability Act 2003; impose additional reporting functions beyond the purview of the VC. This has been observed to be a source of conflict. Accordingly, a former VC informed the Task force during the Validation Workshop that the original intent in introducing the position of DVC (F & A) was to replace the office of the University Secretary. However, it was at the Parliamentary process that both positions were left in place for reasons that were not clear.

Furthermore, it was reported to the Task Force during Focus Group discussions with staff of the office of the DVC (F&A) that this office is underutilized and is not provided with a budget. The Task Force observed the current law is clearly a source of conflict between the Office of the VC and DVC (F&A), on the one hand, and that of the University Secretary (US) on the other; especially in regard to oversight, responsibility and accountability for the finances and general administration of the University

4.7.2.1 Recommendations

a. The anomaly above needs to be corrected by possibly merging the office of the University Secretary with that of the office of the DVC F&A as illustrated in Table 7 and Figure 4.

Table 7: Comparing and contrasting the Law on the DVC (F&A) and University Secretary

DVC FINANCE AND ADMINISTRATION	UNIVERSITY SECRETARY
Administration	
Section 32 (4a) of the UOTIA states; <i>“the second Deputy Vice-Chancellor shall assist in the Vice-Chancellor in the performance of his/her functions and in that regard shall oversee the finances and administration of the University”</i> In addition, Section 32 (4b) states <i>“the second DVC shall be responsible for the planning and administration of the University”</i> .	The same Act Section 33 (1) states; <i>“there shall be a University Secretary for the University who shall be responsible for the general administration of the University including the custody of the seal and administration of its assets.”</i>
Reporting	
33 (4) states; <i>“the US shall be responsible to the VC.”</i>	33 (3a) states: <i>“the US shall be the Secretary to the University Council; and the Accounting Officer of the University”</i> Section 8 (1) and (2) of the Public Finance and Accountability Act 2003 states: <i>“the secretary to the Treasury shall with prior approval of the Minister, designate an Accounting Officer by name and in writing. . . . An Accounting Officer shall control and be personally accountable to parliament for the regularity and propriety of expenditure of money applied by an expenditure vote or any other provision to any Ministry, department, fund, agency, local Government, or any other entity funded wholly through the consolidated fund and for all other resources received, held or disposed of, by or on account of that Ministry, Departments, Agency, or other entity.”</i>
	This role of the US imposes additional reporting functions beyond the purview of the VC and has been observed to be a source of conflict.
Evidence Gathered	
The Task force was informed by a former VC during the validation workshop that the original intent in introducing the position of DVC (F & A) was to replace the office of the University Secretary. However, due to the Parliamentary process both positions were left in place for reasons that were not clear.	
During Focus Group discussions with staff of the office of DVC (F&A), it was reported that this office is underutilized and is not provided with a Budget.	

b. Counseling, Guidance & Outreach Centre

This provides an important service at any University for both students and staff. Life at the University can be stressful and lonely with implications for the success of academic and social careers of students, teachers and administrative staff. This service should be made easily and confidentially accessible; and provided by specially trained personnel. This function is currently under the office of the VC designed to optimize the potential of a fully-fledged psychological services unit with the necessary trained staff. The Task Force, however, recommends that a separate Directorate be strengthened and elevated under the DVC (F & A). As such, its services will be used by both staff and students, and will reflect

and bring together the different specializations of Psychologists (e.g. Clinical, Counseling, Industrial/Organizational and Educational, etc.)

In view of the foregoing, therefore, the Task Force recommends the following structures under the DVC (F&A):-

- i. Directorate of Finance
- ii. Directorate of Estates
- iii. Directorate of HR
- iv. Directorate of Health Services
- v. Directorate of Counseling and Psychological Services Centre

4.7.3 Deputy Vice-Chancellor Research, Innovations and Development (DVC RID)

The current Strategic Plan 2008/09 – 2018/19 identifies Research and Innovations as core strategies. Makerere, therefore, espouses the vision of a learner-centered and research-driven University. Through its Research and Development (R&D) findings, inventions and innovations, Makerere University envisions contributing to socio-economic transformation of Ugandan society towards improved quality of life for the national population. International and multidisciplinary partnerships in Research and Innovations are the order of the day and Makerere University is already a popular destination of researchers from other parts of the world.

4.7.3.1 Findings

The Task Force observed the following with respect to the administration and governance of research at Makerere University:-

a. Coordination of Research

The Task Force was informed that the University has a Research Agenda, copy of which was not availed to the Task Force. At the same time, the Task Force found that research at the University is scattered. Individual Lecturers carry out research mainly funded by outside agencies, which is not under the coordination of the Directorate of Research and Graduate Training. Consequently, research findings and results are not routinely owned or utilized by the University and the country because the research funders set the research questions and therefore own the research findings [cf. *He who pays the Piper dictates the tune*].

In addition, there are a number of significant research initiatives which operate independent of the Office of the Vice-Chancellor and DVC (AA) under which this portfolio falls in the present structure. Examples include donor funded research projects such as Institute of Infectious Diseases, IDI, in the College of Health Sciences (CHS); AFRISA in the College of Veterinary Medicine, and Animal Sciences and Bio-Security (CoVAB).

b. Incubation of Makerere's Research and Development (R&D) Inventions/Innovations

The Task Force found that research findings at Makerere at present are not systematically processed towards contributing to national development and industrialization. The Task Force benchmarked Tsinghua University, Beijing, China, which has Incubation Centres and a Science & Technology Park outside its Main Gate. The University owns a Holding Company out of commercialization of its patented inventions and innovations, many of which are successful and are publicly listed on China's Stock Exchange. Tsinghua University's studies and research routinely inform national policy in China across all sectors. These have contributed immensely to China's phenomenal economic growth.

c. Income generation from commercialization of Inventions/Innovations from research and development

There are many research projects at Makerere University that are not contributing to supporting the general functions of the University. The Task Force learnt from other Universities benchmarked that

research funding and incomes from their inventions/innovations, incubation and commercialization bring in significant resources to the University. These go to supporting the general functions of the Universities including their infrastructure, human resources, social capital and yet more Research and Development (R&D).

All the above, therefore, justify Makerere University setting up a dedicated office at the level of a DVC to coordinate Research and Innovations. Moreover, other Universities benchmarked by the Task Force, such as Tshingua University in China and the Universities of Nairobi and Addis Ababa--all have positions/ equivalent to the DVC for Research and Development: whose key role is to coordinate research, and exercise oversight on the management of Research and Development (R&D), findings, inventions and innovations.

d. Makerere Institute of Social Research (MISR)

The Task Force interacted with MISR leadership and was informed of the new direction the Institute was taking. This included focusing on multidisciplinary research in the areas of Political Studies, Political Economy, Historical Studies, and Cultural Studies (including Anthropology and Literature). The leadership submitted a memorandum to the Task Force, which proposes that MISR should be pulled out of the College of Humanities and Social Science (CHUSS); given the inter-disciplinary postgraduate research and teaching nature of its new direction. Further, that it should become a stand-alone organizational unit.

4.7.3.2 Recommendations

As illustrated in Tables 4 and 8,, the Task Force documents the following observations:

a. DVC Research, Innovations and Development (DVC RID)

In order to achieve all the above and more, the Task Force recommends the creation of the Deputy Vice Chancellor, Research, Innovations and Development (DVC RID). The task of this office will be to coordinate and manage the Research Agenda of the University across the whole spectrum towards the development and sustainability of (a) robust research and development (R&D) system which is synchronized and institutionalized; (b) adequate and harmonized research funding; (c) research support structures at all levels; (d) support for research training, grant writing and management, publications, incubations and development.

b. Makerere Institute of Social Research (MISR)

The Task Force concurs with the memorandum submitted by MISR leadership that it needs to pull out of the College of Humanities and Social Sciences (CHUSS); and develop trans-disciplinary linkages not all of which are in CHUSS. These include linkages in Arts and Social Sciences, Law, Economics, Health Sciences and Ecology and Natural Sciences).

The Task Force therefore recommends that MISR should have a Governing Board. This could be chaired by the DVC RID and have as members representatives from the following Colleges: CHUSS, COBAMS, Law, Health Sciences (CHS), Natural Sciences (CoNAS), Agricultural and Environmental Sciences (CAES), Veterinary Medicine, Animal Sciences and Bio-Security (CoVAB), etc. This model was already in place before it was nullified by the College Structure.

The Task Force therefore proposes the following structure for the office of DVC RID:

- i. Directorate of Research and Development;
- ii. Directorate of Innovations and Incubation; and
- iii. Makerere Institute of Social Research (MISR).

4.7.4 Deputy Vice Chancellor, Planning, Partnerships and External Relations (DVC PPER)

Makerere's current Strategic Plan 2008/09 – 2018/19 envisions Knowledge Transfer Partnerships and Networking as intertwined and seamlessly linked with Research, Innovations and Development. They

dove-tail in translating the University's Research and Development (R&D) into viable industrial and commercial products. Knowledge Transfer Partnership and Networking also assumes a reciprocal and mutually beneficial interface between the University and the wider community including the labour market.

Makerere has already pioneered an Academia-Public-Private Sector-Industry Partnership, namely, Makerere University Private Sector Forum, MUPSF, which is currently dormant. The Task Force has recommended its revitalization (Annex IV, p. 149), as it offers the entry point for robust University-Industry linkages. These can be developed further and diversified after MUPSF revitalization.

In benchmarking international Universities, the Task Force observed those Universities that have prospered through such partnerships. Examples include Duke University's partnership with the Research Triangle Park in North Carolina; Stanford University and the University of California System and Silicon Valley. Further, the Task Force benchmarked China's Tsinghua University's Science & Technology Park and Holding Company as best practices of commercialization of University Research and Development (R&D). These have been successfully translated knowledge into industrial and commercial products for which the University holds patents and lucrative shares.

The Task Force literature review revealed that Makerere University has had a draft IP Policy since 2008¹. But the Task Force was not availed any information about the progress or implementation of the IP Policy. Nonetheless, this task requires a dedicated office in view of various inventions and innovations at the University, such as the KIIRA EV Car. An office dedicated to the implementation of the University's IP Policy will also work in synergy with a Technology Transfer Office that would serve commercialization of the University's Research and Development (R&D) inventions/innovations and products. This would be through a dynamic and reciprocal partnership with the Private Sector/Industry and the market; in synergy with a revitalized MUPSF. Such a cluster would find a more conducive home and leadership at the highest level in the University under the proposed Deputy Vice Chancellor, Planning, Partnerships and External Relations.

4.7.4 Selection of University Officers

Currently the UOTIA Sections (31-37) provides for the election of University Officers, namely, the Vice Chancellor as follows: *"A Search Committee composed of two Members from the University Council and three Members from the University Senate shall identify suitable candidates for the post of Vice-Chancellor and forward them to the Senate to nominate three candidates for recommendation to the University Council"*(UOTIA 2001 Section 31 (3)).

UOTIA provides for the elections of Deputy Vice Chancellors and University Secretary, respectively, as follows: *"Each Public University shall have not more than three Deputy Vice-Chancellors who shall be appointed by the Chancellor on the recommendation of the University Senate with the approval of the University Council"*(UOTIA 2001); and *"there shall be a University Secretary for each Public University who shall be appointed by the University Council on the recommendation of the Appointments Board of that University on terms and conditions that the University Council may determine"* (UOTIA 2001).

The selection of Principals of Colleges follows the same procedures as that of the VC and DVCs; but for the Dean and Heads of Department, the Act stipulates as follows: *"Dean or Director of a School, Institute, college or other Academic body shall be elected by its Academic Staff from among its senior Members of the Academic Staff in accordance with the procedures proposed by the Senate and approved by the University Council...In the case of a School, Institute, College or other Academic body being established for the first time the Vice-Chancellor shall appoint the Dean or Director who shall hold office for a period of two years after which the Dean or Director shall be appointed"* (Act, 2001). Other Academic and non-Academic Staff are appointed.

4.7.4.1 Findings

The Task Force received testimonies from stakeholders in and out of the University, on this subject; in the wake of the electioneering for the post of VC and DVCs. The Task Force observed a palpable

1 Prof. Livingstone S Luboobi PhD, "Understanding Makerere University Private Sector Forum: The Progress Report to Makerere University Council", 16th July 2008, pg 47

polarization of the University community. The testimonies overwhelmingly called for a reform of the electoral process right from electing the Vice- Chancellor up to the Heads of Department.

The Makerere experience demonstrated that the method of election of leadership according to the Law is prone to corruption and too much politics. It invokes religious and tribal bigotry and tends to polarize the staff of the institution. For instance, the 2012 process of selection of the Vice-Chancellor brought out the worst of Makerere, badly polarized the institution and did great harm to the reputation of the Institution.

Further, it was observed that the electorate expected candidates to commit to certain undertakings some of which were not in the interest of the overall goals of the University. Under this arrangement, it was reported that enforcing discipline was difficult as it would cost votes during elections. The Task Force was informed that elected University officials experienced difficulties in leading their colleagues without fear or favor. This has resulted in weakening the efficient administration of the University. For example, absenteeism, late coming, delayed production of examination and coursework results and general indiscipline occur but go unpunished. This has had deleterious effect on the quality of education at the University. Worse, the provision in the Act of election of Deans, Director and Heads of Departments *"by their Academic Staff from among their senior Members"* precludes otherwise qualified people from competing for these posts.

4.7.4.2 Recommendations

a. A reform of the electoral process and the amendment of the Act so that **all University Officers are appointed and not elected**. This is also in line with the call from the majority of stakeholders within and outside the University interviewed by the Task Force. This role should be entrusted to the University Council and its Appointments Board, especially a reconstituted and new Council as the Task Force has recommended.

b. The VC, DVCs and College Principals should be appointed by the Chancellor from a short list submitted by the University Council. For Makerere to remain a first rate and world-class University, it should not operate a closed recruitment system; rather, it should be able to cast its net wide and recruit the very best academic and administrative staff in and outside Uganda. The provision in the Act of election of Deans, Director and Heads of Departments *"by their Academic Staff from among their senior Members"* should therefore be amended.

VC	1. Communication	1. Public Relations/External Relations 2. Web management 3. Marketing 4. VC Administrative Office (Personal Assistant)
	1. Quality Assurance	1. Academic Affairs 2. Support Services
	1. Gender	1. Teaching, Learning and Research
	1. Planning	2. Support Services 3. Planning
	1. Finance	1. Accounts and reporting 2. Revenue 3. External Grants and Projects 4. Holding Company (Commercial Units)
	1. Investment and Resource Mobilization	1. Investment 2. Resource Mobilization
	1. Administration	1. General Administration 2. Project Implementation 3. Procurement and Disposal 4. Security
DVC (FA)	1. Human Resources	1. Employment 2. Training and Development 3. Performance Management Records 4. Information and Benefits
	1. Health Services Counseling & Psychological Services	1. Clinical Services 2. Outreach Services 3. Administration
		1. Psychological Assessment, Testing and Placement 2. Career Guidance and Counseling 3. Diagnosis and Treatment of Disorders 4. Counseling/Psychotherapy 5. Test construction/adaptation
DVC (Academic)	1. Admissions and Records	1. Admissions 2. Records
	1. Examinations and Senate	1. Examinations 2. Senate
	1. Student Affairs and sports	1. Student Affairs 2. Sports
	1. Library	1. Book bank 2. Cataloguer 3. College libraries
	1. Teaching & Learning Support	1. Teaching 2. Learning Support
DVC (RID)	1. Research	Research and Development
	1. Innovation	Innovations
	1. Incubations	Science & Technology Parks
DVC (PPER)	Planning & Strategy Community Engagement	1. Planning 2. MUPSF and Resource Mobilization 3. University-Industry Linkages 4. Intellectual Property (IP) and Technology Transfer Office

4.8.1 Colleges

a. The Statute on Colleges

According to the Statute, the University shall operate a College system in which administrative, academic, and financial powers, functions and responsibilities are shared between the Central Administration of the University and its Colleges.

b. College Management

The College management comprising of the Principal, Deputy Principal, Deans of Schools, College Registrar, College Librarian, College Human Resource Officer and a College Bursar is assisted by a number of Standing Committees with well-defined functions, including:

- i. Academic Boards
- ii. Establishment and Appointments Committee
- iii. Sub Contracts Committee
- iv. Administrative Board
- v. Finance Committee

In addition, the Statute provides for the establishment of a Board for each School, Department, Institute and Centre with responsibilities that include:

- i. regulating the attendance of students, the system of courses and lectures and the admission of students;
- ii. methodology and curricula to be followed taking into account the policy guidelines of the University Council;
- iii. regulating the procedure and dates of examinations; and
- iv. relating to the promotion of teaching, research and writing of papers in the School, Department, Institute or Centre.

c. College structure

Colleges were established by the Universities and Other Tertiary Institutions (Management of Constituent Colleges of Makerere University) Statute which, inter alia, provides "...for administrative, Academic and financial powers, functions and responsibilities are shared between the central administration and its Colleges" (Statute, 2012). The Act provides for Colleges to have Schools, Institutes, Departments, and Centres defined as illustrated in Table 9:

Table 9: Makerere University College Structure

College	A constituent unit of the University consistent with the Act and offers degrees, diplomas and certificates and enjoys administrative, Academic and financial semi-autonomous status.
School	An Academic unit of the College engaged in teaching, learning, Research and knowledge transfer partnerships based on a focused body of knowledge
Institute	A unit of the College which is exclusively research –based
Centre	A unit of a School which is largely focused on service and knowledge transfer partnerships
Department	A unit of a School that deals with the core functions of teaching, learning and Research functions of a particular focused discipline, with at least one programme leading to the award of a degree.

d. Current Colleges

Currently there are 9 Colleges and one School, namely:

1. College of Health Sciences (CHS)

2. College of Education and External Studies (CEES)
3. College of Agricultural and Environmental Sciences (CAES)
4. College of Natural Sciences (CoNAS)
5. College of Humanities and Social Sciences (CHUSS)
6. College of Engineering, Design, Art and Technology (CEDAT)
7. College of Computing and Information Sciences (CoCIS)
8. College of Business and Management Sciences (CoBAMS)
9. College of Veterinary Medicine, Animal Sciences and Bio-Security (CoVAB), and
10. School of Law

4.8.2 Findings

- a. The Task Force studied the College Statute, compared it with the UOTIA and noted that the current College model is that of a One-Campus University. It is not the Off-Campus model which the Statute describes. The One-Campus model being operationalized by this Statute leads to duplication of functions at the Colleges and at the Centre.
- b. The Task Force was informed that the Centre has not devolved administrative and financial powers to the Colleges. This has affected the performance of the Colleges as semi-autonomous entities. The Task Force found that the College Structures were approved without specification of the establishment. For example, there are no defined academic posts at Departmental level; neither are there posts for Administrative and Support cadres in the office of the College Principal. The same applies to the Off-Campus Centres which were also started without approved establishment.
- c. During the Task Force's consultations with internal stakeholders, it was reported that appointment of staff at College level is not yet streamlined. For instance, it was reported that there are staff who are appointed by the Colleges but are not known to the Centre. Moreover, the Task Force found that all but one of the members of the College Appointment Committees are Management staff. This has implications for standards, transparency and conflict of interest. The Task Force further noted that the Appointments Board of Council is also populated by a significant number of University staff.
- d. The School of Law has expressed interest in becoming a College since it neither fits in the current College of Humanities and Social Sciences (CHUSS) nor in any other College.
- e. The Task Force visited the Ministry of Health as well as the College of Health Sciences and was informed that the historical relationship between Makerere University and Mulago Hospital, as the University Teaching Hospital; has undergone significant changes. For example, the patient care and teaching of students was undertaken by both University employees and Ministry of Health staff. Today, the Task Force was informed, there are tensions between the two categories of employees which adversely affect the quality of patient care and teaching of students. The Hon. Minister of Health advised that a new Memorandum of Understanding should be signed between Makerere University and the Ministry of Health to define and restore the pre-eminent role of Makerere University in patient care, teaching and research at Mulago Hospital. According to the CHS, an MoU was negotiated between Makerere University and the MoH but has not been signed and will need renegotiation.
- f. Institutes and Centres: The Task Force noted that various Colleges house Institutes and Centres which are not reflected in their micro structures submitted to the Task Force. Many of these are autonomous while using Makerere University addresses but do not share resources with the University. Examples include Infectious Diseases Institute (IDI), AFRISA and HURIPEC. Further, there is no clarity and consistency in the nomenclature.

The Task Force reviewed the University definitions of Schools, Institutes and Centres and is of the view that these definitions are restrictive and not practical.

4.8.3 Recommendations

a. Employment of staff:

The Task Force recommends a good practice that requires all appointments at Colleges, including Principals, and in the entire University are strictly within established posts. That is, the Appointments Board of Council should be responsible for all appointments at the University. Some of its functions can then be delegated to Sub-Committees at College level with defined powers. The advantage of this is that it will be possible to appoint staff to perform their duties in more than one College. It will also ensure uniformity in the quality of appointments and improve information sharing.

On the finding that *“all but one of the members of the College Appointment Committees are Management staff”*, the Task Force recommends it desirable to have the majority of Members brought in from outside the University; as is with the Task Force’s recommendations concerning a right-sized and well-functioning University Council.

The relationship between administrative positions at the Colleges and those at the centre are ambiguous. The position of Human Resource Officer at the College is not provided for in the College Statute yet it is an essential function. The Law should allow flexibility for the University administration to define and establish academic and administrative positions and not prescribe all of them as is the case at present. Appropriate amendments to the Act to provide this flexibility and delete the legally prescribed positions is recommended. Devolution has not been facilitated by the ambiguity in the current Law.

b. Upgrading of the School of Law to the College of Law:

The School of Law has expressed interest in becoming a College since it neither fits in the current College of Humanities and Social Sciences nor in any other College. The Task Force is in agreement that Law as a profession has potential to be upgraded to the status of a College and to expand and serve the national needs of the country better and should therefore be established as an independent College. However further dialogue is needed between the legal community at Makerere in order to gain consensus on this matter. The Task Force also recognizes that Law is a profession with significant impact on national development. Thus it has the potential to expand and serve the national needs of the country better if the School of Law were upgraded to the status of a College. However, some respondents do not agree with this position arguing that this would make the School of Law to be viewed in the same way as the Law Development Centre.

c. Relationship between Makerere University and the MoH:

The quality of service, teaching and Research at Mulago Hospital as a University teaching hospital is matter for concern among key stakeholders. The request by the Hon. Minister of Health for a new Memorandum of Understanding between Makerere University and the Ministry of Health should be taken up immediately by Makerere University.

d. Institutes, Centres and Schools:

Institutes, Centres and Schools in the University structure have been established and named without consistency and some are autonomous and not reflected in the College micro structures. The Task Force recommends an immediate review by the University definitions, status and governance of these units in the University structure.

e. Proposed College Structures**Table 10: The proposed composition of the Colleges and Institutes structures**

College	Schools/Institute	Departments	Centres & Institutes
1. College of Health Sciences (CHS)	1. Medicine	1. Internal Medicine 2. Surgery 3. Obstetrics & Gynecology 4. Psychiatry 5. Family Medicine 6. Anesthesia 7. Ear Nose Throat 8. Ophthalmology 9. Orthopedics 10. Radiology & Radio Therapy 11. Pediatrics & Child Health	Medical Research Centre
	2. Public Health	1. Health Policy & Management 2. Epidemics & Biostatistics 3. Community Health & Behavioral Sciences 4. Disease Control & Environmental Health	Reproductive Health Unit
	3. Health Sciences	1. Pharmacy 2. Dentistry 3. Nursing 4. Allied Health Science	Regional Center for Quality of Health Care
	4. Bio Medical Sciences	1. Biochemistry 2. Microbiology 3. Pathology 4. Physiology 5. Pharmacology & Therapeutics 6. Anatomy 7. Medical Illustration	
2. College of Education and External Studies (CEES)	1. Education	1. Social Sciences and Arts Education 2. Science, Technology & Vocational Education 3. Foundations & Curriculum Studies	Centre for Teaching & Learning Support
	2. Distance and Life-long Learning	1. Open & Distance Learning 2. Adult & Community Education	Centre for Life Long Learning
	3. East Africa School of Higher Education Studies & Development		Institute for Education Research College
3. College of Agricultural and Environmental Sciences (CAES)	1. Agricultural Sciences	1. Agricultural Production 2. Agribusiness and Natural Resource Economics 3. Extension and Innovation	1. Agriculture Policy Analysis Centre 2. Rangeland Resource Centre 3. Centre for Waste Management

	2. Forestry, Environmental & Geographical Sciences	1. Forestry, Bio-Diversity and Tourism 2. Environmental Management 3. Geography, Geo Informatics and Climate Sciences	Centre for Climate Change and Water Resources
	3. Food Technology, Nutrition and Bio Engineering	1. Agricultural & Bio systems Engineering 2. The Department of Food Technology and Human Nutrition	1. Food Technology and Business Incubation Centre 1. MUARIK 2. NBDDBC 3. MUBFS
4. College of Natural Sciences(CONAS)	1. Bio Sciences	1. Biological sciences 2. Biochemistry and Sports Science	
	2. Physical Sciences	1. Physics 2. Chemistry 3. Geology and Petroleum Studies 4. Mathematics	
5. College of Humanities and Social Sciences (CHUSS)	1. Psychology	1. Mental Health and Community Psychology 2. Educational, Organizational and Social Psychology	
	2. Women and Gender Studies	1. Women's Studies 2. Men's & Masculinity Studies 3. Gender and Policy Studies 4. Philosophy & Development Studies 5. Religion and Peace Studies 6. Performing Arts 7. History, Archaeology and Organizational Studies	Regional Institute for Gender Equity and Policy Research
6. College of Humanities and Social Sciences (CHUSS)	1. Liberal and Performing Arts	1. Literature 2. Linguistics, English language Studies & Communication Skills 3. European and Oriental Languages 4. African Languages 5. Journalism and Communication	Centre for Languages and Communication Services
	2. Languages, Literature and Communication	1. Sociology & anthropology 2. Social Work and Social Administration 3. Political Science & Public Administration	
	3. The School of Social Sciences		

7. College of Engineering, Design, Art and Technology (CEDAT)	1. Engineering	1. Mechanical 2. Civil & Environmental 3. Electrical & Computer	1. Centre of Research in Transportation Technologies 2. Centre for Technology Design and Development 3. Centre for Research in Energy & Energy Conservation 4. Centre for Geographical Information Systems 5. Institute of Heritage Conservation & Restoration
	2. Built Environment	1. Architecture & Physical Planning 2. Construction Economics & Management 3. Geomatics & Land Management	
	3. Art	1. Fine Art 2. Industrial Art & Applied Design 3. Visual Communication, Design and Multimedia	
8. College of Computing and Information Sciences (COCIS)	1. Computing and Informatics technology	1. Computer Science 2. Information Technology 3. Information Systems 4. Networks	
	2. East African School of Librarianship	1. Library and Information Sciences 2. Records and Archives Management	
9. College of Business and Management Sciences (COBAMS)	1. Business	1. Marketing & Management 2. Accounting and Finance 3. Economic Theory and Analysis 4. Policy and Development Economics 5. Planning and Applied Statistics 6. Population Studies 7. Statistics and Actuarial Science	Centre for Population and Applied Statistics
	2. Economics		
	3. Statistics and Applied Economics		

10. Veterinary Medicine	1. School of Veterinary Medicine & Animal Resources	1. Livestock and Industrial Resources 2. Veterinary Clinical and Comparative Medicine	Affiliated Academic Institutes
	2. School of Biosecurity, Biotechnology	1. Bio Molecular and Bio Laboratory Sciences 2. Biosecurity, Ecosystems and Veterinary Public Health	
	3. Laboratory Sciences	3. Biotechnology and Diagnostic Sciences	
11. Law	School of Law	1. Public and Comparative Law 2. Law and Jurisprudence 3. Commercial Law	1. Human Rights and Peace Centre 2. Law, Gender & Sexuality Centre 3. Environmental Law Centre 4. Public Interest Law Clinic
12. Makerere Institute of Social Research (MISR)	Political Studies	1. Political Economy 2. Historical Studies 3. Cultural Studies (including Anthropology and Literature)	

4.9 Jinja and Fort Portal Campuses

Makerere University has established Off-Campus Centres in Jinja Municipality, Busoga sub-region, to serve the catchment area of the traditional Eastern Region; and in Fort Portal Municipality, Toro sub-region, to serve the catchment area of the traditional Western region. The Task Force reviewed their establishment and operations and noted the following:

4.9.1 Findings

The Task Force was informed these were established without proper planning, funding and without clear establishment and infrastructure plans. As a result, terms and conditions of service of staff at these Off-Campus Centres are not clear. Accordingly, they are experiencing staffing and funding problems. It is to be noted that these were established hurriedly when the Main Campus was facing many challenges of its own. The viability of these Campuses remains in doubt. There is also a problem with their nomenclature. They are referred to as "Study Centres" and yet there are also other 'Centres' in the University Structure such as the Outreach, Research and Academic Centres.

4.9.2 Recommendation:

The Task Force recommends the following:

- a. The management policy for the Off-shore Campuses currently being developed by the University administration be expedited.
- b. The University Council and Management should work with Government and explore ways of funding infrastructure development from regional development plans, such as the Luwero Ruwenzori Development Plan (LRDP) for the Fort Portal Off-shore Campus.
- c. The Jinja and Fort Portal Off-shore Campuses stand a chance of becoming beachheads for regional transformation in the traditional Eastern and Western regions of Uganda, respectively,

towards Vision 2040 realization. This is feasible with the possibilities of promoting, scaling-up and decentralizing the Presidential Initiative in Science, Technology and Innovations in Makerere University. (Annex III, p. 140). Given such possibility, the Task Force recommends that the Off-shore Campuses could partner with existing Universities in their catchment areas towards development of Science & Technology Parks and creation of employment in their catchment areas.

TASK FORCE BENCHMARKING VISITS



Task Force visit CEDAT, Makerere University



Task Force visit MISR, Makerere University

Task Force visit CHUSS, Makerere University



Task Force Members benchmarking visit to University of Ghana at Legon, L-R: Mrs Mary Tizikara; Mrs Maggie Kaddu Baliddawa; Ms Jolly Uzamukunda



Task Force in University of Ghana at Legon: L-R: Ms. J. Uzamukunda; Dr J. Kikooma; Mrs M.Tizikara; Mrs. M. K. Baliddawa; and Mr David Opiokello.



Task Force in Duke University, USA, sitting: Dr Julius Kikooma; Standing L-R: Duke University official; Mrs M. Tizikara; Ms J. Uzamukunda; Mrs M. Kaddu Baliddawa; and Mr David Opiokello.



Task Force in Bar Ilan University, Israel, L-R: Mr. George Piwang-Jalobo; Dr Patrick Mangheni; Prof Benjamin Ehrenberg, Bar Ilan University; Prof Francis G. Omaswa; Amb Dan Shaham, PhD for Higher Education, Ministry of Foreign Affairs, Israel; Ms Ruth Cohen, Bar Ilan University.



Dr Patrick Mangheni, Mr George Piwang-Jalobo and Prof Omaswa pose with "Albert Einstein" [Statue] at Israel's Council of Higher Education (CHE) offices, Jerusalem.



Makerere University School of Law

CHAPTER FIVE

Job Analysis and Evaluation

5.1 Introduction

Makerere University staff have voiced many grievances relating to job grading and rewarding mechanisms over the years. This is against the backdrop of the last comprehensive review of Makerere's job grading and pay structure in 1980. It was done by a Commission under the Chairmanship of Professor S. Ominde. The other intervention was by the Committee for the Harmonisation and Enhancement of Salaries for Public Universities of 2006. This was chaired by the current Minister of State for Public Service, Hon. Prisca B. Mbaguta Sezi. Ever since then, a number of changes have taken place that have affected the employment and management of human resources at Makerere University. The persistent Makerere University staff demands for increase in remuneration necessitated a comprehensive job analysis and evaluation by the Task Force.

Makerere University currently operates a very tall grade structure with over 20 grades ranging from M1-M7, M10-M15, MA-MP and M20. Such a tall structure creates complications in salary administration and unreasonable grounds for complaints about pay within the University. In order to redesign Makerere University grades, the Task Force undertook a job analysis, followed by job evaluation of all the jobs in the University. The aim was to establish salary levels that are commensurate with the nature and volume of work as informed by best practices.

Accordingly, the Task Force's Working Group on Job Analysis and Evaluation carried out a comprehensive job analysis and job evaluation of all Academic, Administrative and Support staff positions with the following specific objectives to:-

- a. develop a rational, fair and equitable remuneration system for all staff in the University; and
- b. enhance staff motivation, hence performance.

5.1.1 The Problem

The University has responded to the changes described in Chapters Four and Five with ad-hoc measures, and mechanisms, such as creating positions, grading and attaching remuneration to them. However, University staff have voiced many grievances relating to job grading and rewarding mechanisms over the years. At minimum, these were signs that existing grading structures were not appropriate. Moreover a number of different allowances have been instituted by various units in the University thereby raising the issues of equity and fairness. Hence, leaving the grievances unresolved would result into deteriorating staff morale and negative industrial relations.

5.1.2 The Task and Terms of Reference

The Task Force carried out the following tasks to address the Terms of Reference as given; and to create a rational, logical, fair and equitable remuneration system:-

- a. Job analyses and descriptions
- b. Job evaluation
- c. Pay survey
- d. Salary structuring

5.1.3 Specific activities

The principal objective was to determine the relative worth of each job in the University and involved the following tasks:

- a. Selection of benchmark jobs that formed a basis for comparisons;
- b. Development and administration of a job data capture instrument;
- c. Analysis of the job information captured, and development of comprehensive job specifications;
- d. Identification and decision on the job evaluation factors used in evaluating the jobs;

- e. Design of a weighted job evaluation factor plan;
- f. Evaluation and scoring of each job using the factor plan to derive a rank order of all jobs;
- g. Development of an appropriate job grading and banding for all jobs in the University;
- h. Collection and analysis of pay information from both internal and external sources for market comparability;
- j. Design of an appropriate pay scale with reference to both internal and external market considerations;
- k. Putting together information collected, presented and analyzed for a final version of the pay structure; and
- l. Analysis of results from the entire exercise towards recommendations on remuneration and the management of rewards generally.

5.2 Methodology

The Working Group on Job Analysis and Evaluation accomplished its tasks in three phases, namely: (a) preparatory tasks to derive tools for generating information about the various job categories in the University and collection of the required data; (b) feeding results from (a) into the job evaluation and grading phase; and (c) construction of the commensurate salary scale and recommendations. Detailed descriptions for each of the three phases are provided in the following Sections below.

5.2.1 Phase 1: Data collection

Design of a data capture instrument was based on the selected job evaluation method. The Task Force opted for the analytical JE technique called the Point Factor Rating (PFR), according to Armstrong (2002). The PFR assesses jobs in terms of the degree to which defined factors are present. Points are allocated for each factor according to the level at which the factor is present in the job; and points for each factor are added to give a total score. This method is credited for defining standards for guiding judgments and for credibility in terms of fairness and objectivity.

The Job Analysis and Evaluation Questionnaire (JEAQ) was therefore developed based on best practices that captured relevant factors in the University. The instrument was deployed to the staff through both the electronic format (staff list e-mail) and hard copy questionnaires. These were dispatched through trained research assistants who distributed, followed up and collected them. They were instructed how to have them filled and returned to the Task Force by e-mail. The response rate for the questionnaire was about 40%. The Working Group members complimented the collected questionnaires with the knowledge on a number of jobs in the University. Secondary data sources were also used especially during internal consultations in the University, nationally in other Universities; both public and private; and internationally.

5.2.2 Phase 2: Job evaluation and job grading

This phase involved the development of the factor plan and using it to analyze and evaluate all the jobs in the University. The Working Group analyzed the information available on this subject from previous studies in the Ministry of Public Service. It benchmarked organizations including universities in and outside Uganda and technical literature on job evaluation and grading. The Working Group was guided by the principles of comparable worth of work of equal value in arriving at a Job Evaluation Factor plan (Armstrong and Baron, 1995). To design a job evaluation tool consistent with the University's aspirations, the Working Group also made reference to the pillars of Makerere University Strategic Plan, 2008/9-2018/19, of becoming learner-centered, research-driven, and promoter of knowledge transfer partnerships and networking. Considering all the above, the Task Force then developed a job evaluation plan consisting of 9 factors tailored to respond to the Vision and Mission of the University. This has been articulated in the Strategic Plan and in the position of each job in the overall University setting.

The next step involved evaluating and scoring each job using the factor plan to derive a rank order of all jobs. All jobs were evaluated and placed in corresponding grades. The jobs were listed in rank order based on the points scored and were subjected to a cluster analysis. Clusters of the points were generated and boundary lines were drawn around one grade from the other. The analysis produced 13 grades for all Makerere University jobs.

5.2.3 Phase 3: Undertaking Salary Surveys

It was deemed necessary to compare the current salary structure of Makerere University with some of the public sector organisations in Uganda, other universities within the country and regional universities outside Uganda in order to propose an equitable and fair remuneration for Makerere University staff. The results are presented below.

5.3 JOB EVALUATION RESULTS

5.3.1 Job Evaluation factor plan and factor points for all jobs

The following nine factors were derived, namely: Knowledge generation, transfer and translation; Education and training; Complexity; Interactions and networking; Responsibility; Decision making; Experience; Working environment; and Physical effort. Factor points by levels is summarized in Table 11 below:

Table 11: Summary of the Factor Plan Point Allocation

COMPENSABLE factors	Leves	IntervaLs												
		1	2	3	4	5	6	7	8	9	10	11	12	13
KNOWLEDGE GENERATION, TRANSFER & TRANSLATION	6	34	68	102	136	170	200							
EDUCATION & TRAINING	11	10	24	38	52	66	80	94	108	122	136	150		
COMPLEXITY	13	10	20	30	40	50	60	70	80	90	100	110	120	130
INTERACTIONS NETWORKS	6	20	40	60	80	100	120							
RESPONSIBILITY	6	18	36	54	72	90	110							
DECISION MAKING	6	18	36	54	72	90	110							
EXPERIENCE	6	15	32	49	66	83	100							
WORKING ENVIRONMENT & CONDITIONS	3	12	26	40										
PHYSICAL EFFORT	3	12	26	40										

The above points scheme was used to allocate points to each job in the University.

5.3.2 Job grades and definitions for all jobs in University

For purposes of classification, the jobs were classified into families as indicated in Table 12 below:

Table 12: Job family map of Makerere University Jobs

Grade	Academic Staff			Administrative Staff			
	Research	Teaching & Research	Knowledge Transfer Partnerships	Managerial & Academic	Managerial, Professional, Support	Technical, Operational	Knowledge Transfer Partnerships
MU1				VC			
MU2				DVC			
MU3	Research Professor	Professor	Professor Library professor	College Principal	AR / US		
MU4	Research Assoc Professor	Associate Professor	Associate Professor Associate Library professor	Dean	Director		Director
MU5	Senior Research Fellow	Senior Lecturer	Senior Lecturer Senior Librarian	Head of Department	Manager		Specialist
MU6	Research Fellow	Lecturer		Coordinator	Professional Staff		Coordinator
MU7	Graduate Fellow	Assistant Lecturer			Supervisor		
MU8		Teaching Assistant			Officer	Higher Diploma	
MU9					Assistant / Secretarial	Diploma	
MU10					Clerical	Trade Certificate	
MU11					Attendant	Apprentice	
MU12					Semi-skilled	Mate	

Grade	Description	Typical Jobs
M3	<p>Work at this level is reasonably complex, for an experienced professional. It is non-routine, with changing problem scenarios. It entails multiple responsibilities with multiple duties, diverse and complex work processes involving analysis at advanced levels.</p> <p>It formulates decisions of a tactical nature that support strategic and policy decisions. At this level, decisions tend to have medium range impact, medium significance and moderate consequences.</p> <p>Work at this level functions within a high degree of autonomy subject to the broad direction of Central Administration of the two (2) levels preceding this level.</p> <p>Work at this level manages the systems and processes of a single sub-function exercising authority over the operations, budget, human resources and assets / inventory in the structure.</p> <p>It requires solid management experience and application of theoretical / specialist/ functional knowledge to performance effectively.</p> <p>This level functions within reasonable degrees of independence, subject to review by the relevant parent function at the higher level. It exercises judgment and discretion to resolve problems.</p> <p>Work typically requires an advanced degree or a professional qualification with solid experience of 8 years at Senior levels to perform satisfactorily.</p>	<p>College Principal, Director, Professor, Research Professor University Librarian</p>
M4	<p>Work is reasonably complex, for an experienced professional; is non-routine, with changing problem scenarios, work comprises of one functional area with multiple responsibilities; with multiple duties entailing diverse and complex work processes involving analysis at advanced levels; require solid theoretical / specialist/ functional knowledge and skills and is performed independently and exercises judgment to resolve problems; Work typically requires an advanced degree or a professional qualification and 5 years of progressive senior management experience to perform satisfactorily.</p> <p>Manages the functions of the organization structure underneath the Colleges, i.e. at the level of a School or Directorate within a Core function; authority is exercised over operations, budgets, HR and inventory at this level in the structure.</p> <p>Formulates operational goals, objectives and decisions which are everyday decisions used to support tactical decisions. The operations, goals and decisions are often made with little thought and are structured. Their impact is immediate, short-term, short-range and usually low cost. The consequences of a bad operational decision will be minimal although a series of bad decisions can be harmful. Functions within a reasonable degree of autonomy subject to the broad direction of Top Management.</p>	<p>Associate Professor</p>
M5	<p>Work is of moderate complexity; for an intermediate professional or specialist and requires a good working theoretical knowledge involving the application of professional principles and practices to perform standard, recurring professional assignments and prior experience to perform at this level. Procedures require analysis of multiple variables and their applicability to practical problem solving. Work involves a higher level of professional knowledge of rules of procedures, methods and operations and the ability to apply these to a practical level of problem solving under the general supervision of the middle management grade. Requires sufficient knowledge of work processes to be able to hold supervisory responsibility over entry levels of staff and support staff. Manages the functions of a Department falling under a School or Directorate; authority is exercised over operations, budgets, HR and inventory at this level in the structure.</p>	<p>Manager, Senior Lecturer, Senior Research Fellow and Specialist</p>

Grade	Description	Typical Jobs
	<p>Formulates operational goals, objectives and operational decisions which are every day decisions used to support tactical decisions. They are often made with little thought and are structured. Their impact is immediate, short-term, short-range, and usually low cost. The consequences of a bad operational decision will be minimal although a series of bad decisions can be harmful. Functions within a reasonable degree of autonomy subject to the broad direction of Top Management. The required level of professional knowledge and skills are typically acquired through the completion of a first degree or a higher diploma coupled with a professional qualification and at least 2 years of management experience.</p>	
M6	<p>Work is of limited complexity in scope and variety for an entry level professional; it is routine - can be learned on the job and be done without prior job experience; it is a single responsibility performed in support of the primary function or department in the institution where it falls; routine in nature and consists mainly of pre-set or established processes performed under clear guidelines and general supervision; involves mental effort only and the execution of operational / professional policies or procedures; exercises supervisory control over interdependent projects or units where the impacts of the job and accountability for results extend to the immediate work group only. No resources of any significance are controlled.</p> <p>These jobs are subject, wholly or in part, to practices and procedures covered by precedents or well-defined policies, and supervisory review.</p>	Lecturer, Professional Staff, Coordinator
M7	<p>Work at this level is moderately simple and is performed in support of the primary function or department in the institution where it falls. It consists mainly of tasks and processes performed under clear guidelines and close supervision. It involves mental effort only; it involves the execution of operational procedures, documentation of actions for the primary purpose of supporting the control function and assist in the process of providing accountability for the operations of a department or functional area. Work requires knowledge and skills obtained through completion of A' level, a diploma or equivalent in secretarial studies, records, office practice, administration or accounts and a minimum of 3 years of relevant experience. These jobs are subject, wholly or in part, to practices and procedures covered by precedents or well-defined policies, and supervisory review.</p>	First Line Supervisor, Team Leader, Assistant Lecturer
M8	<p>Work processes and procedures are simple, routine, and straightforward. Work involves written documents and written instructions or basic information. Data (or objects) are transferred from one format (or location) to another without making changes or corrections. Work requires mental effort as well as the ability to operate office machines, tools and equipment. Work is done under close supervision and can be learned on the job with minimum training. Requires an A' level Certificate and/or a Vocational training Certificate to perform satisfactorily.</p> <p>These jobs are subject, wholly or in part, to practices and procedures covered by precedents or well-defined policies, and supervisory review.</p>	Officer, Teaching Assistant
M9	<p>Work is moderately simple, with a number of different tasks, single responsibility but with many tasks for the performance of the job / people, equipment, safety and industry standards, requires skills of practical nature, i.e. a combination of physical and mental effort. Work requires an advanced level of technical skills at diploma level, works under minimum supervision. Employee is responsible for equipment and safety; shows high degree of initiative and accountability for decisions taken within the scope of responsibility.</p> <p>These jobs are subject, wholly or in part, to practices and procedures covered by precedents or well-defined policies, and supervisory review.</p>	Assistant Level

M10	Work is moderately simple but has technical demands, fairly routine, narrow in scope to a single responsibility for work, equipment, safety and maintenance of industry standards, work is done under general supervision, moderate level of technical skills required, O level certificate and technical qualification required. These jobs are subject to direct and detailed instructions and/or very close supervision.	Clerical
M11	Work is moderately simple, it is easy to understand what is required, but requires a minimum level of formal education plus a low level functional skills training to be able to perform; requires physical effort with some limited mental skills; it is limited to one main task with some variation in the duties; it is largely routine in nature, it is performed under general supervision, requires prior skilling to perform satisfactorily. These jobs are subject to direct and detailed instructions and/or very close supervision.	Attendant
MU12	Work is simple, easy to understand but requires a minimum level of formal education to be able to follow instructions; requires physical effort, has a single responsibility with a narrow scope - with or without supervisory tasks over non-skilled laborers/buildings/facilities, it is repetitive in nature, closely supervised, no prior skills required to perform satisfactorily on the job. These jobs are subject to direct and detailed instructions and/or very close supervision.	Semi- Skilled

5.4 MARKET SALARY COMPARISONS

The Taskforce working group made a number of comparisons within the country and internally and the results are presented in Tables 14 and 15.

Table 14: Consolidated monthly salary of Makerere University compared to comparator Institutions

JOB TITLE	MAK	KYU	BU	MUST	MUBS	AVERAGE MONTHLY	MAK'S POSITION C/F AVERAGE%
VC	3,073,892.00	13,655,500	5,512,000	4,389,632	5,051,935	5,836,501	0.526667
DVC	3,023,715.00	6,000,000	4,520,250	2,967,008	4,209,946	3,727,442	0.811204
Professor	2,978,324.00	3,030,646	3,889,419	2,440,978	3,570,853	3,117,119	0.955473
Associate Professor	2,868,283.00	2,680,595	3,001,631	2,160,966	3,151,339	2,715,266	1.056354
Lecturer	2,099,467	1,654,241	2,115,791	1,432,530	1,907,156	1,807,161	1.161748
Assistant Lecturer	2,022,805	1,300,453	1,931,645	1,164,621	1,530,305	1,562,142	1.294892
Teaching Assistant	1,707,999.00	1,286,776	1,802,576	1,059,842	1,466,900	1,438,148	1.187638

Note: Excludes Responsibility and Top-up allowances

Table 15: Monthly Salary Structure of Selected Public Organizations For The Year 2012

SN.	Job Positions	NFA	UCC	NAADS	Auditor General
1	CEO	9,838,991	32,000,000	15,000,000	36,000,000
2	Directors	5,670,074	20,000,000	10,000,000	15,600,000
3	Managers	3,200,000	14,000,000	7,000,000	12,200,000
4	Senior Officers	1,973,898	8,500,000	5,100,000	11,644,000
5	Officer Level	-	6,800,000	4,300,000	7,600,000

Source: HR Sections of respective organisations (2012)

An analysis of the above salary structures show that salaries in other Public Sector organisations in Uganda are well above the pay given to Makerere University Staff. This is a major cause of dissatisfaction among staff that usually manifests in strikes.

The comparison of salary scales was also extended to other Universities in the region, which constitute a major destination for academic staff members who leave Makerere University. The results show a major disparity as illustrates in Table 16.

Table 16: Monthly Pay Comparison With Regional Comparator Universities

Position	Current Salary (Mak) P.M	Univ. Nairobi P.M	Univ. Dar-Es-Salaam P.M.	Univ. Butare P.M.	Univ. Zimbabwe P.M.	Univ. Botswana P.M.	Univ. Namibia P.M.	Univ. Swazi-Land. P.M.	Average	Mak C/F Mean
PROFESSOR*	3,026,895	5,982,600	4,599,400	4,501,900	5,080,183	10,226,233	8,672,300	6,926,183	s	0.4940
ASSOCIATE PROFESSOR	2,899,928	5,026,017	4,216,333	3,914,950	4,934,367	9,531,167	7,497,533	6,507,150	5,565,931	0.5210
SENIOR LECTURER	2,457,776	4,091,317	3,356,600	2,718,733	4,028,267	8,711,083	6,556,333	5,434,000	4,669,264	0.5264
LECTURER	2,099,467	3,674,450	2,545,833	2,363,183	3,765,233	6,777,117	6,184,100	4,881,933	4,036,415	0.5201
ASSISTANT LECTURER	2,062,761	3,199,733	2,081,950	1,888,467	0	0	4,866,333	4,195,100	2,286,793	0.9020

*Professor is the Key Benchmark Position

Although Makerere University's salary structure compares favorably to other Universities in Uganda, it is clear from the above surveys that it is well below average for other public sector organisations in Uganda; as well as other comparator Universities in the region. In terms of salaries for Public Universities in Uganda, Makerere University is above average for most benchmarked positions except for the VC, DVC and Professor. The Task Force, however, learnt that those Universities are already in advanced stages of reviewing their pay to take into account the changing economic conditions (See Table 14 above).

Although salaries of Public Sector organizations are not comparable to Makerere's, it is important to note here that some Academic staff find an exit option. So the Task Force benchmarked key positions in order to show the margin that exists between some public sector corporations and the salaries payable to Makerere University employees.

Regional comparators provide an insight into what other Universities pay across the borders. In addition,

the Task Force learnt from various consultations that most of the academic staff members who leave for “greener” pastures often go to some of the Institutions selected. In terms of comparisons, it was clear that Makerere pays the lowest salaries for all salaries of the benchmarked academic positions. In addition, the analysis revealed that the salaries paid at Makerere University are well below the average regional salaries (see Table 16 above). One interesting finding is the University of Dar es salaam (which historically) paid lower salaries compared to Makerere University (Ominde , 1980). But in this analysis, it was well beyond Makerere University’s pay.

One of the major goals of Makerere University stated in its Strategic Plan is to “ensure that the University is competitive in recruiting and retention of high quality human resource” (Makerere University Strategic Plan, 2008/9-2018/2019). To achieve this goal, Makerere University has to put in place reward policies that can attract the best qualified personnel. It must induce them to stay, improve their level of morale and commitment in order for them to contribute positively towards the achievement of the objectives of the University. The Task Force analyzed the salary levels both locally and regionally, studied the submission from Makerere University Staff Association (MUASA) memorandum in respect of salary increment vis-à-vis the current Makerere salary structure. The Task Force is of the view that the salary levels required an upward review to match the prevailing economic trends and to be competitive among comparator organisations.

5.5 PROPOSED NEW SALARY STRUCTURE

5.5.1 Justification for increased Pay

Makerere University, the oldest University in Uganda, has made several strides in training skilled manpower for Uganda. The University’s mission is to “provide innovative teaching, learning, research and services responsive to national and global needs”. To fulfill its mission, Makerere University requires high quality staff who are motivated and can be retained to continue serving the University. However, recent trends show that most staff feel demoralised due to poor pay, some have opted to go for “greener pastures”; thus fuelling the ever increasing labour turnover of the University. Those who have not left exhibit strong signs of intention to quit. This is reflected in their low levels of commitment to the job.

The pay for Makerere University staff, in particular, and for Uganda’s Civil Service, in general; has not improved proportionate to the cost of living in the country. A comparison of the pay in 2007/08 and 2011/2012 shows that there has been minimal improvement in the salaries of Makerere University staff. For example, in 2007/2008 Financial Year, when the headline inflation was 7.3 per cent the Professor’s salary was UGX 2,820,371; while in 2011/2012, when inflation hit 30 per cent: the salary still stands at UGX 3,026,895. This is an increase of a mere 7 per cent (see Table 17), and has meant that the household expenditure to procure food, school fees, and health care; has increased thereby eroding their purchasing power of professors.

Table 17: Salary structure of the Staff of Makerere University for the 2007/2008 and 2011/2012 Financial Years (UGX)

Title	Monthly Salary 2007/2008	Monthly Salary 2011/12
Professor	2,820,371	3,026,895
Associate Professor	2,506,605	2,899,928
Senior Lecturer	2,113,910	2,457,776
Lecturer	1,560,644	2,099,467
Assistant Lecturer	1,213,921	2,062,761
Teaching Assistant	853,484	1,736,061

Source: MUASA submission to the Taskforce

The aggregate effect of persistent low salaries has resulted into several unfortunate impacts. Some of these impacts are highlighted below, not necessarily in order of gravity:-

- a. Low morale and self-esteem.
- b. Resignation to join better paying institutions after being sponsored for advanced degrees.
- c. Low productivity and poor outputs, especially in research and innovations.
- d. Limited time allocation to research and publication resulting into stagnation of staff in posts.
- e. Inability to pay household utility, food, school fees, and health care bills regularly.

5.5.2 Scenarios for new salary structure

In view of the above, two scenarios have been proposed.

Scenario 1:

The first scenario assumes that Makerere University intends to be a slightly average employer at the 50th quartile. This is where the salaries can be pegged to the 50th quartile in the region using the benchmark position of the Professor. The advantage of this scenario is that it may be cheaper to administer. But its major disadvantage is that it does not improve the retention of key staff. It does not also attract the best staff to the University including those from the Diaspora. The pay structure for Scenario 1 is shown in Tables 18 and 19 below.

Table 18: Proposed salary structure-Scenario 1: 50th Quartile

PROPOSED GRADE		
	ENTRY POINT (i.e. MIN)	MAX
M 1	11,043,821	14,356,967
M 2	9,203,184	11,964,139
M3	7,669,320	9,970,116
M 4	6,135,456	7,976,093
M5	4,908,365	6,380,874
M 6	3,926,692	5,104,699
M 7	3,141,353	4,083,760
M 8	2,513,083	3,267,008
M9	2,010,466	2,613,606
M 10	1,608,373	2,090,885
M 11	1,286,698	1,672,708
M 12	900,689	1,170,896
M 13	535,910	696,683

Table 19: Monthly cost implication for Scenario 1

Grade	Basic pay	H&T A (20% of basic)	consoLIDaTeD	Nos.	Total
M1	11,043,821	2,208,764	13,252,585	1	13,252,585
M2	9,203,184	1,840,637	11,043,821	3	33,131,463
M3	7,669,320	1,533,864	9,203,184	70	644,222,880
M4	6,135,456	1,227,091	7,362,547	118	868,780,570
M5	4,908,365	981,673	5,890,038	244	1,437,169,272

Grade	Basic pay	H&T A (20% of basic)	Consolidated	Nos.	Total
M6	3,926,692	785,338	4,712,030	466	2,195,806,166
M7	3,141,353	628,271	3,769,624	468	1,764,183,845
M8	2,513,083	502,617	3,015,700	405	1,221,358,338
M9	2,010,466	402,093	2,412,559	25	60,313,980
M10	1,608,373	321,675	1,930,048	27	52,111,285
M11	1,286,698	257,340	1,544,038	96	148,227,610
M12	900,689	180,138	1,080,827	116	125,375,909
M13	535,910	107,182	643,092	2096	1,347,277,740
sub Total				4136	9,911,211,643
ADD 10% NSSF					991,121,164
Total Wage Bill					10,902,332,807

Note: includes 20% for allowances

Scenario 2:

Scenario 2 aims at attracting the best qualified staff to Makerere University and to retain talent to enable the University meet its objective. It is based on the 75th quartile of the salaries paid in the region and compares favorably with International Universities. The proposed salary structure for Scenario 2 is illustrated in Table 20 and its monthly cost implications in Table 21.

Table 20: Proposed salary structure-Scenario 2: 75th Quartile

PROPOSED GRADE		
	From (Minimum)	To (Maximum)
M1	15,711,359	27,494,878
M2	12,569,087	21,995,902
M3	10,055,270	17,596,722
M4	8,044,216	14,077,378
M5	6,435,373	11,261,902
M6	5,148,298	9,009,522
M7	3,530,262	6,177,958
M8	2,640,819	4,236,314
M9	1,810,847	2,904,901
M10	1,241,724	1,991,932
M11	851,468	1,365,896
M12	583,864	936,615
M13	467,091	642,250

Table 10: Monthly Cost implication for Scenario 2

Grade	Basic pay	H&T A (20%) of basic pay	Consolidated	Nos.	Total
M1	15,711,359	3,142,272	18,853,631	1	18,853,631
M2	12,569,087	2,513,817	15,082,904	3	45,248,712
M3	10,055,270	2,011,054	12,066,324	70	844,642,680
M4	8,044,216	1,608,843	9,653,059	118	1,139,060,986
M5	6,435,373	1,287,075	7,722,448	244	1,884,277,214
M6	5,148,298	1,029,660	6,177,958	466	2,878,928,242
M7	3,530,262	706,052	4,236,314	468	1,982,595,139
M8	2,640,819	528,164	3,168,983	405	1,283,438,034
M9	1,810,847	362,169	2,173,016	25	54,325,410
M10	1,241,724	248,345	1,490,069	27	40,231,858
M11	851,468	170,294	1,021,762	96	98,089,114
M12	583,864	116,773	700,637	116	81,273,869
M13	467,091	93,418	560,509	2096	1,174,827,283
				4136	11,525,792,172
ADD 10% NSSF					1,152,579,217
Total Wage Bill					12,678,371,389

Note: includes 20% for allowances

5.5.4 Recommended salary scale

The salary scale for the Scenario 2 was designed following equity and fair remuneration principles among the jobs in the University. A notch system is applied to each grade with points ranging from 1-11 in the M1-M6 grades. In the M7-M9 grades, 9- point notch system is applied, lastly in the M10-M13; a 6-point notch system is applied. The salary structure has been designed to allow for overlap in salary notches to cater for recognition of special employees within the same grade and for progression purposes. The overlap has been fixed at 20% and 40% with a spread of 75% at the top and 50% at the bottom levels. Table 22 below represents the recommended salary scales set against several notches.

The implementation of the recommended salary scale should be phased over a period determined by the University Council. A mid-term review of salaries may be conducted after five years. The proposed increases are aimed at reducing academic staff attrition but also attract some who are already in the Diaspora. There is evidence that academic staff would prefer to work from their home country rather than abroad if they perceive that the pay is commensurate to their effort. It is also essential that Universities pay decent salary to stem the ever-increasing brain drain of the University faculty. Table 2 2 below shows the recommended salary structure for Makerere University.

Table 22: Detailed salary scales based on 75th Quartile

M1	MAX 11	27,494,878		M6	MAX 11	9,009,522.00
	10	26,316,526			10	8,623,399.60
	9	25,138,174			9	8,237,277.20
	8	23,959,822			8	7,851,154.80
	7	22,781,470			7	7,465,032.40
	6	21,603,119			6	7,078,910.00
	5	20,424,767			5	6,692,787.60
	4	19,246,415			4	6,306,665.20
	3	18,068,063			3	5,920,542.80
	2	16,889,711			2	5,534,420.40
	MIN 1	15,711,359			MIN 1	5,148,298
M2	MAX 11	21,995,902		M7	MAX 9	6,177,958
	10	21,053,221			8	5,846,996
	9	20,110,539			7	5,516,034
	8	19,167,858			6	5,185,072
	7	18,225,176			5	4,854,110
	6	17,282,495			4	4,523,148
	5	16,339,813			3	4,192,186
	4	15,397,132			2	3,861,224
	3	14,454,450			MIN 1	3,530,262
	2	13,511,769				
	MIN 1	12,569,087				
M3	MAX 11	17,596,722		M8	MAX 9	4,236,314
	10	16,842,577			8	4,036,877
	9	16,088,432			7	3,837,440
	8	15,334,286			6	3,638,003
	7	14,580,141			5	3,438,567
	6	13,825,996			4	3,239,130
	5	13,071,851			3	3,039,693
	4	12,317,706			2	2,840,256
	3	11,563,560			MIN 1	2,640,819
	2	10,809,415				
	MIN 1	10,055,270				
M4	MAX 11	14,077,378		M9	MAX 9	2,904,901.00

	10	13,474,062			8	2,768,144.25
	9	12,870,746			7	2,631,387.50
	8	12,267,429			6	2,494,630.75
	7	11,664,113			5	2,357,874.00
	6	11,060,797			4	2,221,117.25
	5	10,457,481			3	2,084,360.50
	4	9,854,165			2	1,947,603.75
	3	9,250,848			MIN 1	1,810,847
	2	8,647,532				
	MIN 1	8,044,216				
M5	MAX 11	11,261,902		M10	MAX 9	1,991,932
	10	10,779,249			8	1,898,156
	9	10,296,596			7	1,804,380
	8	9,813,943			6	1,710,604
	7	9,331,290			5	1,616,828
	6	8,848,638			4	1,523,052
	5	8,365,985			3	1,429,276
	4	7,883,332			2	1,335,500
	3	7,400,679			MIN 1	1,241,724
	2	6,918,026				
	MIN 1	6,435,373				
				M11	MAX 6	1,365,896
					5	1,263,010
					4	1,160,125
					3	1,057,239
					2	954,354
					MIN 1	851,468
				M12	MAX 6	936,615
					5	866,065
					4	795,515
					3	724,964
					2	654,414
					MIN 1	583,864
				M13	MAX 6	642,250
					5	607,218
					4	572,186
					3	537,155
					2	502,123
					MIN 1	467,091

5.6 RECOMMENDATIONS

Makerere University currently pays a number of allowances to staff including medical, fuel, telephone, housing, responsibility, top-up and clinical for those working in the Medical School. The allowances have been perceived as a way of enhancing salaries that have been inadequate to cover the cost of living. The allowances differ from grade to grade in the current Makerere structure. With the proposed enhanced salary structure, it is recommended that allowances, with the exception of responsibility allowance and clinical allowance be pegged to the base pay and a 20 per cent across all grades and consolidated pay. This should take effect with the commencement of the implementation of the new salary scale.

a. Top-up Allowance

Top-up allowance is paid at different rates in different units of the University. Currently the amount payable in Top-up allowance is in the region of UGX 800,000,000 monthly. As with other allowances, Top-up is seen as a form of salary enhancement. Unfortunately, internal consultations revealed that the inequitable manner in which Top-up is distributed has resulted into a major source of discontent to Makerere University staff. It has been cited as one of the reasons Makerere University staff went on strike in 2011. It is recommended that the University Council abolishes Top-up allowance with the implementation of the recommended salary structure. The Task Force further recommends that the workload system be strengthened, minimum workload hours for both teaching and research staff be determined. And all teaching staff be monitored so that only those who exceed the minimum workload should be paid an extra workload allowance, not exceeding UGX 50,000 gross pay per hour of extra workload, beyond the prescribed minimum load. The staff who will not meet their workload consistently for three months should be reprimanded.

The Task Force learnt from various submissions of internal stakeholders that some people are overqualified for the jobs they currently hold. This could have been brought about by some Makerere University staff who have acquired higher qualifications than required by the positions they occupy. This is especially true of administrative staff members. They therefore feel de-motivated and demoralized to be performing tasks below their qualification. The Task Force recommends that the Directorate of Human Resources should address this issue head on. The Directorate needs to make sure all staff who do not fit in the structures of the University job establishment are released. This should be done prior to the commencement of the Financial Year 2014/2015 because of its budgetary implications.

b. Single spine

The Task Force received and studied arguments for and against the single spine salary structure. In its benchmarking visits, the Task Force found some Universities, such as the University of Nairobi that had implemented a double spine salary structure; were soon reverting to a single spine. This was due to its complication in administration and frequent grievances raised by the non-academic staff.

The Task Force has designed a single spine which has the capacity to accommodate the distinct nature of academic staff contribution. In the proposed structure, whereas other University staff will commence on the minimum point, it is recommended that the academic staff commence on **the 4th of any grade**. This will go a long way to address the complaints raised by academic staff that contributions of core staff of the University are not being recognized.

c. Remunerating Lecturers in Science and Clinical fields

The Government of Uganda recently took a decision to remunerate all science teachers in the country with a 30 per cent increase in the base pay. This intervention was studied along with the clinical allowance currently being paid by Makerere University. Consultations also revealed that in other Universities, a certain pay is given to Clinicians across the region essentially to recognize their unique service. In the University of Nairobi, it is called a non-practicing allowance for those in Clinical Sciences. The Task Force studied the current arrangements and recommends that the clinical allowance be retained and proposed a 15 per cent of gross pay across all positions in this category.

d. Headcount anomalies

The Task Force was not able to establish with certainty the exact number of employees in the University. The Task Force observed that some employees, especially cleaners whose services were outsourced; were still on the University Payroll. As a result, the University is making double payments. There are also a number of temporary employees, some employed against established positions and working beyond the stipulated 6 months. The Task Force recommends that the Directorate immediately conducts an actual head count of all staff in the University with a view to clean up the Payroll. The University top leadership should prioritize payment of terminal benefits for those employees whose services were outsourced, and finally; all temporary appointments should not last beyond six months.

e. Human Resource Information System (HURIS)

The Task Force found that the Directorate of Human Resources had a dedicated information system for HR but was not being utilized to support the Directorate in effectively managing HR information. The Human Resource Information System (HURIS) should be optimized to aid the processing of staff information. The Task Force also recommends that staff in the Directorate should be trained on how to use it.



Makerere University College of Computing and Information Sciences

CHAPTER SIX

Improving the Current Financing Sources of Makerere University

6.1 Introduction

The Terms of Reference (ToR) for improving the current financing sources and practices of the University state as follows:

“To develop strategies of improving the current financing sources of the University and make appropriate Recommendations.”

The Task Force undertook extensive internal stakeholder consultations, interacted with key stakeholders in Government and the Private Sector in Uganda in order to address the above ToR. It also visited all the Public Universities, a selection of Private Universities in the country; and six universities abroad to benchmark best practices. Therefore, the following subheadings present the Task Force’s findings and recommendations:

- a. Current financing sources
- b. Current financing practices
- c. Proposals for improving current financial practices
- d. Potential new source of financing
- e. Financing of Task Force recommendations

6.2 Current Financing Sources

The University is currently funded from the following sources: Government subvention, internally generated funds (Non Tax Revenues, NTR) including tuition fees, business units, Donors and other miscellaneous sources (refer to Table 23).

6.2.1 Government Subvention

Government subvention is provided for funding specific items such as general staff salaries and related social security contributions; utilities; students’ welfare, non-r esident living out allowances and non-resident food allowances, research and the general administration of the University.

According to information obtained from audited accounts of the University and current budget for FY 2011/12 the total projected income is Shillings 149.64 Billion, and for FY 2012/13 the projected income is Shillings 164.63 Billion. Out of this, Government subvention contributed Shillings 55.53 Billion and Shillings 59.67 Billion, respectively. This constitutes 37.1 per cent and 36.2 per cent respectively. This amount included tuition fees for 6,243 Government-sponsored students.

While the annual Government subvention rose from Shillings 44 Billion in 2008/2009 to UGX 60 Billion in 2012/13, UGX 10 Billion of this was specifically allocated to Research projects in the Science and Technology areas in 2010/11 and 2011/12. Effectively, therefore, Government subvention targeted at meeting staffing costs and other routine operations of the University moved from UGX 44 Billion in 2008/9 to Shillings 49 Billion in 2012/13 between 2008/9 and 2012/3. This is an amount that has not kept pace with inflation.

6.2.2 Tuition Fees for Privately Sponsored Students

The number of registered students for the period ended 2011/12 was 34,694. Of this number Government-sponsored students totaled 6,243 while the Ugandan privately sponsored ones were 27,239 with the rest being international students (1112) and the remainder sponsored by the Refugee Council (66) and the Inter University Council for East Africa (34).

During FY 2011/12 this source of funds generated Shillings 83.52 Billion and is projected during FY 2012/13 to generate Shillings 93.87 Billion. This is equivalent to 55.8 per cent and 57 per cent, respectively of the projected income.

During the Financial Years 2011/2012 and 2012/13 the annual tuition fees charged for undergraduate courses ranged from Shillings 630,000 at the lower end to Shillings 2,000,000 at the higher end per Semester for both day and evening programmes.

Table 23: Makerere University funding sources

Year	Government recurrent funding	Private funding	Internally Generated Research Funds	Percentage of IGF Spent on Research
2000/2001	23,228,971,654	14,014,545,258	121,627,560	0.87%
2001/2002	27,542,569,313	19,030,438,782	18,193,202	0.10%
2002/2003	27,526,750,819	29,438,099,323	49,599,690	0.17%
2003/2004	26,590,262,050	31,915,900,197	720,062,176	2.26%
2004/2005	36,653,142,917	37,411,816,460	60,176,550	0.16%
2005/2006	35,102,426,787	53,589,637,625	841,308,657	1.57%
2006/2007	36,399,715,724	57,237,857,370	252,739,252	0.44%
2007/2008	44,147,434,819	55,701,794,772	407,213,850	0.73%
2008/2009	43,726,764,110	64,414,263,337	322,960,692	0.50%
2009/2010	44,952,151,664	59,572,726,655	572,698,884	0.96%

Source: Change Management Committee, December, 2012

6.2.3 Unit cost

From the Task Force's interaction with internal stakeholders and visits to universities in and outside Uganda, the importance of linking the quality of education provided to resources needed to provide it is accorded the highest priority. Highly performing universities the world over are well-funded. During the glorious days of Makerere University, adequate funding underpinned the achievements of that time.

The Task Force found that the University cash flow situation was precarious. Private student fees which contributes nearly 60 per cent of the budget was being paid irregularly, and in some cases not paid at all. On top of this, the set fees for private students were not linked to the actual cost of tuition and accommodation in spite of the fact that a number of studies on unit cost indicated that the actual tuition and accommodation charged are far below unit cost. At the request of Government, the Auditor General undertook a comparative study of unit costs in Public Universities in 2010. The study results for Makerere were as follows:

- a. Actual unit cost based on current enrolment Shillings 3,232,577
- b. Unit cost based on the National Council for Higher Education (NCHE) standard
 - Acceptable Shillings 4,523,040
- c. Unit cost based on NCHE standard – Good Shillings 4,960,384
- d. Unit cost based on NCHE standard – Ideal Shillings 5,579,598

Comparable figures for Kyambogo range from UGX 3,132,968 to UGX5,187,762 while for Gulu University they are from UGX 3,944,297 to UGX4,372,729. In the case of Mbarara the equivalent figures are from UGX 5,132,687 to UGX5,912,318. Busitema similar numbers range between UGX18,986,481 to UGX20,422,593 and for the Makerere Business School the figures range from UGX2,377,659 to UGX4,250,970. All these are weighted average figures for the year of the study.

The weighted average costs in Shillings for various disciplines based on actual enrolment in 2010 are summarised in Table 24.

Table 24: Weighted average cost for various disciplines based on actual enrolment

a.	Human Medicine	8,578,099
b.	Veterinary Medicine	9,331,785
c.	Pharmacy	9,615,530
d.	Dental Surgery	9,858,958
e.	Agriculture	4,601,963
f.	Forestry	6,514,378
g.	Science	7,020,078
h.	Technology	7, 887,487
i.	Humanities	2,551,816

The fact that private students doing Science and Technical courses pay between Shillings 3 – 4 Million per year, yet some courses require over UGX 9m to run as illustrated in Table 24; has greatly affected the quality of education as the students are not able to do all the practicals that are required. Overall, therefore, private students' contribution to the University budgetary operations has averaged around 53 per cent. At the University of Ghana Legon the equivalent ratio is 10 per cent and at the Universities of Nairobi and Dar es Salaam, the ratios are estimated to be about 30 per cent.

The Task Force also observed that fees and tuition charged and payable in a number of selected primary and secondary Schools (Government -supported and Private), in and around Kampala; are either comparable or higher than that payable by privately sponsored students at Makerere. In Table 5A, for example, more than half of the primary schools included charge fees higher than the average privately sponsored student at Makerere would pay in a year. Only three Schools in the list charge less than the minimum charges payable by privately sponsored Makerere students. The story is similar for secondary schools as indicated in Table 5B. Clearly, this should not be the case.

While the Government sponsored students pay an average tuition of UGX 7.8million per year the privately sponsored students pay an average of UGX 2.8 million for the same. At the University of Ghana at Legon, the average tuition paid by such privately sponsored students is equivalent to Shillings 3,700,000. While at the University of Nairobi, the private fees are considerably below what the Government of Kenya (GoK) pays for GoK sponsored students, but the collection is prompt.

In the case of Government sponsored students in Makerere, Government also remits the funds to the University late when a semester has started. In the case of State House sponsored students, their fees had not been paid since July 2011. In contrast, remittances for Kenya and Tanzania Government sponsored students are made before the semester starts. Private students in Kenya and Tanzania, on the other hand; pay 50 per cent on the first day of the semester and the balance by the end of the 5th week. No Kenyan or Tanzanian student can get any facility at the University if he or she has not paid within the above deadlines.

6.2.4 Commercial units

The University owns a number of business units whose initial purpose was to provide certain services to the University community on a commercial basis for the objective of generating additional funds to complement the university budget . These include the University Guest House, University Printery, Bakery and Maize Mill. The Task Force confirmed that these business units have not been operated strictly on commercial terms. Most of these have continued to make financial losses. The Task Force also noted that at its 125th meeting in May 2012 the University Council transferred the oversight responsibilities of these units to the Investment Department a mandate to operate the University Guest House and the University Printery (to be converted to a University Press) on a commercial basis.

6.2.5 Donors

During FY 2011/12 donor contributions were estimated at Shillings 4.3 billion and the projection

for 2012/13 is Shillings 6.16 Billion. This constitutes 2.87 per cent and 3.74 per cent, respectively of the total revenues. However, the Task Force was informed that there are other significant donors whose contributions are not captured by the accounting system of the University. Donor support is earmarked for specific programs and projects.

The Task Force was informed that some funds from development partners and other agencies are negotiated directly with units and individuals at the University. These are neither captured in the main budget nor in the University's central accounting system and may therefore be abused. The University Administration informed the Task Force that the intention is to have all funding received by the University captured in the University accounts. Table 25 below shows Donor operational budget vis-à-vis Government recurrent and private funding:

Table 25: Financing of Makerere University FY2000/2001 - FY2008/2009

Year	Government Recurrent Funding	Private Funding	Donor Operational Budget	Credit	Total Funding	Total Expenditure
2000/01	23,228,971,654	14,014,545,258	7,308,450,000		44,551,966,912	
2001/02	27,542,569,313	19,030,438,782	18,644,013,000		65,217,021,095	
2002/03	27,526,750,819	29,438,099,323	60,013,999,800		116,978,849,942	
2003/04	26,590,262,050	31,915,900,197	22,959,122,400		81,465,284,647	
2004/05	36,653,142,917	37,411,816,460	12,693,974,400		86,758,933,777	
2005/06	35,102,426,787	53,589,637,625	17,082,388,800		105,774,453,212	
2006/07	36,399,715,724	57,237,857,370	15,165,665,241		108,803,238,335	124,010,954,031
2007/08	44,147,434,819	55,701,794,772	15,903,651,997		115,752,881,588	121,188,243,709
2008/09	43,726,764,110	64,414,263,337	8,366,188,185		116,507,215,632	131,328,510,741
2009/10	44,952,151,664	59,572,726,655	5,788,765,456	7,837,429,686	118,151,073,461	148,346,202,332

Note: With Donor Support

6.2.6 Miscellaneous sources

a. Makerere University Administration listed the following as additional sources of funding from which the University realized Shillings 7.8bn, 6.6bn and 6.3bn for the periods 2009/10, 2010/11 and 2012/12, respectively. Research grants such as Millennium Science Initiative (MSI) Projects, Presidential Initiative for Banana Industry Development (PIBID) and Presidential Initiative in Science, Technology and Innovations (e.g. Kiira EV Project). The College of Health Sciences (CHS) has many collaborative projects with international partners. The College of Veterinary Medicine, Animal Sciences and Bio-Security (CoVAB) has AFRISA. The College of Agricultural and Environmental Sciences (CAES) has RUFORUM, and the School of Law has HURIPPEC.

b. Capacity building grants include NUFU by Norwegian Government, NUFFIC, SIDA SAREC, CIDA, Carnegie, USAID, Private Sector Foundation, Rockefeller, Ford Foundation and Female Scholarship Foundation (FSF) etc.

c. Endowments managed by Crown Agents: the source of this money and the terms under which it was being managed were not clear to the Task Force.

d. Other sources include revenues from short courses, hire of venues, overheads, and certifications.

6.3 Current Financing Practices

The current financial management practices at Makerere University can be classified as follows:

- a. Budget process
- b. Budget structure
- c. Cash flow management
- d. Financial management systems

6.3.1 Budget process

The Annual budget is a key tool that the University uses to allocate resources to all its operational units to fulfill its mandate and strategic objectives. The Task Force undertook extensive consultations with the University Management and received testimonies from internal stakeholders. It was evident to the Task Force that the budget process is not well understood by a large section of University managers. Whereas there are written guidelines on the budget process, the message received from key University managers was that the budget process was the primary responsibility of the University Bursar, the staff of the Bursar's Office and the Budget Committee of the University Council.

Further, the Task Force noted that the guidelines as articulated in the Organizational Manual (2011; pp. 218- 220) do not provide roles in the budget process for the VC, DVCs, Principals of Colleges and Heads of Directorates at the Centre. The current budget process is as follows:

- a. The Bursar's office takes the lead in guiding and coordinating the budget process. The cycle begins in October each year with planning of programmes and initiatives for the new year by budgeting units.
- b. The Budget process itself begins by the Bursar issuing general principles and guidelines, which must be adhered to, mainly based on Government budgeting procedures to all units of the University; giving timelines when all budget proposals must be received in his office.
- c. The Budgeting system is activity-based within a Framework of Budget Ceilings.
- d. The Ceilings are determined based on projections of Government Subvention and internally generated revenues.
- e. Each operating unit is provided with budget ceilings which must be observed and for which items may or may not be budgeted for. Some activities are budgeted for centrally while others may be unique to particular units only.
- f. Within individual unit ceilings, units which generate revenues mostly through private sponsorships of students are allowed to retain up to 35 per cent, 45 per cent and 61 per cent of amounts generated for day, evening and post-graduate students, respectively.
- g. Once the budgets are submitted to the Bursar's office, he/she reviews them to ensure alignment with the guidelines issued. In the event of inconsistencies with guidelines, the Bursar discusses with the relevant units to agree on a position.
- h. The submissions are then consolidated and sent to the Finance Committee of Council for review and subsequent recommendation to Council for approval.
- i. The Task Force observed that the University's Central Administration, as Management, does not have a formal input into the budget making process. The University Management's collective view is therefore not reflected in the University Budget.
- j. After Council approval of the Draft Budget, it is transmitted to the Ministry of Education and Sports for submission to the Ministry of Finance and eventually Parliament for final approval.
- k. The Task Force observed that few Senior Representatives of the units appear to understand and/or appreciate the concept of/ or the need for budget ceilings, important as this may be a financially constrained situation.
- l. The Task Force also observed that few of the Senior managers of the units actively participated in the budget making process, perhaps due to the foregoing lack of appreciation. As a result much of the work is left to more junior staff.

- m. The Task Force observed lack of transparency in the budgeting process in the University and at College levels.
- n. The Task Force observed that budgets are not derived from Annual Work Plans.
- o. The Task Force observed that the Vice-Chancellor who is responsible for development and implementation of the University budget, as per the Act, currently has limited role and sometimes the budget is presented to Council without the Vice Chancellor's input.
- p. The Task Force observed a relatively weak link between budgeted activities and the Strategic Plan (SP) as there are no detailed annual approved SP activities from which the budget would be derived.

6.3.2 Budget structure

The consolidated budget consists of three broad groups of items namely Revenues (see section on current financial sources), Recurrent Expenditure and Development Expenditure.

a. Recurrent Expenditure

According to the audited accounts and budgeted projections for FY 2011/12, employment costs were responsible for 55 per cent; goods and services were 24.87 per cent; property, plant and equipment were 8.37 per cent; and others were 11.76 per cent of the annual budget. For the FY 2012/13 employment costs were 56.2, goods and services were 27.47 per cent; property, plant and equipment were 12.6 per cent; and others were 3.7 per cent. The summary budget structure is not detailed enough to provide information on expenditure related to instructional materials including laboratory equipment and supplies and teaching aids. Information obtained by the Task Force from other Universities indicates that the personnel costs are much higher than those at Makerere University.

b. Development Expenditure

These relate to capital works such as construction works and the acquisition of furniture and fittings, equipment and other fixed assets. This is jointly funded by both Government and Appropriation in Aid.

6.3.3 Cash flow management

The Task Force noted that the offices of the VC, DVCs, and College Principals are not engaged in the management of the University budget. This was confirmed from these officers who were equally concerned and expressed interest in being more engaged in the management of the University budget. It was pointed out that the current law undermines and marginalizes these offices from budget oversight and control.

During the time of this review, the University had not been able to effectively enforce its policy on the timing of tuition payment by privately sponsored students. The fact that State House sponsored students had not paid tuition fees since the previous academic year had encouraged other students not to pay on time. When the University recently tried to make private students pay it almost led to a strike citing the case of State House sponsored students who owed the University U Shillings 4.5 billion as at the end of 2010/2011. The Task Force noted that at the Private Universities such as Uganda Christian University (UCU), Mukono; and Uganda Martyrs University (UMU), Nkozi, State House sponsored students tuition fees are paid on time.

The releases of the Government subvention has also not been timely as the funds reach the University in the middle of a semester. This situation seriously affects the liquidity of the University and results in embarrassing delays in the payment of salaries, critical procurements and staff top-up payments, which are entirely dependent on these tuition fees.

Under these circumstances prioritization of disbursements becomes critical and was found to be a chronic cause of tensions within the top administration, between top administration and staff and students. Accusations of lack of transparency were being leveled at the offices of the Bursar, the

University Secretary and at some units in the Colleges.

The Task Force was informed that in the past the University did not receive all the funds approved from Government. For example during the previous three Financial Years the University experienced shortfalls in the disbursement of Government subvention amounting to Shillings 1.0 billion, 3.5 billion and 2.5 billion for 2009/10, 2010/11 and 2011/12, respectively.

6.3.4 Financial Management Systems

During a visit to the Ministry of Finance the Task Force was informed that Makerere University is not compliant with the Law in respect to financial reporting. For example, the UOITA requires the University to present Quarterly and Annual financial performance reports to the Ministries of Finance and Education, and to Parliament. All Non-Tax Revenues are regarded as Government income and must be declared and permission obtained for their expenditure by public institutions.

With respect to the use of technology for Financial Information Management Systems, the Task Force noted that at present, the University effort to implement an Enterprise Resource Planning System (ERP) has not met original expectations. For example, key University Officers do not have online access to financial data and records, the registration of students is managed outside of the ERP, the budget monitoring is manual and there are no expenditure controls that are IT-mediated. This is divergent from best practice experiences of similar institutions that the Task Force visited in Africa and globally.

The Task Force was informed that the University has been resisting the proposed introduction of Computerized Electronic Education Management and Accounting System (CEEMAS); a software for management of Public Higher Education to be linked to the Integrated Financial Management System which would facilitate on-line accessibility of financial information by the Government. The Ministry of Finance has given the acceptance by Makerere University of this system as a condition for increased financial allocation.

6.4 Proposals for improving current financial practices

6.4.1 Amendments in the Law:

Section 59 of UOTIA 2001 (1) (b) as amended states; *“a public University may get funding from the following: voluntary contributions from the district Council within which the public University is situated...”* Section (1)(c) *“grants, contributions, loans and donations acceptable to the University Council.”*

The recommended amendments to the UOITA as discussed in the Section on roles and responsibilities of the VC, DVCs, College Principals and the University Secretary will facilitate the streamlining of current financial practices. The VC as CEO of the University will have a more direct role in financial management along with the DVC (FA) and College Principals, which will be an improvement on the current practices.

6.4.2 Application of the IT-based financial management systems

It is very urgent for the University to acquire and implement to scale an ERP system with support for 'smart access' and comprising an Integrated Financial Management System (IFMS) that will provide timely online data acquisition, information management and reporting at all centres in the University. In particular, the ERP system should link the Finance Management System effectively (in real time) to the other modules: the Academic registry, the human resource, library, and halls of residence. The University financial management system should be integrated with the Government IFMS. The support for such a system will require special measures to attract and retain well qualified and experienced IT support staff.

6.4.3 Best practice budget management

- a. The budget is the tool for ensuring efficient and prudent financial management that is compliant with the law and enables the University to achieve the desired results. Budget management therefore needs to be led by the VC as the top executive officer as stipulated in Section 31 of the Act.
- b. Because of the importance of the budget as a management tool all senior managers in units should be sensitised to participate actively and add more value to the process of budget making.
- c. The concept and role of budget ceilings should be carefully explained in pre-budget meetings or workshops for a clearer understanding of resources limitations.
- d. The Vice-Chancellor should formally approve and submit the Draft Budget to Council.
- e. Budgets should be derived from the Annual Work Plans that are in turn linked to the SP.

6.4.4 Cost Saving Measures

The TF reviewed the University's Audited Financial Statements for the periods 2007/8; 2008/9 and 2009/10 and interviewed various officers of the University on the potential for Cost Savings in a number of University operations. The Findings were as follows:

a. Utilities

The Power and Water bills which currently average around UGX.400M and UGX.300, respectively per month for the University include bills incurred in Staff residential houses and commercial units which are not recovered. Some members of the communities in the neighbourhood and within the University illegally tap these facilities at the cost of the University. There is little or no sensitisation for the University community to conserve energy (for instance, by switching off lights in buildings when not needed) and water (for example by monitoring and reporting on leakages for prompt corrective action). The following actions will assist to save costs on utilities:

- i. Implement a sensitization programme for conserving energy and water at the University.
- ii. Implement prepaid metering for power consumption beginning with residential and commercial units and gradually move to other units.
- iii. Implement a system of water meters for residences and commercial units.
- iv. Implement a programme of effectively monitoring illegal tapping and use of power and water from the University and decide on options to take against such illegalities.
- v. Innovative harvesting of rain water should be given urgent consideration.
- vi. The Estates office estimates that implementation of the first four recommendations could result into savings of up to one third or half of currently incurred costs on Energy and Water equivalent to Shillings 2.0 Billion saved annually.

b. Motor Vehicles

The Auditor General's reports of 2007/8, 2008/9 and 2009/10 raised several issues regarding the management of the University's vehicle fleet. These observed among other things the following:

- i. The University did not have an approved Transport Policy providing guidelines that facilitate administrative and procedural control in determining the need for acquiring and the process of acquiring, using, maintaining and disposal of the vehicles.
- ii. Some projects did not report the acquisition of vehicles for them to the Central Administration.
- iii. Monitoring the appropriate use of these vehicles and the timely disposal of grounded ones were therefore not possible.
- iv. There was either incomplete or no Vehicle Register which made it difficult to establish the actual fleet of vehicles owned by the University. Indeed in interviews with MUASA it was

alleged that some vehicles parked and in irreparable conditions continued to receive fictitious fuel allocations.

Interviews with the Estate Department indicated that in acquiring the vehicles it appears that the option of leasing was not actively considered. All these resulted into the University incurring costs that perhaps could have been avoided. The following corrective actions are recommended:

- i. Review and approve a comprehensive Transport Policy for the entire University to facilitate procurement and disposal, ownership, and control and management of the fleet.
- ii. Establish a Motor Vehicle Register in the interim.

c. Staffing issues

The Task Force found that there are a significant number of staffing issues which call for urgent attention.

- i. Many temporary Staff colloquially known as “vacationers” are brought in and assigned work by the University central administration, colleges and projects without reference to the Appointments Board. These ‘vacationers’ continue to serve for many years without their appointments being formalized. In some cases these ‘vacationers’ are reported to be performing the jobs of those who are on the Payroll. The number is difficult to ascertain as there is no central data base for them even though a substantial amount of money is being spent on them. The Task Force was informed that most of these are relatives, friends and in-laws of regular Staff of the University.

Section 71 (1) of the Employment Act 2006 stipulates; *“an employee who has been continuously employed by his or her employer for at least 13 weeks immediately before the date of termination, shall have the right to complain that he/she has been unfairly terminated”*. It will therefore be difficult within the law for Makerere University to terminate the services of this category of employees without attracting costly litigation. One of the public universities in Uganda is currently embroiled in a court dispute with similar employees.

- ii. Some units are grossly under-staffed especially in the Academic Departments while others are over Staffed. In some cases such as the Estates Department there are employees who are idle because they are reported to have no work to do. A judicious balance between Academic and Administrative staff has potential to save funds and improve the performance of the University.
- iii. The Task Force found that support staff in the kitchens and in Halls of Residence for cleaning services are redundant as their jobs have been outsourced yet they continue to remain on the Payroll awaiting their terminal benefits. The University has not been able to find the funds for settling these terminal benefits. The Task Force also learnt that there are 49 retired senior staff who continue to occupy high value residential property of the University because University has not been able to pay their terminal benefits for long periods of time.
- iv. The Task Force found that there is duplication of some jobs at the centre and at the Colleges for example Human Resource officers at Colleges vis-à-vis those at the Centre.

d. Allowances

The Task Force learnt that the University pays at least 13 different types of allowances for various purposes. These allowances are paid in many cases as enhancement of income and top-up of salaries. Staff should not be paid allowances for performing their routine assignments and jobs. Examples include sitting allowances for meetings taking place during normal working hours, footing allowances for going to work, setting, invigilating and marking course and examination scripts. Allowances are also paid in some Colleges for teaching during normal working hours. Staff who participate on donor funded projects usually receive additional pay which is not always known by or declared to the University.

e. Cost implications of job evaluation and restructuring

The proposals to finance these additional requirements are elaborated in following Sections on revenues.

6.4.5 Recommendations

- i. The University should urgently undertake a headcount to establish the actual number, categories and employment status of all employees of the University. The establishment of the University should be reviewed in line with the recommendations of the Task Force.
- ii. In view of Section 71 (1) and Section 81 of the Employment Act 2006, the University should immediately seek legal advice on the implications of termination of employment of temporary staff who have served for long periods of time with a view to negotiating an amicable separation arrangement.
- iii. The Task Force noted the inability of the University to raise the necessary funds to pay off accumulated pension arrears and other terminal benefits of a large number of Staff. The Task Force is of the view that unless Government intervenes Makerere University will chronically remain incapacitated by this huge debt. A one-off appropriation by Government to pay off the backlog of Pension Arrears and Terminal Benefits for this category will enable Makerere to make a new beginning and release residential houses occupied as ransom by retired staff. This request should be activated by the University Council immediately.
- iv. The Task Force recommends that the University should urgently undertake a comprehensive review of the practice on payment of allowances. The University should develop a policy on realistic categories of activities that will qualify for payments of allowances for work that is beyond and above the prescribed workload of a given position. Provided that the salary proposals in the Task Force recommendations are implemented, 'top-up' allowances as paid at present should be abolished. Allowances should be limited and strictly monitored.

6.5 Potential new source of financing

There are many potential new sources of financing for Makerere University that include investments in capital markets, real estate development, business and commercial units of the University operating as businesses—not service units, fundraising activities, and alumni giving and support.

6.5.1 Findings

a. Investment Policy:

The Task Force observed the University has an approved **Investment Policy Statement**, whose main goal is to provide an appropriate framework that enables or facilitates Makerere to mobilise resources and invest them to achieve financial sustainability in the long run. The document is presently undergoing a review to align it to the current Investment climate.

There is provision for an Investment Advisory committee which is to report to the Finance Committee which in turn reports to Council. Therefore, the Investment Advisory Committee does not have direct access to Council and consequently have little or no influence in decision making on issues affecting its operations or their timing.

The policy provides for the Investment Director who spearheads implementation of the policy under the guidance of the Investment Advisory Committee which exercises oversight responsibilities on all investment activities of the University. The policy envisages the creation or establishment of an **Endowment fund** as the most appropriate vehicle for managing all or substantially all its investment activities. Its main purpose is to enable the University gradually build a sustainable pool of resources to support its future operations instead of continuing to rely almost exclusively on Government. A Makerere University Alumni Development Fund account has been opened at the Makerere University Stanbic Bank branch for purposes of receiving donations for seed funding for the Endowment Fund. The Vice-Chancellor announced this during the 61st Graduation Ceremony of 21st January 2011.

The Investment Policy has four major areas of focus, namely: (a) Real Estate Development; (b) Capital Markets Investments; (c) Business/Commercial Enterprises and (d) Fund raising activities highlighted below.

b. Real Estate Development:

The Task Force found out from available records that Makerere University owns a total of 51 pieces of property covering an area in excess of 796 Hectares scattered across the country. Of these there is no information on the acreage of six (6) of them. Four (4) of these are for Mulago Medical School.

There are ownership challenges for a substantial number of them. Of the fifty one (51) properties, sixteen (16) of them covering an area of 94.79 hectares have good and clear Titles. In this regard, Kabanyolo has 88.55 hectares and Makerere Hill has the balance of 5.64 hectares. Seven (7) of the properties have titles that need renewal or updating. These are located at Kabanyolo (134.81 hectares), Makerere (108.68 hectares) and Makindye (5.67 hectares). Fifteen (15) of the properties covering an area of 57.73 hectares and located at Kabanyolo, Katanga, Katelemwa, Kololo and Makerere itself are experiencing various degrees of encroachment. Finally, other properties covering an area of 394.07 around the country have titles with expired leases.

The University intends to attract private investors to develop some of the properties under a **Public Private Partnership (PPP)** arrangement applying the Principle of **Build, Operate and Transfer (BOT)**. To facilitate this process a limited liability company wholly owned by the University will be formed. The process of choosing which property to develop under this arrangement would itself depend on the development of the University Infrastructure Master Plan – yet to be done.

To facilitate the implementation of such a programme the University is yet to ascertain any legal, regulatory and business requirements that need to be fulfilled before the programme can be rolled out. In the face of these challenges this option of building an alternative source of funding to support University operations is likely to materialise in the medium to long term.

In a related development, Government is negotiating a loan from the African Development Bank (AfDB) to fund infrastructure development in Makerere and the other five (5) Public Universities. The targeted areas include the construction of Academic space – Lecture and Seminar rooms; provision of Science laboratories and equipment (specialized labs as well as multi-purpose labs); enhancing capacity for programme delivery based on distance and e-learning; pedagogy and developing programmes to boost the Mining industry, especially Petroleum and Chemical Engineering.

According to the Task Force benchmarking visit to the University of Ghana at Legon, the University has a wholly owned company through which it borrowed funds from banks to construct modern state-of-the-art students' halls of residence (like small apartments) for which it charges economic rent. Ghana's Education Act setting up the University authorises it to borrow funds without having to refer to Government. At Duke University, Durham, NC, USA; some buildings have been constructed with funds raised in the Capital Markets through the issuance of long term Bonds in the names of the University.

c. Capital Markets Investments

The University envisages capital markets investments to form the core of the Endowment Fund whose sources of funding would come from commercial business Units and fund raising activities.

The framework guiding the type and scope of investments to be undertaken with their appropriate benchmarks are already defined in the Investment Policy document referred to above.

The University holds an investment in form of Financial Instruments with the Crown Agents in London whose value as at end July 2012 was £901,843. As the mandate under which Crown Agents are managing this fund is unclear it is difficult to assess their performance. It is expected that when the Endowment Fund is launched this sum of money will form its seed capital. However, for the fund to grow at a desirable pace other sources of funds need to be mobilised to feed into the Endowment

Fund. The main challenge remains the lack of an appropriate legislation governing the operations of an Endowment Fund.

d. Business/Commercial Enterprises

Several Visitation Committees of Makerere University have in the past recommended the University's commercial units should run as businesses rather than service units as was the practice. For example, the first Visitation Committee appointed by the NRM Government was the Justice Seth Manyindo Committee. It was inaugurated on 4th July 1986, submitted its report in July 1987 and recommended thus:-

“The University should be given powers to borrow and invest in order to begin generating additional resources of funding...As a general policy, the University should take steps to run the Bookshop on commercial principles as to generate some income for itself. The University Printery should be launched into a fully fledged self accounting and self supporting University Press. Adequate working capital should be injected into the University Printery to enable it to repair and acquire the minimum equipment it needs to operate effectively...The Guest House should cease to be used as regular housing for Staff, should be operated on commercial lines and availed competent management.”

The Education Policy Review Commission (Prof Senteza Kajubi) of 1989 re-echoed the Manyindo Visitation Committee as follows:

“Every tertiary education institution should be encouraged and assisted to generate revenues through providing, on commercial lines, the expertise in the form of consultancies; tapping alumni association and initiating and running viable commercial enterprises...”

This was followed by the Sendaula Visitation Committee of 1990/1991, which was set to investigate the students strikes of 1989 and 1990; sparked by the Government and University's implementations of cost-sharing:-

“Commercial Units should be improved and make some teaching units income generating, e.g., Kabanyolo could supply some foodstuffs to Halls of Residence.”

e. Fund raising activities/Private Sector resource mobilization

The Government White Paper on the Professor McGregor Visitation Committee , November 2008, on Public University/Private Sector interface concluded as follows:

“Public Universities should develop stronger involvement in public/private research and development to deploy the full potential of our science and technology graduates so as to contribute to national development/economic growth.”

According to the White Paper, Government accepted this recommendation and agreed to the implementation strategy in which Government and the Private Sector would strengthen collaborative research and application into national growth and development initiatives. The White Paper also affirmed that Government accepted the recommendation pledging that *“funds generated will be properly apportioned and accounted for by University Management”*.

However, the Prof McGregor Report 2007 did not mention that Makerere's 105th Meeting of the University Council held on 5th April 2006 had formed the Makerere University Private Sector Forum, MUPSF, as an Academia-Public and Private Sectors' forum comprising six public and Private Sector partners, namely: the Private Sector Foundation Uganda (PSFU), Bank of Uganda (BoU), Uganda Investment Authority (UIA), Uganda Manufacturers' Association (UMA), Uganda Industrial Research Institute (UIRI) and Competitiveness and Investment Climate Strategy (CICS) under the Ministry of Finance, Planning and Economic Development.

The objectives of MUPSF are as follows:

- i. to establish and promote collaboration between the Private Sector and Public Universities in product development in Uganda.
- ii. to influence policy agenda and programme on research, curriculum development and review quality output and product marketing in the job market.
- iii. to act as a deliberate strategy to enhance active and complementary participation of the stakeholders in ensuring professional ethics and integrity of products
- iv. that in method and design, it would combine both academic and practical aspects to influence policy and actions.

In stakeholder consultations with Professor Emmanuel Tumusiime-Mutebile, Governor of the Bank of Uganda/MUPSF Chairperson, Board of Trustees; the Task Force found out that MUPSF has been in limbo for about three (3) despite a vigorous start since 2006. Nonetheless, there were efforts to revitalize MUPSF. In stakeholders' consultation with the Executive Director, Private Sector Foundation Uganda (PSFU), the Task Force was informed of the readiness of the Ugandan Private Sector to work with Public Universities in Uganda, especially Makerere University. PSFU, too, looked forward to the revitalization of MUPSF. Please see page 153 in **Annex IV**

6.5.2 Recommendations

Here below are the Task Force's recommendations on each of its findings above:-

a. Investments:

The Task Force recommends that the University Council should expedite the Establishment of the **Makerere University Endowment Fund (MUEF)** as a tool to facilitate the management of investable resources and address any legal impediments to this process. The University should complete the review and approval of the Investment Policy Document as soon as possible to provide a benchmark for assessing performance. The £901,843 should be used to form the seed capital for the Endowment Fund.

Once the new Policy is approved the contract with Crown Agents should be renegotiated to incorporate the benchmark authorized by the policy or a new fund manager is sought. The Investment Directorate, in the first place should be assigned the role of the new manager in view of the relatively small sum of money involved.

All net revenues generated from the University business units whose control and management have recently been transferred to the Investment Department be transferred to the MUEF. If they are managed on a strictly commercial basis, these are projected to generate a useful amount of funds annually. Similarly, proceeds from future University business undertakings should be channeled to the MUEF. In the absence of an appropriate legislation governing the operations of endowments, the University should make use of contractual arrangements to enable the smooth operations of the MUEF.

Donations or Grants whose capital values must be preserved with only their resulting income being applied for a specific purpose e.g. providing scholarships to a certain category of students should become part of the MUEF. This should be subject to the conditions and terms of the grant or donation.

A 15 per cent overhead cost should be levied on research donations and grants. A similar amount

should be recovered from charges levied on short term courses (training programs) administered using university resources and should be paid into the MUEF. A new charge be introduced (or if it is easier to implement an additional charge be embedded in one or more of the existing charges such as Registration or Application to join the University). The Task Force's recommended amount is U Shs 50,000/= per semester which at the current University population of around 40,000 should raise a minimum of U Shs 4 Billion in the first year.

On Fund Management: the Task Force recognizes this is an activity that requires high levels of expertise and timely decision making to take advantage and minimise risks arising from certain market developments. Therefore, the Task Force recommends as follows:-

- i. The Investment Advisory Committee (IAC) be renamed the 'Investment Committee' as the committee's responsibilities as envisaged in the Investment Policy document mandates the committee to take any investment activity related decisions.
- ii. The committee should become a Council committee so that it reports to Council directly. This will facilitate faster decision making on policy and operational matters requiring Council's attention. Because of its technical nature, the Task Force recommends that IAC membership should include members of Council and Management carefully balanced to deal with technical and general issues around investments. In order for Committee Members to understand and appreciate market developments better, so as to facilitate their decision making processes; a programme of training in Capital and Financial Market should be regularly undertaken.

b. Real Estate Development:

The Task Force recommends that the University must move quickly, with the assistance of the relevant authorities to remove all encumbrances to protect and secure all pieces of land it owns. Encumbered property is difficult to develop.

The University Council should also expedite the approval of the University Infrastructure Master Plan. This will facilitate the decisions regarding implementation of the various physical structures that may be planned for development on and off the main Campus. Further, Council should institute a team to investigate and report on all matters and conditions that need to be fulfilled in preparation for decision making on commencing a Public Private Partnership (PPP) scheme, or in the alternative, in investing in these properties outside the PPP scheme. These should include any legal constraints and how they could be overcome permits that need to be obtained from all regulatory agencies as well as potential funding sources.

The Task Force recommends the University explore the option of borrowing funds from Banks on its own account to enable it construct new buildings or rehabilitate the current ones which are not part of the AfDB funding arrangements. UOTIA (as amended) allows Universities to borrow with the approval of Government and Parliament. For the long term, however, when the University's balance sheet is stronger; it could consider raising funds from the Capital Markets through the issuance of Makerere Bond for financing major capital projects.

c. Business/commercial enterprises:

The Task Force recommends that Makerere University should borrow a leaf from the Universities of Nairobi and Dar es Salaam that operate Holding Companies as business arms of the two Universities. Therefore, the Task Force recommends that the University capitalizes the Printery, the Bookshop, the Guest House, etc., into a Holding Company to run as a business arm of Makerere. The Holding Company can be capitalized through a combination of prudent borrowing and the application of savings realized from the activities of MUEF.

d. Fund raising activities/Private Sector resource mobilization:

The Task Force calls upon the University Council to revitalize the Makerere University Private Sector Forum (MUPSF), as a matter of urgency; and has proposed a "how to" in terms of structure, governance,

financing and sustainability (Annex IV, p. 149). The Task Force recognized that most mature Universities have Endowed Professorships supported by promoters in society. Given that MUPSF had started work on promotion of Endowed Private Sector-funded Chair Professorships, the Task Force recommends that resource mobilization for the six (6) pipeline College based Endowed Chair Professorships conceived by MUPSF should be implemented as soon as possible. These Endowed Chair Professorships, as proposed by MUPSF, range between US \$3.5 million to \$5 million when fully invested. If each Chair Professorship Endowment will, on average, earn a 2 per cent-5 per cent annual interest, i.e., \$100,000 to \$250, 000 annually for each College: they would bring in total revenues to Makerere University ranging between \$0.6 million to \$1.2 million annually.

The Task Force recognizes that Makerere University has other significant fund raising activities and sources, such as Makerere's wide and deep network of distinguished Alumni and their posterity, the Private Sector in East and Central Africa, East African, African and global well-wishers and philanthropists; etc. Therefore the Task Force recommends that the University should:

- i. create a unit with responsibilities for overseeing fund raising activities;
- ii. strengthen lobbying capacity with Government Departments;
- iii. build a data base for Alumni and initiate programmes that will attract them to be an active part of Makerere community; and
- iv. identify and market executive programmes in disciplines where Makerere has global advantage or reputation to raise additional resources.

Significantly, the Task Force recommends that the University Council, Chancellor, Vice-Chancellor and Deputy Vice-Chancellors should be more actively and visibly involved in front-line fund raising activities than ever before.

6.5.3 Presidential Initiative for Science Technology and Innovations

The Task Force recognized the tremendous potential of the Presidential Initiative in Science, Technology and Innovations in Makerere University for transforming Makerere and the country towards the realization of Uganda Vision 2040. The Task Force's comprehensive and step-wise recommendations to promote and scale-up the Presidential Initiative towards sustainability are in Annex III (p. 140).

6.5.4 Commercialization of incubations

The Task Force recommends for its proposed third (3rd) DVC for Research, Innovations and Development (DVC RID) to work hand in synergy with its proposed fourth (4th) DVC for Planning, Partnership and External Relations (DVC PPER) to establish and operate the structure for incubating and commercializing Makerere research innovations.

6.5.5 Makerere as a destination for international students (international students as a source of income)

Higher education has potential to generate revenue for the country from foreign fee paying students. Many universities in Europe and the USA depend heavily on fees from foreign students and are encouraged by their Governments to admit as many foreign students as possible. Uganda has already got a favourable reputation in the African region as a destination for higher education. Advantage should be taken of this to strengthen higher education in the country in order to attract as many international students as possible.

6.5.6 Student Loan Scheme

The case for student loan scheme for University students has been made in a number of studies before. Government is making arrangements to implement a student loan scheme at Public Universities to needy students from Academic year 2013/14. This however requires an Integrated Information Management System at the University like at Nairobi University where a student is admitted on line, studies and accesses University facilities using electronic ID and gets results on line. This system also covers Financial and Payroll systems.

At the minimum, the University adopts a fee structure based on the unit cost acceptable standard of the NCHE, and Government drops the current policy of sponsoring some students only. Government could contribute a certain proportion of the tuition for all Ugandan students admitted at the University for certain defined courses based on Government policy. All students should meet the balance of the fees not paid for by Government. Students who are unable to pay may be availed loan facilities from the Government. This should be restricted to students from poor financial backgrounds. There is need for clear, transparent, and strict criteria governing access to the loan facilities to be developed for good management of the scheme.

6.5.7 Pension Liabilities

The Task Force was informed that the University, due to lack of funds has continued to accumulate arrears for pension, gratuity and NSSF contributions. As at 30th June 2012, the total liabilities accumulated was Uganda Shillings 34,351,690,991. This is broken down as follows:

- a. Commuted pension and gratuity arrears for Staff who had retired by 31st March 2009 was Shillings 3,012,789,883.
- b. Monthly pension due for Staff who had retired for March 2009 was Shillings 3,532,596,190.
- c. Benefits for those who were in service by 31st March 2009 (some have since retired while others are in active service) was Shillings 14,787,894,019.
- d. Deposit Administration Plan (DAP) retirement benefits Shillings 10,632,082,369.
- e. Deposit Administration Plan (DAP) benefits not remitted to NIC Shillings 1,600,000,000.
- f. Contract gratuity Shillings 184,621,889.
- g. NSSF dues Shillings 601,706,641.

The Task Force recommends that Government provides funding for pension arrears of Uganda Shillings 35 Billion in two equal installments in FY 2013/14 and FY2014/15.

6.6 FINANCING TASK FORCE RECOMMENDATIONS

The Task Force recognizes its recommendations have significant financial implications. Hence, the Task Force identified potential new sources of financing Makerere University as in the foregoing section. The Task Force is of the view that expected revenues from foregoing new sources of financing, in addition to the proposals below; will make a signal contribution to raising the funding needed for implementation of its recommendations.

6.6.1 Increased Government Budgetary Support

As per the National Development Plan (NDP), Government is already committed to raising expenditure on Higher Education from 0.3 to 1 per cent of Gross Domestic Product (GDP) in line with the practice of neighboring countries of Kenya and Tanzania. The projections in Table 26 below indicate how Government could gradually raise funding for Public Universities to match the funding levels of neighbouring countries over a five year period

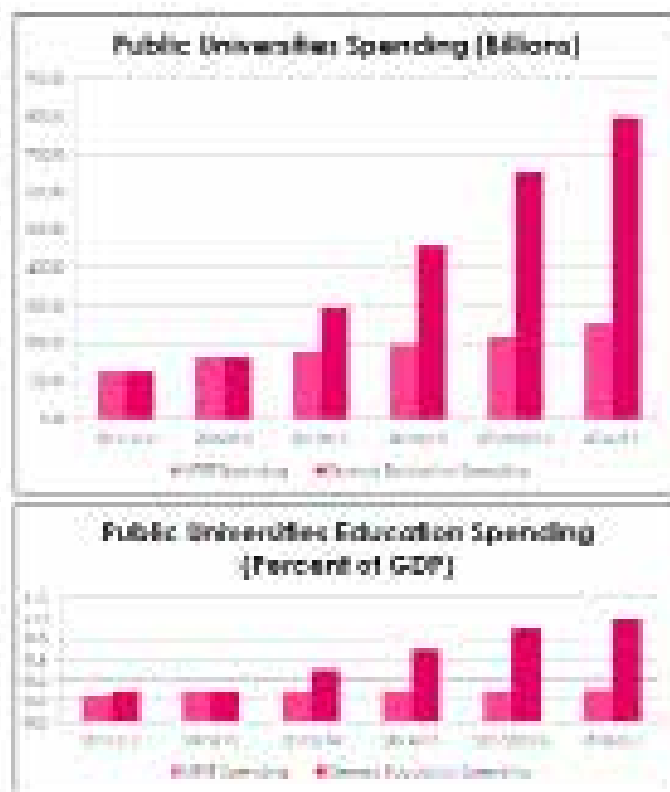
Table 26: PROJECTIONS AND GoU MEDIUM TERM EXPENDITURE FRAMEWORK (MTEF) FOR EDUCATION SPENDING 2011/12-2014/2015

	2011/12	2012/13	2013/14	2014/15	2015/2016	2016/17
	actuals	Projections				
Nominal GDP at current prices (Billions)	49,087	54,118	59,666	65,781	72,524	79,958
Real GDP Growth	3.2	5	5	5	5	5

Deflator		5	5	5	5	5
	Billions of Uganda Shillings					
Education NDP	671.1	703.2	809.7	912.9	na	Na
MTEF Spending	126.2	162.4	179.0	197.3	219.2	251.1
Desired Education Spending	126.2	162.4	298.3	460.5	652.7	799.6
Financing gap		0.0	119.3	263.1	433.5	548.5
	Percent of GDP					
Education NDP	1.4	1.3	1.4	1.4	na	Na
MTEF Spending	0.3	0.3	0.3	0.3	0.3	0.3
Desired Education Spending	0.3	0.3	0.5	0.7	0.9	1.0

Further Figure 5 shows the current and projected spending in public universities.

Figure 5: The current and projected spending in public universities



It can be seen from Table 26 and Figure 5 above, raising the GDP ratio from 0.3 to 0.5 per cent for FY 2013/14 would raise UGX 106 Billion for all public universities. Assuming that Makerere University receives 70 per cent of this amount it translates into about Shillings 74 Billion. The estimated financing gap is approximately Shillings 100 Billion. This will reduce the estimated financing gap to UGX 26 Billion.

6.6.2 Addressing the Unit Cost

The Government through the Office of the Auditor General commissioned a study on the unit cost for public universities which established that the current fees paid by privately sponsored students are

well below the estimated actual unit costs for Makerere University in 2010. Based on actual enrollment at that time, the weighted average cost was Shillings 3,232,577. At the present time (2012) the average unit cost is Shillings 2,688,857 per annum. The Auditor General's report indicated that the unit cost based on National Council of Higher Education (NCHE) acceptable standard was sh. 4,523,040 in 2010. Assuming an inflation rate of ten per cent over the two year period, the minimum unit cost should be Shillings 4,975,304 showing a difference of Shillings 2, 285,447. Assuming that there are 35,000 privately sponsored students who paid the minimum unit cost, the University would realize Shillings 80 Billion additional revenue. We recommend that the privately sponsored students be required to pay the additional Shillings 2, 285,447. The implementation of this should start with the intake of 2013/14 and Government provides a subsidy for continuing privately sponsored students.

6.6.3 Business/Commercial units

The Task Force was provided with current income and projections from the Printery and the Guest House. For FY 2013/2014 the Printery is projected to generate a net income of Shillings 94,803,509 while the Guest House is at the present time not making profits but with improved management and investment, it could become an additional source of revenue for the University.

6.6.4 Research grants

Universities the world over benefit financially from Research grants. These grants are managed through the University system including the use of University resources such as space, equipment, and financial management. It is routine practice to compensate the University to a tune up to 20 per cent or more of the value of the grant. At the present time, Makerere University has received the following Research and capacity building grants: Millennium Science Initiative (MSI) Projects, Presidential Science Initiative in Science, Technology and Innovations (e.g. KIIRA EV Project); College of Health Sciences (CHS) has many collaborative projects with international partners, College of Veterinary Medicine, Animal Sciences and Bio-Security (CoVAB) has AFRISA; College of Agricultural Sciences (CAES) has RUFORUM; the School of Law has HURIPEC.

Capacity building grants include NUFU funded by Norwegian Government, NUFFIC funded by the Netherlands, SIDA/SAREC funded by Sweden, and grants from the Carnegie Corporation of New York in support of the Female Scholarship Foundation (FSF), Rockefeller and Ford Foundation, e.t.c. From all these, a significant amount of funds could accrue to contribute towards the general administration of the University. The Task Force was informed that currently income for the University from these grants is not clearly identifiable. Some of these projects exercise a degree of autonomy which excludes control and coordination from the University central administration.

VALIDATION WORKSHOP, AFRICANA HOTEL, KAMPALA.



Eng Dr Charles Wana-Etyem, Chair of Council, officially opens Validation Workshop;



Dr Florence Nakayiwa-Mayega, Director, PDD, makes contribution.



L-R: Mr David Opiokello, Dr Wilberforce Turyasingura; Eng Dr Charles Wana-Etyem; and Mr Robert Odok Oceng, Ag Commissioner Higher Education



Prof Francis G. Omaswa



Mr Odok Oceng makes contribution.



Eng Dr Charles Wana-Etyem chats with Dr Sarah Ssali, Senior Lecturer, School of Gender and Women Studies and Council Member



L-R: Prof Foster Byarugaba; Prof Jack Nyeko Pen Mogi, Vice Chancellor, Gulu University; and Prof Oswald Ndolerire, Ag Principal, CHUSS



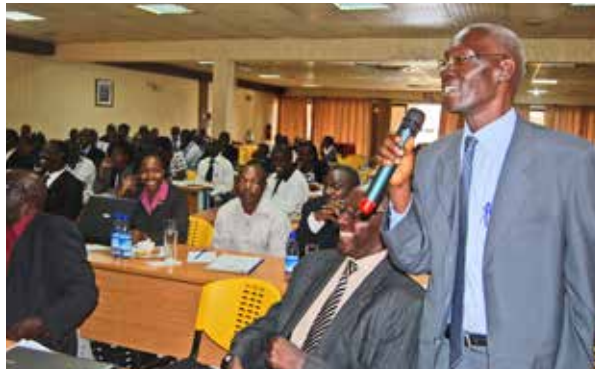
Dr Jessica Aguti, Ag Deputy Principal, CEES, makes contribution.



Mr David K. Muhwezi, University Secretary, makes contribution



Dr W. Turyasingura, Task Force Member, makes presentation.



Professor Livingstone S. Luboobi, former V/Chancellor, makes contribution.



Dr Tanga Odoi, MUASA Chairperson, makes contribution.



Dr Tanga Odoi with MUASA Executive Members.



Prof Maria Musoke, University Librarian, makes contribution



Mr. George Piwang-Jalobo chats with Prof JYT Mugisha, Ag Principal, CoNAS, represented Vice Chancellor.



Prof Francis G. Omaswa and Prof Foster Byarugaba hand-over Draft Final Report to Eng Dr Charles Wana-Etyem, Chair of Council, on 8th February 2013,



Makerere University College of Engineering, Design Art and Technology

CHAPTER SEVEN

Implementation

7.1 Introduction

The Task Force takes note of the fact that the assignment to undertake this work is derived from the commitment of the Government of Uganda at the highest level and all levels including that of the office of the Rt. Hon. Prime Minister to address chronic causes of strife at Makerere University. Further, the Task Force has endeavored to be objective in gathering and analysis of the evidence that have led to the Recommendations and in so doing it has been found necessary to make critical comments on some of the University structures and offices that will have responsibility for implementing these Recommendations.

In addition, during discussions with some senior officials of the University, the Task Force was informed that if the Recommendations threaten the tenure of their office, it is likely that the findings and Recommendations will be parked as has been the case with other previously Commissioned Reports. While the Task Force is sympathetic to any individuals whose positions may be adversely affected by the findings and Recommendations of this Task Force, it is the common good of the institution and the country that should prevail. The University authorities, within the proper human resource policies will put in place mechanisms for humanely handling adverse consequences to institutions and individuals.

Finally, it is expected that the responsibility for implementation of these Recommendations will not be left to Makerere University alone. Some of the Recommendations apply to all Public Universities and can only be acted upon by Government through the Ministry of Education and Sports, the Ministry of Finance Planning and Economic Development, and the Ministry of Public Service, among others.

7.2 Characteristics of Recommendations

The Task Force has framed all the Recommendations in such a manner that each of them has standard characteristics that (i) state the issue, (ii) highlight the findings and makes the recommendations, and also (iii) identifies the actor and indicates the time line and method of implementation.

7.3 Legal implications

There are many Recommendations that require amendments to the UOTIA prior to implementation. The Task Force met with the Education Committee of Parliament and this committee expressed interest in this work and is looking to the MoES to return the draft amendments to the bill that were previously withdrawn. The MoES has also indicated interest in fast tracking the amendments to the Law that will be required.

7.4 Structures to support implementation

The successful implementation of these Recommendations calls for a dedicated effort with institutional arrangements on the part of the University and Government of Uganda. The Task Force met with the existing "Change Management Team" at Makerere University who are driving the implementation of the ongoing first in full (URAF) project. The Task Force recommends that a new change management team including internal and external stakeholders to oversee the implementation of the Recommendations be appointed with representation of key stakeholders such as academic and administrative staff, students, and external partners such as key Government ministries and institutions, private sector and alumni. This team should be supported by a reputable Management Firm for a period not exceeding two years.

7.5 Regular review of the implementation

A progress report on the implementation of these Recommendations should be submitted to Hon. MoES on a quarterly basis. The MoES will be expected to provide feedback on the progress including offering the necessary support as needed. In addition, the mandatory annual performance report mandated by UOTIA should include the progress achieved.

7.6 Extract of all the Recommendations

7.6.1 Implementation Plan- Chapter 3: Cross cutting Issues

3.2 Governance

Recommendation

The corporate governance and administrative practices at Makerere University are below expected international standards. In order to achieve the desired cultural transformation in the governance and administration of the University, the Task Force recommends reforms in the composition and structure of the University Council and further that a reputable Management Firm be hired to support the University Council and the VC in transforming the current management and governance practices to internationally accepted standards. The Corporate Governance Reform Program should last a period of one to two years to ensure that a new governance and management culture is inculcated and institutionalized.

3.3 Communication and information flow

Recommendations

- a. Since the University does not have a formal communication policy, the Task Force recommends that the draft communication policy and strategy now under development be finalized as soon as possible.
- b. The communication function at Makerere University should be strengthened and upgraded. A Directorate responsible for communications should be established under the office of the VC and should be well-facilitated.
- c. The communication infrastructure at the University should be modernized through the innovative application of ICTs. This should include improvement of the intranet, introduction of call centers and self-service channels, revival of the campus radio and newsletter and real time video communication facilities in all the Colleges. Signage should be improved to make it easy for students, staff and visitors to navigate their way round the campus.

3.4 Legal Framework

Recommendations of the proposed UOTIA amendments and their justification are as in the Table on pages 27-29 of the Report.

3.5 Human Resources

Recommendations

- a. The staff morale at the University is low due to poor working conditions and management practices. The Task Force recommends that the University should take all measures to comprehensively implement the Human Resource components of the University Strategic Plan. The Human Resource Manual should be updated and utilized on routine basis.
- b. There is a large number of temporary staff and vacationers at the University. The Task Force recommends that a validation exercise be undertaken as soon as possible in order to streamline the establishment and save resources.
- c. There are many administrative staff who have acquired University degrees and other higher qualifications that are not necessarily in their line of specialization. The Task Force recommends that they all be provided with career guidance and appropriately redeployed.
- d. There is widespread dissatisfaction among Staff and other stakeholders outside the University on the policy of electing academic leaders at the University. The Task Force recommends

that all academic leadership positions be filled through a competitive appointment system as determined and overseen by the University Council.

- e. Counseling and guidance services at the University are inadequate. The Task Force recommends that the proposed Directorate of Counseling and Guidance be operationalized to provide these much needed services to the University community.

3.6 Security

Recommendations

The security situation at the University is unsatisfactory. The University administration should immediately undertake a review of the positions of custodians with a view to filling existing vacancies. Identification of all staff and students should be made mandatory and implemented using modern technology. The role of the police on the campus should be better defined and professionalized. The University should consider contracting a professional security firm as an alternative.

3.7 Teaching, Learning and Quality of Education at Makerere University

Recommendations

- a. The quality of learning and teaching at Makerere is declining despite favourable rankings. A dedicated program of work to address the root causes should be undertaken by the University with immediate effect. The current Teaching and Learning Center in the School of Education should be strengthened to lead this intervention and to establish a unit in each College.
- b. All academic and administrative staff should be provided with induction and ongoing training in the Core functions of the University. All academic staff should undergo special training in teaching and learning methodology.
- c. The current trends in global higher education are embracing Competency-Based Education as an approach for producing relevant and responsive graduates. The CHS at Makerere has already initiated this approach. The Task Force recommends that it should be extended to the rest of the University.
- d. Student/staff ratios should gradually be raised to meet the standards recommended by NCHE. This should also apply to physical facilities including classrooms, laboratories and operating budget.
- e. Library services should be modernized and adequately funded.
- f. E-learning is a powerful tool for strengthening teaching and learning capabilities of the University the potential of which Makerere University has not tapped fully. The University should enhance and broaden the e-learning function to more effectively encompass all manner of online learning models to enhance the teaching learning experience of students and staff. The resource envelope to support technology assisted learning environment should be ring fenced out of the technology and functional fees.

3.8 Student numbers and living conditions

Recommendation

There is a mismatch between student numbers and available infrastructure. The student/s taff ratios are not consistent with standards set by the NCHE. The Task Force recommends that the University Council, Senate and the VC immediately review the policies on students' intake and take action to ensure that overtime, arrangements are made to ensure that facilities and staff are consistent with guidelines promulgated by the NCHE.

3.9 Coordination and Oversight of Higher Education in Uganda

Recommendations

- a. The current mandate of the MoES in overseeing UPE, USE, BTVET, universities and sports is bigger than that in neighboring countries. The coordination and oversight of universities and science and technology is fragmented and not synergized. The Task Force recommends the establishment of a new **Ministry for Higher Education, Science and Technology** in order to create necessary synergies and to focus attention of universities, higher education and science and technology.
- b. NCHE has not vetted some of the courses that are currently running at Makerere University and has also not asserted its authority with respect to adherences by Makerere to NCHE standards. The Task Force recommends that with immediate effect NCHE and Makerere University should develop a joint program to review courses which have not been vetted and actions to comply with NCHE standards to which Makerere is committed in the current Strategic Plan. The Task Force has noted the successes of the Presidential Initiative on Science and Technology reflected in the Kiira EV Car and the Banana project. The Task force recommends that this initiative should be developed in Science Research fund to be awarded competitively through the UNCST under the Ministry of Higher Education, Science and Technology.

3.10 Strategic Plan Implementation

Recommendations

- a. Level of awareness of the SP among Makerere University community is low. The University administration should take all necessary measures to intensify the dissemination of the SP to all units of the University and encourage staff to study and internalize them with immediate effect.
- b. Makerere University Management should use the SP as a tool for developing Annual Work Plans and for monitoring performance.

3.11 Information Communication Technology (ICTs)

Recommendations

- a. The University should aggressively embrace the use of ICTs in all its business processes. A dedicated program should be implemented to raise awareness and to promote routine application of ICTs in all University units including the student community.
- b. The Task Force recommends that Makerere University should play a lead role in implementing of CEEMAS beginning FY2013/14.
- c. An establishment structure for DICTS under the Office of the Vice-Chancellor should be developed to address current challenges and filled with appropriate staff with commensurate remuneration.
- d. As knowledge centres, Universities should take the lead in building an ICT culture in the country. In particular, the Universities should begin to conduct paper-less Council, Senate and other meetings which consume a lot of paper.
- e. ICT should be given the priority it deserves in terms of funding, attention, etc.
- f. Everything possible should be done to recruit and train ICT Staff in the services of the University, including giving them special remuneration.
- g. The University must hook onto the new system that the Ministry of Finance is developing for all public Universities.

3.12 Partnerships and Networks

Recommendations

- a. Partnerships and collaborations at national and global level are essential to the achievement of the vision and objectives of the Strategic Plan of Makerere University. The Task Force recommends the establishment of a dedicated office in the central administration to support the VC in promoting partnerships and collaborations.
- b. As a direct outcome of the Task Force work, the collaborations initiated between Makerere University with Tshingua and Bar Ilan Universities hold tremendous potential for all the parties. The Task Force recommends that Makerere University follow up these promising contacts.
- c. The Public-Private Sector partnership initiative at Makerere University which started with a lot of promise with the purpose of linking the University with the public and private sectors in terms of designing curricula and also in mobilizing resources remains relevant. The Task Force recommends the revitalization of this public-private partnership by the University administration as the Task force was informed that the private sector is still interested. The ongoing partnership with UIRI is commendable and should be used as a model.
- d. The internship program at Makerere University is appreciated by all stakeholders. However, its implementation calls for significant reforms in financing, supervision and relevance to academic programs of the students. The Task Force recommends that the University administration immediately undertakes a review to address the above concerns.
- e. During a Task Force consultation with Government Ministries, a passionate appeal was made for the reintroduction of National Service. The exposure of students either before or after entry into the University to National Service holds the potential to orient their thinking as responsible citizens and patriots. The Task Force recommends that Government through the Ministry of Information and National Guidance takes up this matter along with the patriotism initiative that is already in place.
- f. For the University to remain relevant and contribute to national development and transformation partnership between the University and Government Ministries, parliament and civil society is important. The Task Force recommends that the priority Research agenda of the University should be regularly reviewed to ensure that its responsive to the needs of society. The University should develop structured linkages with Government Departments, parliament and the civil society to promote dialogue and facilitate the contribution of the University to policy formulation. The Task Force also recommends that Government should be proactive in reaching out to the University to seek solutions and to identify national priorities for action.

3.13 Quality Assurance

Recommendations

In order to ensure that the graduates of Makerere University meet the expectations of students and the labour market, it is important to undertake regular tracer surveys of the graduates. Information gathered from these surveys will be used as feedback to improve the quality of teaching and learning. The Task Force recommends that Makerere University through the Quality Assurance Directorate initiates graduate tracking with immediate effect.

7.6.2 Implementation Plan-Chapter 4: Macro and Micro Organizational Structures

4.3 Macro University structure

4.4 The Governance Structure

4.4.2 The Chancellor

Recommendation

The Task Force recommends that this post should remain ceremonial, and should be held by a celebrated academic or other person of high standing in society. The NCHE should provide guidelines for the person specifications of individuals qualified to occupy the office of Chancellor of a University. The University Council should ensure that the Chancellor is provided with the facilitation that is required for the performance of roles provided for in the Act.

4.4.3 The University Council

Recommendations

It is critical for a University Council in the 21st century to have highly competent, professional and experienced Members operating effectively in a businesslike manner. The Task Force therefore makes the following Recommendations in order to improve the performance of the Council as the supreme Governance body of Makerere University:-

a. Reduce the size of the University Council and upgrade its competencies

The current University Council is too large to be effective. The constituencies and profiles of Members should aspire to provide effective, competent and visionary leadership and modern corporate governance practices to a University of the 21st century. It is recommended that the University Council should consist of 13 Members including the VC with the following skills profiles (i) past or present holders of responsible positions in society, (ii) notable personalities in teaching, research and academia, (iii) exceptional knowledge, experience and commitment to the pursuit of knowledge and intellectual inquiry, (iv) commitment to advance the generation of knowledge and contribution of higher education to national development, and (v) high moral standing and integrity in society. The Task Force proposes that the 13 Members be selected from the following skills sets: Financial skills; Legal skills; Higher Education; Industry; Science and Technology; Human Resource; Business/Private Sector; and Alumni. The MoES should fast track the necessary amendments to UOTIA Section 38 to enable this recommendation to be implemented.

b. Strengthen oversight and comply with the provisions of UOTIA Sections 67 and 72

While it is desirable and essential for Makerere as an academic institution to enjoy a degree of autonomy, as a public University, there is need for oversight and supervision by Government as provided for in the Law. The reciprocity between autonomy of the University and supervision by Government has not been mutually reinforcing. It is recommended that the right sized and competent Council will routinely ensure that all relevant Sections of the Law are operationalized and implemented fully. Reciprocally, Government through the MoES and NCHE, should effectively play its supervisory role in compliance with the Law.

c. Strengthen and streamline administrative support to the University Council

The performance of the University Council is critical to the achievement of the goals and objectives of the University. It is therefore important to provide an enabling environment for the University Council to perform optimally through the provision of competent and effective administrative support. The Task Force therefore recommends that the office of Secretary to Council be held by a dedicated office free from other administrative responsibilities and preferably with a legal background, housed in the Directorate of Legal Affairs and reporting directly to the VC.

4.5 University Senate

Recommendations

- a. The composition of the Senate needs to be consistent with the new structure of the University:

The composition of the Senate has not changed in response to the new college structure of the University. The MoES and the University Council should take urgent action to amend the UOTIA to the effect that the size of Senate is reduced, that College Principals are included in its Membership and more autonomy is devolved to Colleges with clear definition of roles and responsibilities.

- b. The Task Force recommends that Senate should comprise the following: VC, DVCs, College Principals, Deans, Directors of Academic Units and Director Library Services; with provision for co-option as needed. It is further recommended that the secretary to Senate should be the DVC (AA), a position that has hitherto been held by the Academic Registrar.
- c. It is therefore recommended that the Senate Research and Publications Board takes on innovation to become a Research, Innovation and Publications Board. It is further recommended that Senate committees on ICT, Student Welfare and Discipline be established.
- d. Action should be taken to improve the quality of teaching and learning standards at the University.
- e. The Task Force was informed through testimonies of Staff that the teaching and learning conditions have deteriorated to unacceptable levels. There are many examples that illustrate the decline in the teaching and learning environment at the University. The Task Force therefore recommends that a Teaching and Learning Centre be established preferably in the College of Education and External Studies with branches in all the Colleges. This Centre will ensure that academic staff are provided with the necessary support in teaching and that, similarly, students are facilitated to become self-directed lifelong learners. The orientation process of new students should be taken more seriously and students should be sworn to study to seek the truth and to study diligently as was the case in the past.
- f. The facilities at the University should be upgraded and commensurate with the student population and in line with NCHE standards. The TF attended some classes and inspected halls of residence and found that student numbers have overwhelmed existing infrastructure and lecture halls are overflowing with lecturers too far away to be heard and the black boards too far away and unreadable. The TF therefore recommends that a dedicated effort be made to expand the infrastructure to respond to the current student population. The Task Force recommends the construction of State-of-the art Auditorium (for public lectures, graduation ceremonies, etc.) and Video Conferencing Facilities (for virtual meetings with partners abroad and e-learning). This should also include revamping laboratory facilities, libraries and other teaching, learning and research facilities.
- g. There is need to rationalize, synchronize and prioritize academic programs. The introduction of private fee paying students in 1989 opened the door to an influx of private students and a proliferation of new academic programs. Some of these programs were duplicated in different faculties. The Senate and NCHE should provide the required guidance and regulation to the University on this matter.

The University should develop an integrated and interdisciplinary research agenda which is responsive to national and global development needs and priorities. The current research work at the University is fragmented and scattered largely because the University does not have an integrated and interdisciplinary research agenda that responds to changing national and global development needs and priorities. Academic staff undertake research in areas of their individual interest and not necessarily research that is linked to the above mentioned development needs and priorities. The Task Force recommends promotion of research across all academic disciplines if Makerere is to become a truly research-led University as per its Strategic Plan.

The leadership for research needs to be provided at the highest level by establishing the

post of a DVC for Research, Innovation and Development. This is consistent with the practice in other leading universities. The Task Force further recommends that research findings at the University should inform national policy development and resource allocation through proactive engagement with all stakeholders, including the leadership and the population.

The Task Force recommends that Government and the Private Sector should engage more actively in supporting further development of incubation centres at the University as is the case in other universities visited by the Task Force.

- h. There is need to enforce discipline by the appropriate authorities at the University. A crisis has been created by rampant dereliction of duty and indiscipline among academic staff, including some Members of Senate. The existing disciplinary procedures are not being enforced as they should be by the University leadership. The Task Force recommends that the University Council, Senate and the VC take all action needed to restore discipline among staff at the university.
- i. There is need for urgent action to strengthen the quality assurance functions of the University. The quality assurance functions at the University are weak and not facilitated. The Task Force recommends that high priority be given to the Quality Assurance Directorate of the University and that it should be adequately facilitated to perform its roles. The Task Force also recommends that the University initiates the process to attain ISO standards and certification as is the case with other universities.
- j. NCHE guidelines on workload are not being followed. NCHE has specified optimal workload for academic staff at all universities in the country. The Task Force found that at Makerere this is not followed. In some Colleges there is gross under-staffing with some Departments having as low as 40 per cent staffing levels. At the same time many academic staff are receiving additional payment per hour taught while others are not. Some of the Staff teach day and evening classes including weekends. The Task Force did not find evidence of actions being taken by Senate to address this problem.
- k. Fast track promotion/new entrant requirements for promotion.
The Task Force was informed that Senate at its 155th meeting reviewed the policy on appointment and promotions of academic staff and decided that they could be appointed and promoted using a multi-tracking system. Promotion using the ordinary track was based on teaching experience, research publications and supervision of students to completion.
- l. A review of the examinations practices at the University should be undertaken in order to address the existing weaknesses. Reported examination malpractices have affected the integrity of examinations and have cast doubt on the quality of Makerere's qualifications. It is recommended that urgent action to review the entire examinations processes at the University be undertaken with a view to providing the necessary resources, infrastructure and quality assurance interventions to eliminate the malpractices and restore the required credibility. The University Council, Senate, VC and other agencies of Government should give high priority to this matter.

4.3.4 Vice Chancellor

Recommendations

- a. The profile of a person to be appointed as the Vice-Chancellor is not provided for in the Law. The Task Force recommends that the University Council and the MOES should ensure that this profiling is provided for in the Act stating among other things that (i) the VC should be an embodiment of the academic tradition, excellence and intellectual culture of the University, (ii) the Chief Public Relations Officer and the face of the University, (iii) should be committed to the promotion of higher education, and (iv) he/she should be an acclaimed Academic with extensive and demonstrable corporate managerial experience in high office.

- b. The role of the VC in the administrative and financial management of the University should be made explicit in the Law. The Task Force recommends that the VC becomes the Accounting Officer of the University with powers to delegate to the DVC (F&A).
- c. The Task Force noted that Makerere University is a huge and complex organization effective Governance of which calls for robust structures, highly performing and accountable managers and responsive systems. The Task Force identified further areas of conflict in the existing structure. The Task Force recommends that the University Council takes the necessary action to promote team work among top management. In addition, the recommended management consultancy to assist the University with change management should among other things be assigned the responsibility to develop the team leadership competencies amongst the top management of the University. To effectively manage such a large and complex institution, mechanisms for regular management consultations are essential. It is recommended that the VC should establish two top management organs as follows:
 - i. A **Top Management Team** comprising the VC (Chair), Deputy VCs and College Principals. This body should meet frequently and preferably every month.
 - ii. A **Central Management Team** should be a larger body bringing together the VC (Chair), DVCs and Directors (heads of different Directorates). This body should meet on a quarterly basis.

4.7 Vice Chancellor's Consultative Forum

Recommendation

The Task Force has recommended reforms in the composition and size of both University Council and Senate. Both organs will now be smaller and membership will not be based on constituencies. However, it is essential for a forum, i.e. the Vice Chancellor's Consultative Forum to be provided for in the University leadership to receive feedback from all stakeholders on a regular, structured and on-going basis. This will be a consultative forum and not a decision making organ of the University.

4.8 Deputy Vice Chancellors (DVC)

4.8.1 DVC Academic Affairs (AA)

4.8.2 DVC Finance and Administration (F&A)

4.8.3 DVC Research, Innovations and Development (RID)

4.8.4 DVC Planning, Partnerships and External Relations (PPER)

Recommendations

The current Law is clearly a source of conflict between the office of the VC and DVC (F&A) on the one hand and that of the US on the other regarding oversight, responsibility and accountability for the finances and general administration of the University. This is an anomaly that needs to be corrected by possibly merging the office of the US with that of the office of the DVC F&A.

The Task Force recommends that a separate Directorate of Counseling and Guidance be strengthened and elevated under the DVC (F & A). As such, its services will be used by both staff and students, and will reflect and bring together the different specializations of Psychologists (e.g. Clinical, Counseling, Industrial/Organizational and Educational, etc.) The Task Force recommends the following structures under the DVC (F&A):-

- a. Directorate of Finance
- b. Directorate of Estates
- c. Directorate of HR

- d. Directorate of Health Services
- e. Directorate of Counseling and Psychological Services Centre

The Task Force recommends the creation of the Deputy Vice Chancellor, Research, Innovations and Development (DVC RID) to coordinate and manage the Research Agenda of the University across the whole spectrum towards the development and sustainability of (i) robust Research and Development (R&D) system which is synchronized and institutionalized; (ii) adequate and harmonized research funding; (iii) research support structures at all levels; (iv) support for research training, grant writing and management, publications, incubations and development.

The Task Force recommends that Makerere should consider a 4th Deputy Vice Chancellor for Planning, Partnerships and External Relations (DVC PPER), subject to budget considerations, whose functions will be to spearhead and coordinate the following: Community Engagement; Academia/University-Industry/Private Sector partnerships and other partnerships, External Relations; finalization and implementation of the University's IP Policy; and establishment and operation of the University's Technology Transfer Office (TTO) to facilitate commercialization and market-access for the University's innovations and incubations. The DVC PPER and DVC RID would work in a synergistic and reciprocal partnership.

4.8.5 Selection of University Officers

Recommendation

The Task Force recommends a reform of the electoral process and the amendment of the Act so that **all University Officers are appointed and not elected**. This is also in line with the call from the majority of stakeholders within and outside the University interviewed by the Task Force. This role should be entrusted to the University Council and its Appointments Board, especially a reconstituted and new Council as the Task Force has recommended.

The Task Force recommends that the VC, DVCs and College Principals should be appointed by the Chancellor from a short list submitted by the University Council. For Makerere to remain a first rate and world-class University, it should not operate a closed recruitment system; rather, it should be able to cast its net wide and recruit the very best academic and administrative staff in and outside Uganda. The provision in the Act of election of Deans, Director and Heads of Departments "*by their Academic Staff from among their senior Members*" should therefore be amended.

4.9 Micro University Structure

4.9.1 Colleges

Recommendations

- a. **Employment of staff:** The Task Force recommends a good practice that requires all appointments at Colleges, including Principals, and in the entire University are strictly within established posts. That is, the Appointments Board of Council is to be responsible for all appointments at the University. Some of its functions can then be delegated to Sub-Committees at College level with defined powers. The advantage of this is that it will be possible to appoint staff to perform their duties in more than one College. It will also ensure uniformity in the quality of appointments and improve information sharing. On the finding that "all but one of the members of the College Appointment Committees are Management staff", the Task Force recommends it desirable to have the majority of Members brought in from outside the University; as is with the Task Force's recommendations concerning a right-sized and well-functioning University Council.
- b. **Center and College Administrations:** The relationship between administrative positions at the Colleges and those at the Centre are ambiguous. The position of Human Resource officer at

the College is not provided for in the College Statute, yet it is an essential function. The Law should allow flexibility for the University administration to define and establish academic and administrative positions and not prescribe all of them as is the case at present. Appropriate amendments to the Act to provide this flexibility and delete the legally prescribed positions should be made. Devolution has not been facilitated by the ambiguity in the current Law.

- c. **The School of Law:** The Task Force agrees that Law is a profession with great potential to contribute to Uganda's development. Consequently, the Task Force recommends the Law School be upgraded to the status of a College. This will expand and serve Uganda's national needs better. It should therefore be established as an independent College. However, further dialogue is needed between the legal and administrative community at Makerere for consensus on this matter. Some respondents do not agree with this position arguing that this would make the School of Law to be viewed in the same way as the Law Development Centre.
- d. **Makerere University and Mulago Hospital:** The quality of service, teaching and research at Mulago Hospital as a University teaching hospital is matter for concern among key stakeholders. The request by the Hon. Minister of Health for a new Memorandum of Understanding between Makerere University and the Ministry of Health should be taken up immediately by Makerere University.
- e. **Institutes, Centres and Schools and Nomenclature:** These have been established and named in the University structure without consistency. Some are autonomous and are not reflected in College micro structures. The Task Force recommends an immediate review by the University definitions, status and governance of these units in the University structures.

4.10 Jinja and Fort Portal Campuses

Recommendations

It was observed that the off-campus centers needed proper planning, funding and clear establishment and infrastructure plans, especially since they were established at a time when the main campus was experiencing its own challenges. As a result, the current Campuses in Jinja and Fort Portal are struggling. It is therefore recommended that the management policy for the off-shore campuses currently being developed by the University administration be expedited. Working with Government, the University Administration needs to explore ways of funding infrastructure development from such regional development plans, such as the Luwero Ruwenzori Development Plan (LRDP) for the Fort Portal Off-shore Campus. With the possibilities of scaling up and decentralizing the Presidential Initiative in STI at Makerere, the off-shore Campuses stand a chance of becoming beachheads for regional transformation towards Vision 2040 Implementation. Thus, the off-shore campuses could plan to partner with existing regional universities and institutions towards development of Science & Technology Parks in their catchment areas.

7.6.3 Implementation Plan-Chapter 5: Job Analysis and Evaluation

5.5 Proposed new salary structure

Recommendations

a. Recommended Salary Scale

The Task Force recommends that implementation of a new salary scale as shown in Tables 17 - 22 on pages 84-89 of this Report should be phased over a period determined by the University Council. A mid-term review of salaries may be conducted after five years. The proposed increases are aimed at reducing academic staff attrition but also attract some who are already in the Diaspora. There is evidence that academic staff would prefer to work from their home country rather than abroad if they perceive that the pay is commensurate to

their effort. It is also essential that Universities pay decent salary to stem the ever-increasing brain drain of the University faculty.

b. Allowances and benefits

Given proposed enhanced salary structure, the Task Force recommends that allowances, with the exception of responsibility and clinical allowances; be pegged to the base pay and a 20 per cent across all grades and consolidated pay. This should take effect with the commencement of the implementation of the new salary scale.

c. Top-up allowance

The Task Force recommends that the University Council should abolish top-up allowance with the implementation of the proposed new salary structure. Further, that the workload system be strengthened and minimum workload hours for both teaching and research staff be determined. Teaching staff be monitored so that only those who exceed the minimum workload should be paid an extra workload allowance, not exceeding UGX 50,000 gross pay per hour of extra workload, beyond the prescribed minimum load. The staff who will not meet their workload consistently for three months should be reprimanded.

d. Staff promotions

The Task Force recommends that the Directorate of Human Resources should address the issue that some people are overqualified for the jobs they currently hold head on. The Directorate needs to make sure all staff who do not fit in the structures of the University job establishment are released. This should be done prior to the commencement of the Financial Year 2014/2015 because of its budgetary implications.

e. Single spine

The Task Force has designed and therefore recommends a single spine salary structure with the capacity to accommodate the distinct nature of academic staff contribution. In the proposed structure, the Task Force recommends that the academic staff commence on **the 4th of any grade** whereas other University staff will commence on the minimum point. This will go a long way to address the complaints raised by academic staff that contributions of core staff of the University are not being recognized.

f. Remunerating Lecturers in Science and Clinical Fields

The Task Force studied the current arrangements and recommends that the clinical allowance be retained and proposed a 15 per cent of gross pay across all positions in this category.

g. Headcount anomalies

The Task Force recommends that the Directorate of Human Resource immediately conducts an actual head count of all staff in the University with a view to clean up the Payroll. The University top leadership should prioritize payment of terminal benefits for those employees whose services were outsourced, and all temporary appointments should not last beyond six months.

h. Human Resource Information System (HURIS)

The Task Force recommends that the Human Resource Information System (HURIS) should be optimized to aid the processing of staff information. Further, that staff in the Directorate should be trained on how to use it.

7.6.4 Implementation Plan-Chapter 6: Improving the Current Financing Sources of Makerere University

6.4 Improving current financial practices

6.4.1 Amendments in the Law

Recommendation

The Task Force recommends amendments to the UOITA as discussed in Chapter 4: Macro and Micro Organizational Structures in the Section on roles and responsibilities of the VC, DVCs, College Principals and the University Secretary. These will facilitate the streamlining of current financial practices. The VC as CEO of the University will have a more direct role in financial management along with the DVC (F&A) and College Principals, which will be an improvement on the current practices.

6.4.2 Application of the IT-based financial management systems

Recommendation

The Task Force recommends the urgency for the University to acquire and implement to scale an ERP system with support for 'smart access' and comprising an Integrated Financial Management System (IFMS) that will provide timely online data acquisition, information management and reporting at all centres in the University. In particular, the ERP system should link the finance management system effectively (in real time) to the other modules: the Academic registry, the human resource, library, and halls of residence. The University Financial Management System should be integrated with the Government IFMS. The support for such a system will require special measures to attract and retain well qualified and experienced IT support staff.

6.4.3 Best practice budget management

Recommendations

The Task Force recommends as follows:-

- a. The budget is the tool for ensuring efficient and prudent financial management that is compliant with the Law and enables the University to achieve the desired results. Budget management therefore needs to be led by the VC as the top executive officer as stipulated in Section 31 of the Act.
- b. Because of the importance of the budget as a management tool, all senior managers in units should be sensitised to participate actively and add more value to the process of budget making.
- c. The concept and role of budget ceilings should be carefully explained in pre- budget meetings or workshops for a clearer understanding of resources limitations.
- d. The Vice-Chancellor should formally approve and submit the Draft Budget to Council.
- e. Budgets should be derived from the Annual work plans that are in turn linked to the Strategic Plan.

6.4.4 Cost Saving Measures

- a. Utilities
- b. Motor Vehicles
- c. Staffing Issues
- d. Allowances

Recommendations

On Utilities: the Task Force recommends the following actions to save costs on utilities:

- a. Implement a sensitization programme for conserving energy and water at the University.
- b. Implement prepaid metering for power consumption beginning with residential and commercial units and gradually move to other units.
- c. Implement a system of water meters for residences and commercial units.
- d. Implement a programme of effectively monitoring illegal tapping and use of power and water from the University and decide on options to take against such illegalities.

- e. Innovative harvesting of rain water should be given urgent consideration.

The Estates Department estimates that implementation of the first four recommendations could result into savings of up to one third or half of currently incurred costs on Energy and Water equivalent to UGX 2.0 Billion annually.

On Motor Vehicles: the Task Force recommends the following corrective actions:-

- a. Review and approve a comprehensive Transport Policy for the entire University to facilitate procurement and disposal, ownership, and control and management of the fleet.
- b. Establish a Motor Vehicle Register in the interim.

On Staffing Issues: the Task Force recommends as follows:

- a. The University should urgently undertake a headcount to establish the actual number, categories and employment status of all employees of the University. The establishment of the University should be reviewed in line with the recommendations of the Task Force.
- b. In view of Section 71 (1) and Section 81 of the Employment Act 2006, the University should immediately seek legal advice on the implications of termination of employment of temporary staff who have served for long periods of time with a view to negotiating an amicable separation arrangement.
- c. Having noted the inability of the University to raise the necessary funds to pay off accumulated pension arrears and other terminal benefits of a large number of staff; the Task Force recommends that Government should intervene, otherwise Makerere University will chronically remain incapacitated by this huge debt. A one-off appropriation by Government to pay off the backlog of Pension Arrears and Terminal Benefits for this category will enable Makerere to make a new beginning and release residential houses occupied as ransom by retired staff. This request should be activated by the University Council immediately.

On Allowances: the Task Force recommends that the University should urgently undertake a headcount to establish the actual number, categories and employment status of all employees of the University. The establishment of the University should be reviewed in line with the recommendations of the Task Force. The University should urgently undertake a comprehensive review of the practice on payment of allowances; and should develop a policy on realistic categories of activities that will qualify for payments of allowances for work that is beyond and above the prescribed workload of a given position. Top-up allowances as paid at present should be abolished provided that the salary proposals in the Task Force recommendations are implemented. Allowances should be limited and strictly monitored.

6.5 Potential new sources of financing

Recommendations

a. Investments

The Task Force recommends that the University Council should expedite the establishment of the **Makerere University Endowment Fund (MUEF)** as a tool to facilitate the management of investable resources and address any legal impediments to this process. The University should complete the review and approval of the Investment Policy as soon as possible to provide a benchmark for assessing performance. The £901,843 should be used to form the seed capital for the Endowment Fund. Once the Policy is approved the contract with Crown Agents should either be renegotiated to incorporate the benchmark authorized by the policy or a new fund manager sought. The Investment Directorate, in the first place should be assigned the role of the new manager in view of the relatively small sum of money involved.

All net revenues generated from the University business units whose control and management have recently been transferred to the Investment Department should be transferred to the MUEF. If they are managed on a strictly commercial basis, these are projected to generate a useful amount of funds annually. Similarly, proceeds from future University business undertakings should be channeled to the MUEF. In the absence of an appropriate legislation governing the operations of endowments, the University should make use of contractual arrangements to enable the smooth operations of the MUEF.

Donations or Grants whose capital values must be preserved with only their resulting income being applied for a specific purpose e.g. providing scholarships to a certain category of students should become part of the MUEF. This should be subject to the conditions and terms of the grant or donation. A 15 % overhead costs should be levied on research donations and grants. A similar amount should be recovered from charges levied on short term courses (training programs) administered using university resources and should be paid into the MUEF. A new charge be introduced (or if it is easier to implement an additional charge be embedded in one or more of the existing charges such as Registration or Application to join the University). The Task Force's recommended amount is U Shs 50,000/= per semester which at the current University population of around 40,000 should raise a minimum of U Shs 4 Billion in the first year.

On Fund Management: the Task Force recommends as follows:-

The Investment Advisory Committee (IAC) should be renamed the 'Investment Committee' since the committee's responsibilities as envisaged in the Investment Policy document mandates the committee to take many investment activity- related decisions.

The Committee should become a Council Committee so that it reports to Council directly. This will facilitate faster decision making on policy and operational matters requiring Council's attention. Because of its technical nature, the Task Force recommends that IAC membership should include members of Council and Management carefully balanced to deal with technical and general issues around investments. In order for Committee Members to understand and appreciate market developments better, so as to facilitate their decision making processes, a programme of training in Capital and Financial Markets should be regularly undertaken.

b. Real Estate Development

The Task Force recommends that the University must move quickly, with the assistance of the relevant authorities to remove all encumbrances to protect and secure all pieces of land it owns. Encumbered property is difficult to develop. The University Council should also expedite the approval of the University Infrastructure Master Plan. This will facilitate the decisions regarding implementation of the various physical structures that may be planned for development on and off the main Campus. Further, Council should institute a team to investigate and report on all matters and conditions that need to be fulfilled in preparation for decision making on commencing a Public Private Partnership (PPP) scheme, or in the alternative, in investing in these properties outside the PPP scheme. These should include any legal constraints and how they could be overcome, permits that need to be obtained from all regulatory agencies as well as potential funding sources.

The Task Force recommends the University explores the option of borrowing funds from Banks on its own account to enable it construct new buildings or rehabilitate the current ones which are not part of the AfDB funding arrangements. UOTIA (as amended) allows Universities to borrow with the approval of Government and Parliament. For the long term, however, when the University's balance sheet is stronger; it could consider raising funds from the Capital Markets through the issuance of Makerere Bond for financing major capital projects.

c. Business/commercial enterprises

The Task Force recommends that Makerere University should borrow a leaf from the Universities of Nairobi and Dar es Salaam that operate Holding Companies as business arms of the two Universities. Therefore, the Task Force recommends that the University capitalizes the Printery, the Bookshop,

the Guest House, etc., into a Holding Company to run as a business arm of Makerere. The Holding Company can be capitalized through a combination of prudent borrowing and the application of savings realized from the activities of MUEF.

d. Fund raising activities/Private Sector resource mobilization

The Task Force calls upon the University Council to revitalize the Makerere University Private Sector Forum (MUPSF), as a matter of urgency; and has proposed a “how to” in terms of structure, governance, financing and sustainability (Annex IV, p. 149). The Task Force recommends that resource mobilization for the six (6) pipeline College based Endowed Chair Professorships conceived by MUPSF should be implemented as soon as possible. These Endowed Chair Professorships, as proposed by MUPSF, range between US \$3.5 million to \$5 million when fully invested. If each Chair Professorship Endowment will, on average, earn a 2 per cent -5 per cent annual interest, i.e., \$100,000 to \$250,000 annually for each College: they would bring in total revenues to Makerere University ranging between \$0.6 million to \$1.2 million annually.

The Task Force recognizes that Makerere University has other significant fund raising activities and sources, such as Makerere’s wide and deep network of distinguished Alumni and their posterity, the Private Sector in East and Central Africa, East African, African and global well-wishers and philanthropists; etc. Therefore the Task Force recommends that the University should:

- i. create a unit with responsibilities for overseeing fund raising activities;
- ii. strengthen lobbying capacity with Government Departments;
- iii. build a data base for Alumni and initiate programmes that will attract them to be an active part of Makerere community; and
- iv. identify and market executive programmes in disciplines where Makerere has global advantage or reputation to raise additional resources.

Significantly, the Task Force recommends that the University Council, Chancellor, Vice-Chancellor and Deputy Vice-Chancellors should be more actively and visibly involved in front-line fund raising activities than ever before.

6.5.3 Presidential Initiative for Science Technology and Innovations

The Task Force’s comprehensive and step-wise recommendations to promote and scale-up the Presidential Initiative towards sustainability are in Annex III (p. 140).

6.5.4 Commercialization of incubations

The Task Force recommends for its proposed third (3rd) DVC for Research, Innovations and Development (DVC RID) to work hand in synergy with its proposed fourth (4th) DVC for Planning, Partnership and External Relations (DVC PPER) to establish and operate the structure for incubating and commercializing Makerere research innovations.

6.5.5 Makerere as a destination for international students (international students as a source of income)

Higher education has potential to generate revenue for the country from foreign fee paying students. Many universities in Europe and the USA depend heavily on fees from foreign students and are encouraged by their Governments to admit as many foreign students as possible. Uganda has already got a favourable reputation in the African region as a destination for higher education. Advantage should be taken of this to strengthen higher education in the country in order to attract as many international students as possible.

6.5.6 Student Loan Scheme

Government is making arrangements to implement a student loan scheme at Public Universities to needy students from Academic year 2014/15. This however requires an Integrated Information

Management System like it is at the University of Nairobi where a student is admitted on line, studies and access University facilities using electronic ID and gets results on line. This system also covers Financial and Payroll systems.

The Task Force recommends that at the minimum, the University adopts a fee structure based on the unit cost acceptable standard of the NCHE; and Government drops the current policy of sponsoring some students only. Government could contribute a certain proportion of the tuition for all Ugandan students admitted at the University for certain defined courses based on government policy. All students should meet the balance of the fees not paid for by Government. Students who are unable to pay may be availed loan facilities from the Government. This should be restricted to students from poor financial backgrounds. There is need for clear, transparent, and strict criteria governing access to the loan facilities to be developed for good management of the scheme.

6.5.7 Pension Liabilities

The Task Force was informed that the University, due to lack of funds has continued to accumulate arrears for pension, gratuity and NSSF contributions. As at 30th June 2012, the total liabilities accumulated was Uganda Shillings 34,351,690,991. This is broken down as follows:

- a. Commuted pension and gratuity arrears for Staff who had retired by 31st March 2009 was Shillings 3,012,789,883.
- b. Monthly pension due for Staff who had retired for March 2009 was Shillings 3,532,596,190.
- c. Benefits for those who were in service by 31st March 2009 (some have since retired while others are in active service) was Shillings 14,787,894,019.
- d. Deposit Administration Plan (DAP) retirement benefits Shillings 10,632,082,369.
- e. Deposit Administration Plan (DAP) benefits not remitted to NIC Shillings 1,600,000,000.
- f. Contract gratuity Shillings 184,621,889.
- g. NSSF dues Shillings 601,706,641.

The Task Force recommends that Government provides funding for pension arrears of Uganda Shillings 35 Billion in two equal installments in FY 2013/14 and FY2014/15.

6.6 Financing Task Force recommendations

The Task Force is of the view that expected revenues from foregoing new sources of financing, such as Investments, Real Estate Developments, and Business and Commercial Units formed and capitalized into a Makerere Holding Company, etc; will make a signal contribution to raising the funding needed for implementation of its recommendations.

6.6.1 Recommendations on increased Government budget support

The Task Force acknowledges Government commitment, according to the National Development Plan (NDP), 2010/2011-2014/2015; to raising expenditure on higher education from 0.3 to 1 per cent of Gross Domestic Product (GDP). This would be in line with the practice of neighboring countries of Kenya and Tanzania. The Task Force showed projections in Table 26, and Figure 4 (pages 110-111) of this Report to indicate how Government could gradually raise funding for Public Universities to match the funding levels of neighbouring countries over a 5-year period.

The Task Force has shown from the projections that raising the GDP ratio from 0.3 to 0.5 per cent for FY 2013/14 would raise Shillings 106 Billion for all Public Universities. Assuming that Makerere University receives 70 per cent of this amount, this would translate into about Shillings 74 Billion. The estimated financing gap is approximately Shillings 100 Billion. This will reduce the estimated financing gap to Shillings 26 Billion.

6.6.2. Recommendations on addressing the Unit Cost

The Task Force acknowledges that Government, through the Office of the Auditor General; commissioned a study on the unit cost for Public Universities. This established that the current fees

paid by privately sponsored students are well below the estimated actual unit costs for Makerere University in 2010. Based on actual enrollment at that time, the weighted average cost was Shillings 3,232,577. At the present time (2012) the average unit cost is Shillings 2,688,857 per annum. The Auditor General's report indicated that the unit cost based on National Council of Higher Education (NCHE) acceptable standard was Shillings 4,523,040 in 2010. Assuming an inflation rate of ten per cent (10%) over the two year period, the minimum unit cost should be Shillings 4,975,304 showing a difference of Shillings 2, 285,447. Assuming that there are 35,000 privately sponsored students who paid the minimum unit cost the University would realize Shillings 80 Billion additional revenue. The Task Force therefore recommends that privately sponsored students be required to pay the additional Shillings 2, 285,447. The implementation of this should start with the intake of 2014/15 and Government provides a subsidy for continuing privately sponsored students.



Makerere University School of Food Technology, Nutrition & Bio-Engineering

ANNEXES

ANNEXES



Introduction

Professor Francis G. Omaswa, Chairperson

The annexes provide further evidence base and complements to the Task Force's work. They illustrate concrete outputs of the Task Force, which have already begun to benefit Makerere University and Uganda. Others provide supportive background information to the work of the Task Force.

Annex I is the speech of the Rt. Hon Prime Minister at the inauguration of the Task Force in the Council Room, Makerere University. This was read by the Hon Minister of Education and Sports.

Annex II is the letter of the Chairperson of the Public Universities Vice Chancellors' Forum requesting Government to apply the findings and recommendations of the Task Force to all Public Universities.

Annex III on Promotion and scale-up of the Presidential Initiative in Science, Technology and Innovations in Makerere University towards realization of Uganda Vision 2040 is a significant output of the Task Force. It complements and enhances the Task Force's recommendation that the Presidential Initiative in Science, Technology and Innovations be scaled up into a National Science and Technology Research Fund and open for competition to other Universities as well. Thus, Annex III enhances this recommendation by additional recommendations of the Task Force, which include proposed global resource mobilization targeting **US\$150 million in 5 years** from 2013/2014.

Annex IV on Promotion of Academia/University-Private Sector/Industry Linkages interfaces well with Annex III. How so? The Task Force identified Science, Technology and Innovation as critical drivers for transforming the national economy, the realization of Uganda Vision 2040. But this requires intentional and deliberate strategies and mechanisms of Academia/University-Private Sector/Industry and Government Partnerships. These will enable and empower Universities and Research and Development (R&D) Institutions to become key components of Uganda's National Innovations System (NIS) as envisaged in Uganda Vision 2040. Annex IV, therefore, provides additional recommendations and step-wise trajectory of Uganda's University-Industry Linkage beginning with the revitalization of Makerere University Private Sector Forum, MUPSF, first established by University Council in 2006.

Annex V is the MoU between Makerere University and Bar Ilan University, Israel--a Task Force deliverable. On this hinges the proposed targeted global resource mobilization US \$150 million in 5 years in Annex III. The MoU provides for strategic collaborative research, Makerere staff training, and projects long term sustainability of the Presidential Initiative in Science, Technology and Innovations in Makerere University.

Annex VI is an e-mail letter from Israel's Embassy in Nairobi, Kenya, to the Research Fellow of the Task Force about the offer to Makerere University and Uganda for the one-year Agrostudies Agricultural

Internship in Israel. This followed the successful Task Force benchmarking visit to Israel well facilitated by Israel Embassy and Ministry of Foreign Affairs. Subsequently, 31 Ugandan students (29 from Makerere and 2 from Busitema Universities) were flagged off to Israel on 3rd October 2013 in Makerere University by the Hon. Minister of Education and Sports who represented **H.E. Yoweri K. Museveni, the President**. The Task Force was well represented at this flag-off ceremony. Agrostudies Internship has taken off very well and offers an international best practice of Agricultural Internship towards transforming Agricultural training in Makerere, other Universities and Agricultural Colleges in Uganda.

Annex VII is Makerere University's official letter to Tsinghua University, Beijing, China, benchmarked by the Task Force. Officials and Professors of Tsinghua University, with whom the Task Force met; expressed enthusiastic interest in collaborative research partnership and cross-cultural exchange with Makerere. In the subsequent e-mail communication through the Task Force, the Tsinghua University officials expressed readiness to provide graduate scholarships to Makerere University students.

Annexes VIII and IX are the list of stakeholders consulted by the Task Force and the Biographical sketch of the Task Force, respectively.

ANNEX I



SPEECH BY

RT HON AMAMA MBABAZI, SC, MP THE PRIME MINISTER OF UGANDA

At inauguration of Task Force on review of Makerere University Staff Structure
In Council room, Main Building, Makerere University, Kampala
On Friday 18th November 2011, at 2.30 p.m

1.0 INTRODUCTION

I wish to take this opportunity to, first of all, thank the Council and Management of Makerere University for inviting me to flag of this historic Task Force comprised of distinguished and eminent scholars, practitioners and citizens.

In this regard, I congratulate Professor Francis Omaswa, Chairperson, Professor Foster Byarugaba, Vice Chairperson, and all the distinguished members of the Task Force, including its Secretariat.

Second, I want to thank Makerere University, my alma mater, for inviting me as an alumnus of the "Great, Great Makerere..."—East Africa's oldest and premier University—now on the leading edge of innovations in Africa! Thirdly, I congratulate Makerere for making Uganda proud through your recent announced innovations, in particular: the Kiira EV car; research towards an HIV/AIDS cure, and Makerere's recent selection as an African Centre of Excellence in Research, etc.

Last but importantly, I wish to thank H.E President Museveni for his commitment and support to higher education in Uganda in general, but to Science and Technology in particular. We have begun to see the fruit of this commitment here in Makerere University.

2.0 BACKDROP TO FORMATION OF TASK FORCE

The immediate backdrop to the formation of this Task Force was the Makerere Staff Strike in August and September 2011. I headed the Government of Uganda team seeking a sustainable way forward. In the process, I chaired a meeting in the Office of the Prime Minister attended by, among others, Ministers and officials of the Ministry of Education and Sports; Ministry of Finance, Planning and Economic Development; and Makerere's Chancellor, Chairperson and Members of Council, Management and representatives of Staff.

One of the recommendations was for the University Council to form a Committee that would review the staff structure of the University. I was made to understand that a similar exercise of job evaluation in this University was last done in 1980 by Professor Ominde's Committee, and surely, three decades is too much time since so many developments have taken place within the University and the country.

The need for another job evaluation was predicted several years ago, in particular, the Makerere University staff has voiced many grievances relating to job grading and rewarding mechanisms. It was felt these were indicative of disparities in grading structures, or alternatively, grading structures have

not been appropriate to the many changes Makerere has undergone over the years. It was, therefore, agreed that the grievances and disputes needed to be resolved sustainably to avoid deteriorating staff morale and negative industrial relations.

Thus, it was agreed the University Council should engage and mandate a team of experts to carry out a structural as well as remuneration review of all staff (Academic, Administrative and Support) in line with the University's resource base.

3.0 CHALLENGE AHEAD

On my part, I have every confidence that this distinguished and eminent Task Force hereby constituted will do full justice to the recommendation and assignment. And I wish to assure you, the Task Force, and the University that you have all the support of the Government, as well as my support both as Prime Minister and a proud alumnus of Makerere!

By way of encouragement and challenge to the Task Force and the University, permit me to quote from an excerpt of Makerere's Ten Year Strategic Plan (2008/9-2018/9), page 4&5, which recognizes the paradigm shift that has taken place in higher education in the 21st Century. It is a paradigm shift "...from teacher centred instruction to learner centred problem based instruction providing experiential and flexible learning....to cultivate in graduates both traditional academic and generalist skills...necessary to compete in the dynamic labour market of knowledge driven economies of the world"

This shift and Makerere's noble efforts to respond to it, especially through innovations, are becoming evident. They suggest and demonstrate that Makerere has become entrepreneurial and innovative in teaching, research & development (R&D), and outreach so as to be viable, competitive and relevant in the 21st century.

Furthermore, I want to commend all Makerere Staff (Academic, Administrative and Support) and Stakeholders who participated in formulating this Strategic Plan. In particular, I applaud them for the recognition that both the paradigm shift and Makerere's strategic response, as stated in the same pages of the Strategic Plan already cited, have been impelled by the realization that much as knowledge and technology reside in Universities like Makerere; the community, public and private sectors also command knowledge bases from which Makerere University can learn and leverage her entrepreneurial and innovative capability.

This means there is abundant goodwill and strategic direction to reform, re-organise and staff optimality at Makerere.

4.0 OPPORTUNITY

I therefore reiterate my confidence that this distinguished and eminent Task Force will address the "bottlenecks and constraints to optimality" of Academic, Administrative and Support Staff of Makerere University comprehensively and sustainably. With that, I believe the challenge will turn into opportunity for the University and for Uganda, as WE BUILD FOR THE FUTURE!

FOR GOD AND MY COUNTRY

ANNEX II

LETTER OF THE CHAIRPERSON OF THE PUBLIC UNIVERSITIES VICE CHANCELLORS' FORUM

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

P. O. Box 1410, Mbarara Uganda. Tel: +256 4854 - 21623; Fax: +256 4854 20782
LAISON OFFICE: P. O. Box 7062, Kampala Uganda. Phone: +256 485 66029

Office of the Vice -Chancellor



Your Ref:

Our Ref: MUST 6/22/A

9th May, 2012

Rt. Hon. Amama Mbabazi
Prime Minister
KAMPALA

**RE: TASK FORCE ON JOB EVALUATION, RE-ORGANISATION OF THE STAFF
STRUCTURE OF MAKERERE UNIVERSITY**

I chair the Vice Chancellors' Forum of Public Universities that consists of all the Vice Chancellors of Public Universities.

On 8th May 2012, the Vice Chancellors' Forum held a meeting with the members of the "Task force on job evaluation, re-organization of the staff structure of Makerere University" at which it was agreed that:

- i) The work of the task force should cover all the Public Universities in Uganda;
- ii) The task be re-named "Task force on job evaluation, re-organization of the staff structure of the Public Universities.
- iii) The composition of the task should remain as it is and its work should continue;
- iv) The task force be re-appointed by the Prime Minister to ensure that the outcome is not looked at as a Makerere University report;

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- v) The possibility of elevating the task force into a commission should be explored;
- vi) Government and all the Public Universities in Uganda should own the outcome of the task force.

It is the considered opinion of all the Vice Chancellors of Public Universities and the members of the task force that if the work of the task force is to cause change in the Public Universities, the task force should be reappointed and elevated to the level of a commission.



Professor Frederick I.B. Kayanja
VICE CHANCELLOR
CHAIRMAN, PUBLIC UNIVERSITIES
VICE CHANCELLORS' FORUM

Copy: Minister of Education and Sports
Minister of State for Higher Education
Chairman of University Council, Makerere University
Chairman of University Council, Busitema University
Chairman of University Council, Gulu University
Chairman of University Council, Kyambogo University
Chairman of University Council, Mbarara University of Science & Technology
Ag. Vice Chancellor, Makerere University
Vice Chancellor, Busitema University
Vice Chancellor, Gulu University
Vice Chancellor, Kyambogo University
Chairman of the Task Force



The Visitor, H.E. President Yoweri K. Museveni is test driven in the KIIRA EV Car - innovation of CEDAT, MAK, during its launch November 2011. This was possible thanks to the Presidential Initiative in STI @Mak

ANNEX III



PROMOTION AND SCALE-UP OF THE PRESIDENTIAL INITIATIVE IN SCIENCE, TECHNOLOGY AND INNOVATIONS (STI) IN MAKERERE UNIVERSITY TOWARDS UGANDA VISION 2040

BY

GEORGE PIWANG-JALOBO
RESEARCH FELLOW

1.0 BACKGROUND

The Task Force on Job evaluation, Re-organization of Staff Structure and Financing of Makerere University was appointed by Makerere University Council at the behest of the Government of the Republic of Uganda. This was in response to the Makerere Staff Strike of September 2011. It was inaugurated in the Council Room on 18th November 2011 by the Hon Maj (rtd) Jessica Alupo, MP, Minister of Education and Sports representing the Prime Minister, the Rt Hon Amama Mbabazi, MP. And it set to work soon thereafter by undertaking extensive literature review of reports by past Commissions and Visitation Committees on Makerere and other Public Universities in Uganda.

The Task Force produced and submitted an Inception Report to the Appointing Authority in February 2012. This was followed by in-depth consultations with a spectrum of stakeholders from within and without Makerere University. It visited all the Public Universities and seven (7) Private Universities in Uganda. It held consultations with eight (8) Government Ministries and two Statutory Agencies, namely, the National Information Technology Authority-Uganda (NITA-U) and the Uganda Industrial Research Institute (UIRI). Task Force members also consulted the Private Sector Foundation Uganda (PSFU).

Between May-July 2012, the Task Force subdivided into small groups and visited a select number of Universities outside Uganda. The main aim was to benchmark regional and international best practices towards transformation of Makerere University as envisaged in the Terms of Reference (TOR). In East Africa, the Task Force benchmarked the University of Dar es Salaam, Tanzania, and the University of Nairobi, Kenya. Select Universities benchmarked from the rest of Africa included Addis Ababa University, Ethiopia, and the University of Ghana at Legon. In China, it was Tsinghua University in Beijing; and in Israel, the Task Force benchmarked the Hebrew University in Jerusalem and Bar Ilan University located on the outskirts of Tel Aviv. In the USA, it was Duke University, Durham, in the State of North Carolina.

2.0 BENEFITS OF TASK FORCE BENCHMARKING VISITS

Benchmarking the above Universities outside Uganda has accrued significant benefits to Makerere University. These are shown in the narrative below.

2.1 Universities in Africa

The University of Dar es Salaam, Tanzania, and the University of Nairobi, Kenya, provided best practices in governance and management structures. Both also own Holding companies which are their business arms. Significantly, both pay their Academic Staff competitive remuneration in the East African region. They have also mainstreamed ICT use in University wide functions. The University of Nairobi, in particular, operates an efficient national student loan scheme. In addition, the University is ISO certified and this has tremendously improved University management, work environment and service delivery. The Task Force group also noted that Kenya's national Vision 2030 resonates throughout the University of Nairobi's teaching and research programmes. These East African regional best practices have informed the Task Force's recommendations in the Final Report.

Addis Ababa University, Ethiopia, and the University of Ghana at Legon, Ghana, provided best practices of lean and strategic leaderships. Their governance and management is evidently responsive to key stakeholders. They are both well resourced by their respective Governments. The Addis Ababa University has a small business-like governing body (read Council) of seven (7) members. High and rigorous standards are enshrined in the law for one to become a member of the governing body as well as for becoming the President (read VC) of the University. The University of Ghana at Legon and other Ghanaian public Universities are funded from a national Education Tax. Further, the University of Ghana at Legon has robust Public Private Partnership (PPP) investments in hostels, hotels and shopping malls. It also owns the largest University Bookshop in West Africa with a thriving University Press. These African best practices have similarly informed the recommendations of the Task Force in the Draft Final Report.

2.2 Tsinghua University, Beijing, China

Tsinghua University, reputed to be China's MIT, and Peking University are ranked as two of China's best Universities. It has innovated and incubated over 100 companies/enterprises from its research and development (R&D). It owns a Science & Technology Park located just outside its Main Gate. By the time of the Task Force's visit, May 2012, at least ten (10) companies from Tsinghua's innovations and incubation were publicly listed. The Task Force further learned that Tsinghua University owns four (4) Nuclear Energy Reactors and operates three (3) Satellites in Space.

Significantly, too, Tsinghua University is part of the Research Consortium on Low Carbon Energy--including Nuclear Energy--which comprises MIT in Boston, MA, USA, and Cambridge University, UK. Thanks to lobbying by the Task Force, Tsinghua's Professor and Director of the Consortium welcomed Makerere University into the Consortium on behalf of Africa. On return from China, the Task Force reported all these to the management of Makerere University, which initiated communication with Tsinghua University. However, a follow-up is necessary supported by an enthusiastic back-up from appropriate Government Ministries and Agencies.

Other significant benefits, especially in the Energy Sector, are yet to accrue to Makerere University and Uganda from prospective partnership with Tsinghua University. These, too, would require catalytic synergies and back-up from such key Government Ministries as the Ministry of Foreign Affairs; Energy and Mineral Development; Water and Environment; Agriculture and others.

Yet one more benefit to Makerere and Government would be the Task Force's commendation of Tsinghua's Science & Technology Park as a model Uganda could adopt and adapt. This is imperative because the recently launched Vision 2040 proposes the establishment of Science & Technology Parks in various regions of Uganda.

2.3 Duke University, Durham, NC, USA

The Task Force's benchmarking visit to Duke University helped reinforce the already existing partnership between Makerere and Duke in the College of Health Sciences (CHS). Duke's best practices come from its triangular nexus with the University of North Carolina (UNC) at Chapel Hill and North Carolina State University (NCSTU) in Raleigh. In the center of this nexus is located the Research Triangle Park (RTP) of North Carolina--the world's largest Science & Technology Park.

According to Wikipedia, the free encyclopaedia, the RTP *“is one of the most prominent hi-tech research and development centers in the United States. It was created in 1959 by State and local governments, nearby universities and business interests....The Park is home to over 170 companies employing 42, 000 workers and 10,000 contractors including the second largest IBM operation in the world, smaller only than the one in India”*.

Further, according to Wikipedia, the late Terry Sanford, Governor of North Carolina, 1961-1965, and a close political ally of President J.F Kennedy; used his White House connections as leverage to further expand the RTP *“which sparked an economic surge in the State, eventually luring IBM...”* Sanford later became President of Duke University from 1969 until 1985; and US Senator from 1986 to 1993. The Terry Sanford Institute of Public Policy at Duke University, named in his honour, works closely with the RTP and vice versa; thus maintaining the intimate link between Duke University and the RTP. This makes it possible for Duke and sister Universities in the triangular nexus to tap the synergies of the RTP. In turn, the RTP benefits from the skilled human resources, products and research opportunities at Duke and triangular nexus sister Universities.

Hence benchmarking Duke University with its historical links to the RTP provides Uganda with yet another model of a Science & Technology Park. For RTP’s unique genesis and historical expansion that benefitted from a combination of entrepreneurial State and Local Governments’ policies, visionary Universities’ leaderships, and partnership of the Private sector; could very well be adopted or adapted and contextualized to Uganda’s situation.

Furthermore, Duke University is one of the biggest employers in the State of North Carolina. It has a rich history and tradition of resource mobilization through endowments and alumni support. It also runs a well resourced and facilitated Development (Fundraising) Program with robust marketing and follow-through strategies for donations, research grants from the Private Sector, Non-profit foundations, Private foundations, and from Federal research grants making agencies. Hence, Duke provided an important best practice in robust resource mobilization which has informed the Task Force’s Draft Final Report recommendations, especially regarding new financing strategies for Makerere.

Significantly this past November 2012, Duke became one of seven (7) American Universities which are part of the US\$ 25 million USAID funded “Resilient Africa Initiative” with Makerere’s College of Health Sciences as the secretariat. It was launched on Tuesday 4th June 2013 at the Kampala Sheraton with the Prime Minister as Guest of Honour.

2.4 Towards a Ugandan model of Science & Technology Park

From the foregoing, therefore, Makerere could adopt, adapt and contextualize Uganda’s model of a **Science & Technology Park**. This could be owned and/adjoined to the University’s Main, Extension and Off-shore Campuses. This would require entrepreneurial and resolute Central and Local Governments’ policies and incentives. It would also require active partnership of the Private Sector.

Such a Ugandan model of Science & Technology Park would then facilitate and harness Makerere’s inventions and innovations towards incubating and commercializing them into profitable enterprises. Contextual to Uganda, therefore, this model of Science & Technology Park would do well to partner with the Uganda Industrial Research Institute (UIRI), which has begun to develop, through research and development (R&D) and incubation of SMEs, the foundational infrastructure for manufacturing in Uganda.

All things being equal, therefore, this Ugandan hybrid model of Science & Technology Park would be a springboard for small, medium to large manufacturing enterprises. And it would offer the space and place where Makerere trained, and UIRI mentored, scientists, researchers and entrepreneurs should and could be the first resort of skilled human resource to be employed. Inevitably, such a Ugandan hybrid model of Science & Technology Park will attract local, regional and global hi-tech and high value investments if it became competitive locally, regionally and globally. Then it would not only unleash employment opportunities, especially for highly skilled human resource; but socio-economic transformation of Uganda as well.

3.0 ISRAEL AND PROMOTION OF THE PRESIDENTIAL INITIATIVE IN STI@MAK

Task Force members who benchmarked Israel's Universities were accorded VIP hospitality courtesy of Israel's Ministry of Foreign Affairs. This started with waiver of visa fees by Israel's Embassy in Nairobi, Kenya, followed by a well-executed program in Israel drawn by the Ministry of Foreign Affairs. A full Ambassador from the Africa Division of the Ministry of Foreign Affairs was host and guide to the Task Force. He accompanied the Task Force to the Universities and Institutions benchmarked, namely: the Hebrew University in Jerusalem; Israel's National Council of Higher Education; and Bar Ilan University on the outskirts of Tel Aviv.

While in Israel, the Task Force lobbied for strategic partnerships on behalf of Makerere University. As a result, Professor Benjamin Ehrenberg, Bar Ilan's Vice President for Research and Professor of Physics; responded positively to the Task Force's lobbying. He accepted to visit Uganda to see what partnership with Makerere would entail.

3.1 Makerere/Uganda and Bar Ilan/Israel Partnership

The Task Force was greatly impressed by Bar Ilan University. It is one of Israel's largest and fastest growing public Universities. It is on the cutting edge of Science, Technology and Innovations. It boasts of state-of-the-art research and development (R&D) infrastructure and facilities. This includes the largest Nanotechnology and Advanced Materials Facility in the entire Middle East and West Asia combined.

Professor Ehrenberg, Bar Ilan's Vice President for Research, is an internationally acclaimed researcher and innovator. According to his CV, he has "in the last 20 years concentrated on the novel technique of photodynamic therapy (PDT) of cancer". He is co-innovator of "a new method of PDT, termed ALA-PDT, employed around the world for cancer treatment". Such is the caliber of Bar Ilan University's Scientist and Researcher who kept his pledge to the Task Force and visited Uganda and Makerere on 4th and 5th April 2013. He was sponsored by Israel's Ministry of Foreign Affairs.

To its credit, Makerere's Management requested VIP clearance for Professor Ehrenberg at Entebbe International Airport from our Ministry of Foreign Affairs, which was granted. Hence, our Ministry of Foreign Affairs deserves credit for reciprocating the VIP hospitality the Task Force was accorded in Israel. On 5th April 2013 in the Council Room, Makerere's Vice Chancellor, Professor John Ddumba Sentamu, and Professor Ehrenberg signed a Memorandum of Understanding (MoU) for cooperation (**Annex V**).

A conceptual proposal for robust resource mobilization towards implementing the MoU was outlined, soon after the signing ceremony, with technical back-stopping provided by the Task Force. It proposes a target fund of **US\$ 150 million** to be raised during the **5-year** lifespan of the MoU. This would mostly benefit Makerere University and Uganda. A third of the target funding, **US\$ 50 million**, is proposed to come from Government contribution; and the two thirds, **US\$ 100 million in 5 years**, is proposed to come from the joint Makerere-Bar Ilan resource mobilization in Africa, Israel and globally.

Notably, the proposed Government's contribution is already close to the **US \$ 50 million** threshold. How so? This would come from a consolidation of Government commitment to supporting Science, Technology and Innovations at Makerere University as follows:

- a) **U Shs 25 billion** for the Presidential Initiative for 5 years since 2010/11 to 2015/16;
- b) **U Shs 10 billion** ring-fenced for the Vehicle Design Project/Centre for Research in Transport Technologies in the College of Engineering in FY 2013/14;
- c) **US\$ 30 million** to Makerere University alone from the **US\$100 million** African Development Bank (AfDB) Initiative.

The leadership of Makerere University needed to activate steps towards realizing some of the foregoing benefit accruals even before the Task Force submitted its final report. This would specifically demand that Makerere becomes pro-active, with the active support of Government, in implementing the Makerere-Bar Ilan MoU through three concurrent action-steps as follows.

- a) First and significantly, Makerere's leadership and management would need to put in place the

necessary infrastructure of skills, competences and capacities for the joint resource mobilization of the targeted **US \$150 million in 5 years.**

- b) Second, the leadership and management would need to articulate a university-wide vision for the Presidential Initiative.
- c) Third, this vision would need to be mainstreamed into the University's 10-year Strategic Plan 2009-2019.

Obviously, realization of the Makerere-Bar Ilan MoU **US \$150 million** target funding within 5 years would have a dramatic impact on Makerere University and Uganda as a whole. How so? It would remarkably scale-up the impact of the Presidential Initiative in STI at Makerere University nation-wide. This would transform the Presidential Initiative into a key strategy and tool for the realization of Vision 2040, which is: "to leapfrog [Uganda] in the areas of innovation, technology and science, engineering, human resource development..." according to the Vision 2040 document.

3.2 Visit of Israel's Ambassador to Makerere University

In follow-up to Professor Benjamin Ehrenberg's visit to Makerere, H.E Gil Haskel, Israel's Ambassador to East Africa based in Nairobi, Kenya; paid a successful visit to Makerere University on Wednesday, 24th April 2013. The Task Force helped with communication, coordination and protocol for the Ambassador's visit. This was how Makerere's management invited the Director General (DG) of Internal Security (ISO), Office of the President, to join H.E Haskel on his maiden visit to Makerere. This invitation stemmed from a demonstrated interest in the work and deliverables of the Task Force by the said Office of the President, in particular, towards promoting the Presidential Initiative in STI at Makerere University.

Accordingly, a staff from the President's Office joined H.E Haskel and accompanied him on his tour of innovations and incubation under the Presidential Initiative in the College of Engineering, CEDAT; Agriculture and Environmental Sciences, CAES; and Veterinary Medicine, Animal Science and Bio-Security, CoVAB. In his remarks to both the management of Makerere University and Uganda's media, Ambassador Haskel reiterated the commitment of Israel's Government to support the MoU signed between Makerere and Bar Ilan Universities. He affirmed, in particular, his Government's commitment to promote and advance the Presidential Initiative in STI at Makerere University.

Ambassador Haskel also pledged to invite other Israeli Universities and Institutions, including Israel's Private Sector/Industry, to partner with Makerere University and Uganda by the end of this year 2013. He further reiterated Israel's commitment to add value to Makerere's leadership role in Uganda's socio-economic transformation through STI and Research and Development (R&D). This would be informed by Israel's own socio-economic transformation.

H.E Gil Haskel confirmed that Israel's global leadership in research and development (R&D) comes from the country's priority investment in R&D and its return-on-investment, which constitutes 4% of the country's GDP. Israel also encourages great synergy between the Government, Universities, R&D institutions and the Private Sector/Industry. As a result, Ambassador Haskel said, every laptop computer and mobile phone used in the world today contains at least one component developed in Israel's market of STI and R&D. Finally, he pledged his country's readiness to share all these and more with Makerere University and Uganda. All Makerere and Uganda have to do is reach out and receive, H.E Haskel concluded.

3.3 Agricultural Skills Apprenticeships in Israel

Ambassador Haskel's successful visit, thanks to the Task Force's facilitation, was appreciated by the Deputy Ambassador, H.E Yaki Lopez. For two days later on 26th April 2013, he sent an e-mail requesting the Task Force to commend an exciting Agricultural Apprenticeship project in Israel to Makerere University (Annex VI).

The Task Force commended this project to the University, in particular, to the leadership of the College of Agricultural and Environmental Sciences, CAES. Consequently, the first batch of 31 Uganda students (29 from Makerere University and 2 from Busitema University) were flagged-off to Israel on

3rd October 2013 in Makerere University. This was presided over by the Hon Jessica Alupo, MP, Minister of Education and Sports who represented H.E. Yoweri K. Museveni, the President. See photo below.



The one-year Agrostudies Agricultural Apprenticeship has become an annual event with increasing number of students from Makerere and other Universities and Agricultural Colleges in Uganda. This will go a long way to transform Agricultural training and education in Makerere and Uganda. It will make a major contribution to agricultural modernization towards the much hoped for socio-economic transformation of Uganda, championed consistently by H.E. President Museveni over the years. How so?

Agrostudies Agricultural Apprenticeship in Israel will fast track Agricultural modernization in Uganda that President Museveni envisaged as Patron of the Association of Uganda Professional Agriculturalists, ASUPA. The Association was launched in 2004 and attached to the former Faculty of Agriculture, now the College of Agricultural and Environmental Sciences (CAES). Quite poignantly, one of ASUPA's founding Trustees was none other than the **late Professor James S. Mulwana, 1936-2013**, who was also became a Founding Trustee of Makerere University Private Sector Forum (MUPSF) in 2006.

H.E President Museveni's letter of acceptance to be Patron of ASUPA dated 30th January 2004 reads in part as follows:

Although I had accepted in principle, this is to, formally consent to your requests to me, to be the Patron of the Association of Uganda Professional Agriculturalist (ASUPA). As you are professionals, this platform will enable us to seek means and ways of improving upon all forms of Agriculture, namely: aquaculture, horticulture and animal husbandry. I am optimistic that if this association concentrated on boosting Agriculture all over the country, we would be able to achieve the following: (i) improvement of household income and ultimate eradication of poverty that has infested our people; and (ii) acquisition for the markets that are opening up regionally and internationally. I look forward to working with you in fulfilling our vision”¹

Agrostudies Agricultural Apprenticeship in Israel, therefore, could be formalized into a wider Uganda-Israel cooperation premised on the Makerere/Uganda-Bar Ilan/Israel cooperation. Thus, it would be mainstreamed into the University's Agricultural training curriculum towards transforming Agriculture in Uganda.

¹ Association of Uganda Professional Agriculturalists (ASUPA), Strategic Plan, 200

4.0 RECOMMENDATIONS

The Presidential Initiative in STI@MAK has unleashed world-class talent in Makerere University, notably in the design and development of the Kiira-EV Car. Giving credit where it is due, therefore, demands that Government and H.E President Museveni be given their due credit for this. H.E. President Museveni was the first African President and Head of State/Government to start a national fund at a national and premier University in support of STI in 2010/11. This was in the context of Africa's Science and Technology Consolidated Plan of Action approved by the AU Summit in 2006. Then came the December 2011 AU Commission launch of the Pan African University (PAU) as a network of Centres of Excellence in five (5) thematic and sub-regional hubs, namely: (a) Space Sciences (Southern Africa); (b) Water and Energy Sciences including Climate Change (North Africa); (c) Basic Sciences, Technology and Innovation (Eastern Africa); (d) Life and Earth Sciences including Health and Agriculture (Western Africa); and (e) Governance, Humanities and Social Sciences (Central Africa)².

The foregoing was followed by the July 2013 announcement of the African Development Bank (AfDB) approval of US \$45 million grant for creation of Pan African University for Science, Technology and Innovation³. This works to US\$ 9 million for each Centre of Excellence and sub regional hub of the Pan African University. It is note worthy that this came three (3) years after and US\$ 3million less than H.E. Presiden Yoweri K. Museven's Presidential Initiative in STI@mak of U Shs 25 Billion (approx US\$ 12 million) in 2010/11.

The formal launch of the Presidential Initiative by H.E President Museveni took place on 4th August 2012 as part of the high profiled launch of celebrations to mark 90 years of Makerere's existence dubbed Mak@90. This came ten (10) months after the Task Force had been inaugurated and comprised the following:-

- a. Opening the **8000 M²Library Extension Block**;
- b. Laying the foundation stone of the **Food Science and Technology Incubation Centre** funded under the Presidential Initiative in STI@Mak and;
- c. Commissioning and launching the **Higher Education Science and Technology & Innovation Project of Makerere University (US\$30million)** funded by the African Development Bank (AfDB) Initiative.

Thus, below are recommendations which outline possibilities of a successful Presidential Initiative in STI at Makerere University towards Vision 2040 implementation and realization.

4.1 Formal inauguration of H.E President Yoweri K. Museveni as Patron, Presidential Initiative in STI@MAK

4.1.1 It is recommended for the formal inauguration of the Presidential Initiative in STI@MAK to include inauguration of H.E. President Museveni as its Patron; given its historic formal launch as part of Mak@90 celebrations. Thus, the Presidential Initiative in STI@MAK will become a National STI Policy Initiative and platform. It will be recognised as a home-grown Ugandan Centre of Excellence in East and Central Africa. The credit of originality and intellectual property ownership will go to the NRM Government and H.E President Museveni, the Principal Innovator in particular.

4.1.2 After inauguration of H.E President Museveni as Patron of the Presidential Initiative in STI@MAK, strategic partnerships as envisaged with Israel's Universities, Institutions and Private Sector; as well as other African and International Universities and Institutions will be value-addition.

4-2014: Promoting Agriculture as an Honourable Profession, c/o Faculty of Agriculture, Makerere University, January 2004, p. 12

2 Official launch of the Pan African University Wednesday 14, December 2011, <http://www.africa-union.org>

3 <http://www.afdb.org/en/news-and-events/>

4.2 Scaling up the Presidential Initiative in STI@MAK

Scaling up the Presidential Initiative in STI@MAK via leveraging such partnerships as with Israel's Universities and institutions as above; will position and diffuse it such that its benefits and impact will be felt nationwide through Makerere's extension and off-shore Campuses. Such a diffusion of the benefits of the Presidential Initiative in STI@MAK was recently demonstrated by the Mobile Fruit Juice Processor in the School of Food Science Technology, Nutrition and Bio-engineering, CAES, which was acquired under the Presidential Initiative in STI@MAK. It travelled to Yumbe District, West Nile in Northern Uganda from May 16th to 20th June 2013 where it successfully processed mango fruit juice. Such a mobile technology innovated or acquired under the Presidential Initiative in STI@MAK could be productively located at the Makerere Jinja/Busoga sub-region Campus in Eastern region; and at the Fort Portal/Tooro sub-region Campus in Western region. From there, it can impact and transform the entire catchment areas of the off-shore Campuses. Hence, the Presidential Initiative in STI@MAK could transform the two off-shore Makerere Campuses in Eastern and Western regions into "regional nodes of transformation".

4.2.1 It is recommended that a scaled up Presidential Initiative in STI @MAK diffused to Eastern and Western regions through the Jinja/Busoga sub-region and Fort Portal/Tooro sub-region Makerere Off-Campuses should transform the two regions into beachheads for Uganda Vision 2040 implementation and realization.

4.2.2 Further, it is recommended that each of the Jinja/Busoga and FortPortal/Tooro Off-shore Campuses be adjoined by a Science & Technology Park Ugandan model. The Jinja/Busoga Makerere Campus can partner with the multi-campus Busitema University and the nascent Soroti University towards the development of a Science & Technology Park strategically located to serve the wider Eastern region. Similarly, the Fort Portal/Tooro Off-shore Campus can partner with Mbarara University of Science & Technology towards the establishment of a Science & Technology Park strategically located to serve the wider Western region.

4.2.3 Moreover, it is recommended that Central Uganda could have a couple Science & Technology Parks, namely: (a) around the proposed location of the Centre for Research in Transport Technologies (CRTT) in the Namanve Industrial Park--for the incubation and commercialization of the Kiira-EV Car, KAYOOLA solar bus and other CEDAT innovation blueprints; (b) adjoin the Makerere University Agricultural Research Institute Kabanyolo (MUARIK) and partner with Kyambogo University, Makerere University Business School (MUBS) and Uganda Management Institute (UMI).

4.2.4 Significantly, it will be incumbent on Makerere to open a third (3rd) Makerere Off-shore Campus in Northern Uganda; given the foregoing benefits of the Presidential Initiative in STI@MAK through the Off-Shore Campuses in Eastern and Western regions. Thus, this will become a Northern Uganda "regional node of transformation" towards bridging the North-South Development Divide in Uganda. This way, the Presidential Initiative in STI@MAK will become beachhead for **Uganda Vision 2040** implementation and realization. Hence, the recommended Makerere Off-shore Campus in Northern Uganda would partner with Gulu University, the nascent Muni University in Arua District, and the Uganda Petroleum Institute Kigumba (UPIK) towards development of the Northern Uganda Science & Technology Park.

4.3 Encompassing the Uganda Heart Institute (UHI) and Uganda Cancer Institute (UCI)

For the purpose of promotion, scaling-up and diffusing the benefits of the Presidential Initiative in STI@MAK throughout Uganda: the Uganda Heart Institute (UHI) and the Uganda Cancer Institute (UCI), which are both national Centers of Excellence in Mulago National Referral Hospital; will be regarded as affiliates of the College of Health Sciences (CHS), MAK.

- 4.3.1** It is recommended that UHI and UCI should also benefit from Makerere's partnership and MoU with Bar Ilan University, other Universities and Health Institutions in Israel; and proposed global resource mobilization targeting US\$150 million in five (5) years of the MoU. This is logical since CHS is one (1) of the three (3) Makerere University Colleges Consortium factored in the Makerere-Bar Ilan MoU.
- 4.3.2** The leadership, academic and clinical researchers, as well as technicians of the Uganda Heart Institute (UHI) and the Uganda Cancer Institute (UCI); are recommended to benefit from the Makerere-Bar Ilan MoU in regard to Makerere staff training, exchange, equipment and research facilities upgrade, etc., at Bar Ilan University's and other Israeli Universities state-of-the-art research and development (R&D) facilities.
- 4.3.3** Such benefits to the Uganda Heart Institute (UHI) and the Uganda Cancer Institute (UCI) should include diversifying their regional branches or annexes to the four traditional regions of Uganda, namely: Central region, Eastern region, Northern region and Western region.

Such a scenario of a nationally spread Makerere University with "regional nodes of transformation", including regional annexes of the Uganda Heart Institute (UHI) and the Uganda Cancer Institute (UCI) in Central, Eastern, Northern and Western regions of Uganda: would scale up and diffuse the benefits of the promotion and scaling-up of the Presidential Initiative in STI@MAK nationwide. This would go a long way to integrate Uganda's Public Universities and Institutions into a "National Innovation System (NIS)" as envisaged by **Uganda Vision 2040**. This augurs well for equitable and inclusive development and transformation of Uganda by 2040.

5.0 CONCLUSION: LEGACY OF THE PRESIDENTIAL INITIATIVE IN STI@MAK

A transformed and re-positioned Makerere University as in the foregoing can be feasible with the adoption and full implementation of the recommendations of the Task Force on Job evaluation, Re-organization of Staff Structure and Financing of Makerere University. A successful Presidential Initiative in STI @MAK requires a transformed and re-positioned Makerere University that will ensure a fitting legacy of the NRM Government and of H.E President Museveni in particular. Such a deserving legacy will be a monumental fulfilment of the *African Manifesto for Science, Technology and Innovations* excerpted below:

*"It is however the responsibility of Africa and "the African" to shape Africa's own STI agenda, funding strategies, capacity development programs, organizational reforms and develop its own rules for effective but contextualized criteria for monitoring, evaluation and accountability. To be effective, these tools must be fully embedded in Africa's societies, cultures and human experiences. African governments need to proactively engage in and better understand the geopolitics of science, technological advances and innovation in the global knowledge economy, and proactively take ownership and effective leadership of the STI policy processes in Africa for African development..."*⁴

4 From "The African Manifesto for Science, Technology and Innovation" prepared by the African Technology Policy Studies Network (ATPS) under the auspices of the Science, Ethics and Technological Responsibilities in Developing and Emerging Countries (SETDEV) Project, P.O. Box 10081, Nairobi Kenya, 2010, page 7.



L-R: Chancellor, Prof Mondo Kagonyera; Chair of Council, Eng Dr Charles Wana-Etyem; Mrs Elizabeth Gabona, DHE, MoES; Ag VC, Prof V. Baryamureeba; Mr George Piwang-Jalobo, emcee of the day and Task Force Research Fellow, await arrival of The Visitor, H.E President Museveni, at the Main Gate for launch of Mak@90 one year celebrations, 2012-2013, on 4th August 2014.



The Visitor, **H.E. President Museveni**, is ready to hoist the Mak@90 "**Leadership Towards Africa's Transformation in the 21st Century**" Flag at official launch of Mak@90 and the Presidential Initiative in STI@MAK as **Piwang-Jalobo**, emcee of the day; lauds H.E. President Museveni for his and Government's pace-setter leadership in Africa's transformation through Science, Technology and Innovations in the 21st Century.

ANNEX IV

PROMOTION OF ACADEMIA/UNIVERSITY-INDUSTRY/PRIVATE SECTOR LINKAGES



**PROFESSOR BEN KIREGYERA
MEMBER, WORKING GROUP
ON ORGANIZATIONAL REVIEW & RESTRUCTURING**

1.0 INTRODUCTION

The Task Force identified Science, Technology and Innovations (STI) as critical drivers for transforming the national economy, the realization of Uganda Vision 2040¹ and delivering on improving the lives of the people of Uganda. Based on literature on this subject, the Task Force made a firm recommendation on building, nurturing and sustaining Academia/University-Industry/Private Sector linkages.

Such linkages have become part of a long-standing tradition in some developed countries, with Israel as the first country that began to harness University-Industry linkages since the 1960s, especially in Research and Development (R&D) and their commercialization. Even the USA followed after Israel in harnessing University-Industry Linkages. In the last two decades, therefore, most OECD countries intensified these linkages. And in the last decade, national governments of the emerging economies of Singapore, Malaysia, South Korea and Thailand, etc; have robustly encouraged and promoted their Universities and Research and Development (R&D) Institutions to leap-frog University-Industry Linkages as drivers of their National Innovation Systems (NIS).

A study by Michaela Martin on institutional practices of Universities in 12 countries, including Uganda's Makerere University; argued that the relation between Universities, Higher Education Institutions and Industry has become a topical issue in the literature on higher education over the past 20 years. The study results were published by UNESCO in September 1999². It identified the benefits of Academia/University-Industry/Private Sector Linkages in both developed and developing countries as follows:-

- Opportunities to attract additional funds for initial teaching and research, and increasing financial autonomy of Higher Education Institutions, especially if governmental core funding is tightly linked to specific academic programmes,
- Co-operative research with enterprises pulling in more public funds if there is a government project funds for collaborative research or teaching programmes,

¹ *Uganda Vision 2040*, National Planning Commission, April 2013

² Michaela Martin, *Managing University-Industry Relations: A Study of Institutional Practices from 12 Different Countries*, International Institute for Education (UNESCO), January 2000

- Acquisition or access to up-to-date equipment,
- Opportunities for staff and students to become familiar with state-of-the art industrial science and technology and management systems and enhancement of their familiarity with constrains in industry;
- Improved interaction of higher education departments and employers for the development and adaptation of (technology-oriented) degree programmes
- Improved training and employment prospects for students;
- Supplemental income from consulting, allowing academic staff to improve their salaries; and enhancement of the HEI.s image as a contributor to the economy.

2.0 BROAD CATEGORIES OF LINKAGE MECHANISM

The aforementioned study gives the following categories of linkages mechanisms which can be used as a useful guide:

- Consultancy (conducted on a formal or informal basis)
- Teaching and curriculum development (such as sandwich courses), jointly developed degree courses, continuing education courses of short, medium and long duration, exchange of staff, etc.;
- R&D activities (including contract research and cooperative and sponsored research initiated and administered by internal or external structures), some of which lead to the setting of the so-called spin-off companies involved in capitalizing on research discoveries and investigations, assisting faculty in commercializing their R&D expertise and in providing business-development assistance to entrepreneurs involved in these activities;
- Others (such as regular mutual visits, jointly organized meetings, conferences and seminar), industrial support and individual student or their associations, industrial representation on the governing boards of HISs, etc.).

3.0 TASK FORCE RESEARCH

3.1 Findings

The Task Force observed there have been some linkages between Makerere and Industry in the College of Engineering, Art Design and Technology (CEDAT); College of Agricultural and Environmental Sciences (CAES); College of Veterinary Medicine, Animal Sciences and Bio-Security (CoVAB) and College of Computing and Information Science (CoCIS). However, these have been limited in intensity, thinly spread and largely scattered, undirected and highly personalized. The linkages have lacked enabling structures to scale them up to higher levels so as to become more effective, profitable and sustainable.

3.2 Recommendations

The Task Force recommends that:-

- a. Makerere takes urgent steps to broaden, deepen and coordinate Academia/University-Industry/Private Sector linkages;
- b. Makerere elevates the priority of Academia/University-Industry/Private Sector linkages high-up the University's Central Administration by creating a dedicated post of the 3rd Deputy Vice Chancellor Research, Innovation and Development (DVC RID) whose Task Force recommended functions will be to coordinate and manage the Research Agenda of the University across the whole spectrum towards the development and sustainability of (a) robust research and development (R&D) and Innovations system which is synchronized and institutionalized; (b) adequate and harmonized research funding; (c) research support structures at all levels; (d) support for research training, grant writing and management, publications, incubations and development.

- c. Alternatively, the University should consider a fourth 4th Deputy Vice Chancellor Planning, Partnerships and External Relations (DVC PPER) subject to budget considerations. The Task Force recommended functions of the DVC PPER are to coordinate Community Engagement; be responsible for Academia/University-Industry/Private Sector partnerships and other partnerships, External Relations; and coordinate finalization and implementation of the University's Intellectual Property (IP) Policy³; and establishment and operation of the University's Technology Transfer Office (TTO) to facilitate commercialization and market-access for the University's innovations and incubations. The DVC PPER and DVC RID would work in synergistic and reciprocal partnership.
- d. The Task Force recommends revival and strengthening of the **Makerere University Private Sector Forum (MUPSF)** as a matter of urgency.

4.0 MAKERERE UNIVERSITY PRIVATE SECTOR FORUM (MUPSF)

MUPSF was formally established by the University Council in 2006 as an Academia-Public-Private Sectors Partnership. It was incorporated into a Company Limited by Guarantee in 2008. It is governed by a Board of Trustees with associated membership from Public, Private Sector organizations and Makerere University. **Prof. Emmanuel Tumusiime-Mutebile**, Governor of Bank of Uganda is the Chair of the Board of Trustees. The **late Professor James S. Mulwana, 1936-2013**, was a key founding Trustee. The other Trustees are **Professor Maggie Kigozi**, former Executive Director of the Uganda Investment Authority (UIA); **Professor Charles Kwesiga**, Executive Director of the Uganda Industrial Research Institute (UIRI); **Dr Gordon Wavamuno**, Chairman, Spear Group of Companies; and **Alhaji Habib Kagimu**, Chairman of Habib Investments.

MUPSF was a pioneer in all of East and Central Africa and held the prospect of catapulting Makerere into a 21st Century innovative University with robust Public-Private Sectors partnerships and support. It developed a Five-Year Strategy and in a short time achieved the following:

- a. Mobilization and signing of 14 **Memoranda of Understanding** with the Public and Private Sector Institutions for collaboration in research, training, innovations and technology transfer;
- b. Historic innovation of **Honorary Professors** to bring best practices from business, market and public sectors for boosting research, business and technology innovations in the value-chain towards Makerere's transformation;
- c. Adopted the strategy of establishing **Private Sector Endowed Chairs and Centers of Excellence** to promote research, innovations, mentoring of staff and students and knowledge exchange; and to attract resources to Makerere University;
- d. In March 2007, MUPSF Trustee late Professor James S. Mulwana, also Honorary Consul of Thailand; organized a Study Tour to Thailand for a Makerere University delegation. It was led by Professor Livingstone S. Luboobi, then Vice Chancellor and Chairperson of MUPSF. The delegation benchmarked Thailand's Office for Small and Medium Enterprise (OSMEP)—a Government outfit; Bangkok's Chamber of Commerce; and one Public University--Chulalongkom University, and one Private University--Assumption University. The Thailand Study Tour enabled MUPSF and Makerere University to benchmark emergence and sustainability of University-Industry linkages in Thailand⁴.
- f. In November 2007, again thanks to the invitation by late Professor Mulwana; MUPSF and Makerere University participated in the Commonwealth Business Forum (CBF) and the Commonwealth Heads of Government Meeting (CHOGM);
- g. In 2008, MUPSF conceived and proposed the following Endowed Professorship Chair Projects:-
 - **Professor Ali A. Mazrui Endowed Chair & Scholarship** in the Department of Political Sciences

³ Task Force Research Fellow came by a soft copy of the MAK IP Management Policy approved by University Council in March 2008 after this report had gone for printing.

⁴ Professor Livingstone S. Luboobi, Understanding Makerere University Private Sector Forum: The Progress Report to Makerere University Council, 16th July 2008.

and Public Administration, School of Social Sciences, CHUSS and **The East African Ali A. Mazrui Centre for Global Studies in Makerere University**. It was launched in a colourful ceremony in the Main Hall on 11th August 2009 with Professor Ali A. Mazrui present as Guest of Honour. Please see story on pages 159-160

- The **James S. Mulwana Centre of Excellence in Leadership, Business and Private Sector Development in Makerere University** (*is yet to be launched*).
- **Professor Emmanuel Tumusiime-Mutebile Policy Centre - 'Think-Tank' in Makerere University** (*is yet to be launched*)
- **H.E. Mwai Kibaki Endowed Chair in Economics and The East African Mwai Kibaki Centre for Leadership, Public Policy/Finance in Makerere University** in the former Faculty of Economics and Management, FEMA. This is in the process of being launched in CoBAMS with the leadership of the Chancellor. On the 3rd October 2013, the DVC F&A, **Arch. Dr. B. Nawangwe**, Acting Vice Chancellor; wrote to the Kenyan High Commissioner in Kampala the letter Ref. MAK/VC/712/13 concerning **"Proposed Launch of H.E. Mwai Kibaki Chair in Economics Endowment & The East African Mwai Kibaki Centre for Leadership, Public Finance/Policy in commemoration of Kenya's Independence Golden Jubilee Celebrations, December 2013"**. On 16th October 2013, **Amb. Maj Gen (Rtd) Geoffrey L. Okanga** replied to Prof John Ddumba Sentamu and advised that the letter be addressed to H.E. Mwai Kibak directly.
- The **Makerere Africa Institute of Sustainability (MAIoS)** as a deliverable from participation in the Commonwealth Business Forum (CBF) 2007 and the Kampala CHOGM 2007 by MUPSF, Makerere University and Uganda. This was credit to late Professor James S. Mulwana, who was Chairperson, CBF, 2007-2009. *MAIoS is yet to be launched*.
- In 2008, MUPSF was allocated 10 acres of land at the Kampala Industrial and Business Park, Namanve, by the Uganda Investment Authority (UIA) for setting up the Makerere Innovations and Technology Exchange Centre (MAITEC).
- In 2009, MUPSF got a permanent home in Makerere Main Campus on Plot 52 The Edge for the construction of a 4 floor complex projected to cost US\$ 3.5million and house the Professor James S. Mulwana Centre of Excellence; and the Professor Emmanuel Tumusiime-Mutebile Policy Centre (*construction has not been actualized*).
- In 2010, Professor Ali A. Mazrui approved the establishment of Ali Mazrui Foundation in Uganda as a vehicle for resource mobilization and energizing initiatives in his honor in Uganda and elsewhere with the desire to operationalize Makerere Mazruiana while he is still alive.
- In 2012, MUPSF was recognized as a model University Industry Interface during the *East African Higher Education Forum 2012 that took place in Arusha, Tanzania, on 24th-26th October 2012*. This was an initiative of the Inter-University Council of East Africa (IUCEA) and the East African Business Council (EABC).

4.1 Findings

The Task Force noted this historic pioneering initiative in Academia in the whole of East Africa suffered irreparably from:-

- a. Leadership politics and struggles in Makerere University, especially post-Professor Luboobi Vice Chancellorship credited with introducing this historic initiative;
- b. Weak MUPSF Secretariat;
- c. MUPSF dependence on University funding rather than mobilizing resources for its programs, activities and operations and for the University;
- d. Ambiguous structural identity, in particular, as concerns roles, obligations and responsibilities to MUPSF of each of the three partners: the University/Makerere; Public Sector and the Private Sector;

- e. **A Board of Directors was duly appointed by then VC Professor Livingstone S. Luboobi in 2008/9 but was not inaugurated and therefore did not work.**

4.2 Recommendations

4.2.1 MUPSF revitalization. The Task Force recommends that Makerere University Council, which established MUPSF in the first place in 2006; should undertake its revitalization as a matter of urgency and address, among other things, the following issues head on:-

- a. Articulate clear roles, responsibilities and obligations, including funding, of and by each partner: the University, Public and Private Sectors that should be agreed and accepted by all partners;
- b. Delineate how a revitalized MUPSF will relate to units, namely, Student body, Departments, Schools, Colleges, Centers and Institutes; and to University Management, Council and Chancellor.

4.2.2 MUPSF funding. The Task Force recommends that MUPSF should mobilize its own resources for its programs, activities and operations; as well as for the University as shall be agreed on in MUPSF revitalization.

MUPSF Governance. The Task Force recommends that:-

- a. MUPSF' s Board of Trustees comprise highly respected persons in society from each of the partners, namely: Academia, Public and Private Sectors whose person and career profiles will commend MUPSF nationally, regionally and globally.
- b. Either the Chancellor or the Council Chair or both be included among a revitalized MUPSF Trustees given their increased leadership and involvement in resource mobilization as already recommended by the Task Force.
- c. The Board of Directors comprising key and dynamic representation of all MUPSF Partners, namely: Academia, Public and Private Sectors be formed and empowered to supervise management and operations of MUPSF.
- d. The Vice Chancellor be a Member of the revitalized MUPSF Board of Directors by delegation to the DVCs, preferably DVC, F&A.
- e. The revitalized MUPSF Secretariat should comprise qualified, competent and efficient staff employed according to an establishment (organogram) developed by the Board of Directors. The Secretariat should have such person and career profiles that will command the respect of Academia and the Public and Private Sectors. The terms of reference, functions and remuneration, etc., of the Secretariate staff be competitive and commensurate with prevailing market demands as shall be determined by the Board of Directors.

5.0 CONCLUSION

A revitalized and restructured MUPSF will make a signal contribution to a vibrant Academia/University-Industry/Private Sector-Government Partnership. As such, it will be a model and benchmark for other Public Universities in Uganda and the East African region.



PROF. ALI MAZRUI LAUNCHES MAKERERE PROJECT

Submitted by Anonymous (not verified) on 12 August 2009 - 3:41pm

Category:

GENERAL

“May God Bless this Project and those who will sail through it in the future” These were the inspirational words **Professor Ali A. Mazrui** used as he unveiled the foundation stone laid for the Makerere-Mazruiana Project that will help generate considerable resources to benefit the academia, boost research, business and technology innovations.

PROF. ALI A. MAZRUI

Professor Ali A. Mazrui was appointed lecturer at Makerere in 1963 and he became the first African Professor in Arts and Sciences in East Africa in 1965, he has over 22 publications, has written many pamphlets and booklets, monographs, has authored 33 books, attended various radio and T.V interviews and holds many awards and grants. However, **Professor Ali. Mazrui still honors Makerere for granting him professorship that helped him shape his career.** He paid his attribute to Makerere University Kampala’s main hall, which was a place where he learnt about speaking publicly on very important issues of the day.

The outgoing Vice Chancellor, **Professor Livingstone Luboobi** described the occasion as a great step forward for the academia, private and public sectors, which will participate hand in hand in the activities and mobilization of funds to support the project. Many alumni, friends and well-wishers of Makerere University Kampala turned up to see and listen to one of the top 100 intellectuals in the world, former lecturer and professor of Makerere University Kampala Ali A. Mazrui speak. As many described him an intellectual, **acting vice Chancellor Lillian Tibatemwa** remembers him as a symbol and fountain of new ideas that used to draw crowds to public lectures, a fact that was confirmed by Uganda’s own **Education Minister Hon. Namirembe Bitamazire**, who admitted to sometimes missing her supper in order to be in time to attend Mazrui’s public lectures.

PROF. NSIBAMBI, PRIME MINISTER UGANDA AND PROF. ALI A. MAZRUI

In his remarks, **Professor Apollo Nsibambi, Uganda’s Prime Minister** described Makerere University as an intellectual cradle for Ali.A. Mazrui. An African “throne” was presented to Professor Mazrui as a symbolic gesture of the Chair and Scholarship Endowment award bestowed upon him by the **Chancellor of Makerere University Kampala, Professor Mondo Kagonyera.**

Consisting of the **Mazrui Chair and Scholarship Endowment and the Mazrui Center for Global studies the project is estimated to cost a sum of US\$ 15 million**, which is going to be mobilized by the alumni and friends of Makerere. Professor Mazrui proposed names of past and present African Presidents and statesmen totaling to 12 in number who will become patrons in support of the project. He also urged Makerere to catch up with the alumni to mobilize funds which he described as a major source of income.

PROF. MULWANA & AL-HAJJI HABIB KAGIMU

Professor James Mulwana, Chairman, Private Sector pledged to garner support for Makerere both at home and abroad. There are people out there who haven't been approached about this [Mazrui] project in Makerere, he said. On his part **Al-Hajji Habib Kagimu pledged to give US\$50 million** following his quote of a French saying, "I may not agree with your opinion but I am willing to lay down my life to make sure that you express that opinion". Makerere University Private Sector Forum on its part pledged to link up with Professor Mazrui's networks especially foundations and development partners.

Through this project Makerere is expected to improve in its webometrics ranking since the project will provide role models to inspire and mentor current and future Makerere University. The Mazrui Chair and Scholarship award is expected to benefit students especially those pursuing postgraduate degrees. The Chancellor, Professor Kagonyera described postgraduate students as a high investment to the country, where they offer free labor and advice as they carry out research in fulfillment of their graduation requirements.

PROF. KAGONYERA READS CITATION OF PROF. ALI MAZRUI

The project will strengthen partnership between the private and public sector and a Hall of Fame will be formed in the Centre for Global Studies which will be dedicated to all supporters and contributors of the Makerere-Mazruiana Project.

- See more at: <http://news.mak.ac.ug/2009/08/prof-ali-mazrui-launches-makerere-project#sthash.cznZhOb3.dpuf>



1 & 2 H.E. Y.K. Museveni welcomes Prof Ali A Mazrui to State House Nakasero and is shown The Mazrui Centre @MAK



3. Amb Patrick Edwards, Trinidad & Tobago with Prof. Mazrui **4. L-R** Prof Mazrui, Hon. Rukikaire & Prof. Nsibambi **5. L-R** Prof Kirumira, Prof. Tibatemwa, Prof. Mazrui, Al Haji Kagimu and Prof. Nsibambi **6 L-R** Prof. Kirumira, Hon. Rukikaire, Prof. Ddumba Ssentamu **7 R-L** Mrs. Irene Muloni, Al Haji Kagimu, Prof Mulwana (RIP) **8. Front row L-R** Hon. M. Mukula, Hon. S. Kizito, Hon. H. Kyemba, Hon. Prof Kabwegyere. **9.** Prof. Mutebile, Chair, MUPSF Trustees **10** Chancellor installs Prof Mazrui **11.** Prof Mazrui waves to Main Hall audience **12-14** Prof. Mazrui, Prof. Kagonyera and Prof. Mutebire sign Mazrui Painting

ANNEX V

THE AGREEMENT OF COOPERATION (hereinafter referred to as “The Agreement”) made this 05th day of April 2013

Between

**Makerere University (hereinafter referred to as “Makerere University”)
of P. O. Box 7062 Kampala, Uganda.**

And

**Bar-Ilan University of Israel (herein after referred to as “Bar Ilan University”),
Ramat Gan 52900, Israel.**

THE AGREEMENT WITNESSETH AS FOLLOWS:

ARTICLE 1: PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to further academic exchange, cooperation, staff development and training for appropriate Makerere University staff at Bar Ilan University; upgrade of Makerere University’s laboratory and research facilities modeled on Bar Ilan University’s state-of-the-art research laboratories, technological research and development (R&D), and innovations facilities.

ARTICLE 2: FORMS OF COOPERATION

The forms of cooperation which are envisaged are:

1. Student exchange.
2. Makerere University staff training at Bar Ilan University.
3. Upgrade of Makerere University research facilities modelled on Bar Ilan University’s state-of-the-art research facilities in the Health Sciences, Engineering and Technology and Natural Science/Advanced Material Sciences.
4. Post-doctoral exchange in the Health Sciences, Engineering and Technology and Natural Sciences/Advanced Material Sciences.
5. Staff exchange in the Health Sciences, Engineering and Technology and Natural Sciences/Advanced Material Sciences.
6. Scientific cooperation.
7. Joint conferences and workshops.

ARTICLE 2.1: STUDENT EXCHANGE

Makerere University and Bar Ilan University agree to exchange students at the level of master’s or Ph.D. studies. They agree to mutually waive the admission fee for the students exchanged and jointly apply for and develop special technical and capacity building scholarships/fellowships to enable Bar Ilan University support Makerere University’s research staff development and capacity building needs. The number of students exchanged and Makerere University staff equipped at Bar Ilan University will be determined by further agreement between the participating institutions, but will not exceed 10 per academic year. The implementation of this article depends on the signing of sub-agreements between the participating institutions’ faculties, determining the mutual willingness to exchange students.

ARTICLE 2.2: POST-DOCTORAL EXCHANGE

Makerere University and Bar Ilan University agree to facilitate post-doctoral exchanges. They will provide the post-doctoral fellows an opportunity to contribute to teaching and research and new knowledge.

Makerere University and Bar Ilan University will jointly apply for and develop funded post-doctoral fellowships for mutual benefit of either institution with support from but not limited to either University's home Government: the Republic of Uganda for Makerere University; and the State of Israel for Bar Ilan University. The two Universities do not accept any financial obligations in this regard except by prior joint and mutual agreements as shall be detailed in annexes/addendums to this agreement.

ARTICLE 2.3: STAFF EXCHANGE

Makerere University and Bar Ilan University will exchange staff members for specified periods of time. The purpose of this exchange is to allow staff members to participate both in the teaching and the research projects of the other institution. To this end, Makerere University and Bar Ilan University will exchange lists of staff members who are interested in such exchanges. They agree to seek funding for the purpose of staff exchange.

ARTICLE 2.4: SCIENTIFIC COOPERATION

- a) Makerere University and Bar Ilan University will co-operate scientifically, inter alia, by exchanging information concerning current research projects, by promoting contacts between researchers who are active in the same disciplines, and by promoting common research projects, including joint Ph.D. research projects, and by jointly seeking funded scientific, technological and innovations research and development (R&D) opportunities in Uganda/East Africa, in Israel and globally, such as from the World Bank. It should be understood that Bar Ilan University does not allow joint Ph.D. degrees awarded by both institutions. As such, Ph.D. diplomas will be awarded by one university.
- b) Makerere University and Bar Ilan University agree to jointly seek funding for the purpose of scientific, research and development (R&D), innovations and technological cooperation:- towards contributing to socio-economic transformation of both countries; towards Bar Ilan University supporting Makerere University in its critical role in the socio-economic transformation of Uganda through science, technology and innovations; and specifically towards the promotion of the Presidential Initiative on Science, Technology and Innovations at Makerere University. Sources such as the World Bank's Initiative will be examined.
- d) Makerere University and Bar Ilan University will each appoint one or two contact persons who will coordinate the implementation of article 2.4 and ensure smooth mutual contacts in that regard.

ARTICLE 2.5: JOINT CONFERENCES AND WORKSHOPS

Makerere University and Bar Ilan University agree to consider with favour the organisation of joint scientific conferences and workshops in Uganda or in Israel according to the mitigating circumstances.

ARTICLE 3: FINANCIAL ARRANGEMENTS

Makerere University and Bar Ilan University express their intention and commitment to contribute as much as possible to the successful implementation of the agreement and the setting-up of activities and exchanges as described in Article 2. They undertake no obligation to pay salaries or to compensate the costs incurred by students, post-doctoral fellows and staff of the other institution and related to the activities which fall within the scope of this agreement, except by prior joint and mutual agreements as shall be detailed in annexes/addendums to this agreement.

ARTICLE 4: DURATION

The present agreement will take effect when signed by both parties. The agreement will be valid for five (5) years.

ARTICLE 5. DISPUTE RESOLUTION

In the event of any dispute arising between the parties relating to this agreement, the parties shall use their reasonable endeavors to settle such difference amicably. Any dispute arising out or in connection with this agreement, which cannot be resolved by amicable settlement between the parties, shall be finally settled by a mutually appointed arbitrator(s).

ARTICLE 6. AMENDMENT

6.1 This Agreement may be modified upon the mutual written consent of the parties. Modifications must be signed by the original signatories to the Agreement, or their designees or successors. No oral statement by any person shall be interpreted as modifying or otherwise affecting the terms of this Agreement.

6.2. This agreement may be complemented with annexes/addendums concerning specific forms of academic exchange and cooperation. These annexes/addendums may be proposed and signed at a later date. Once they are signed by both parties, they are considered an integrated part of this agreement.

ARTICLE 7. TERMINATION

This MOU may be terminated by either party giving six (6) months written notice to the other.

ARTICLE 8. INTELLECTUAL PROPERTY RIGHTS

- a) Any Intellectual Property Right brought by one of the Parties for the implementation of the cooperation activities under this Agreement shall remain the property of that Party.
- b) Any Intellectual Property Right, data and information resulting from research activities conducted under this agreement shall be jointly owned by Makerere University and Makerere University shall be allowed to use such property for any purpose. Should TIF be interested in obtaining the intellectual property right, data and information resulting from the activities under this Agreement, the consent of Makerere University shall be obtained from its authorized representative, who will have the sole discretion to determine whether or not it shall be obtained at a cost.
- c) If either of the Parties wishes to disclose confidential data and/or information resulting from the cooperation activities under this agreement to any third Party, the disclosing Party must obtain prior consent from the other Party before any disclosure can be made.

ARTICLE 9. LAW APPLICABLE

This Agreement and or activities embodied herein shall be governed by the laws of their respective countries.

ARTICLE 10. FORCE MAJEURE

Neither party shall be liable for any delay or default if such delay in performance or other failure to perform their respective obligations under this agreement is the result of an event of Force Majeure, which includes, but is not limited to, government restrictions, wars, floods, strikes, fire.

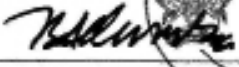

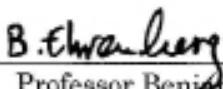
14. Signatures

IN WITNESS whereof the parties hereto set their respective hands;


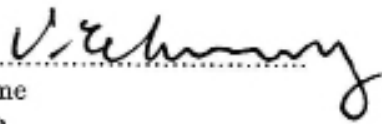
SIGNED for and on behalf of:

Makerere University

Bar-Ilan University

 Prof. John Ddumba-Mutemwa Vice-Chancellor		 Professor Benjamin Ehrenberg Vice President, Research
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In the Presence of:

 Mr. Goddy Muhanguzi Muhumuza Senior Legal Officer & Head Legal Unit	 Name Title
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ANNEX VI

E-MAIL FROM HE YAKI LOPEZ, ISRAEL DEPUTY AMBASSADOR TO RESEARCH FELLOW OF TASK FORCE

Dcm-Embassy Of Israel-Nairobi <dcm@nairobi.mfa.gov.il> Fri, Apr 26, 2013 at 11:10 AM
To: George Piwang-Jalobo <wodamor@gmail.com>
Cc: Mashav2-Embassy Of Israel-Nairobi <mashav2@nairobi.mfa.gov.il>, Info-Embassy Of Israel-Nairobi <info@nairobi.mfa.gov.il>

Dear George,

I was very excited to hear about the successful visit of the Ambassador to Makerere. As usual, we are thankful to you for facilitating the visit and for being the “engine” behind this ongoing historic cooperation. In the spirit of this fruitful cooperation, I would like to introduce you to an exciting project which could be another milestone in the relationship between our two countries and between the State of Israel and Makerere University:

During the next few months, we will be offering an exciting apprenticeship program in Israel for 30 Ugandans in the field of agriculture. The program is an 11 month apprenticeship program in Israel where Ugandan trainees will combine agricultural studies in Israeli agricultural training centers, whereby the trainees will learn Israeli best-practices in the field of agriculture, alongside practical work on Israeli farms. The trainees will receive a salary for the work that they do on the farms, which will provide for their accommodation and upkeep in Israel. From past experience, the trainees also earn enough money to bring back a good sum of money which usually provides enough “start-up” capital for them to start their own farm/business in their home country. They also bring back a great deal of top-tier agricultural knowledge obtained in Israel to their respective countries.

This project is a public-private partnership initiative between the Israeli government through MASHAV (Israel’s Agency for International Development Cooperation) and an Israeli agricultural company called Agrostudies. On May 22, myself, along with two executives from Agrostudies, will be in Kampala to interview potential candidates who have a relevant background in the field of agriculture. We are seeking to interview between 60-90 relevant candidates. **It would be our great pleasure to include as many relevant candidates who are affiliated with Makerere University.** We are sure that this program could be very beneficial to your institution and will go a great deal in strengthening our cooperation.

Kindly inform me if Makerere would have an interest in partnering with us on this exciting endeavor and would be willing to assist us in pinpointing relevant candidates for this program.

Looking forward to hearing from you soon.

Best Regards,

*Yaki Lopez
Deputy Ambassador
Embassy of Israel
Nairobi, Kenya
Tel: +254-20-4927000
Fax: +254-20-2715966*

www.embassies.gov.il/nairobi

ANNEX VII

MAKERERE

P.O. Box 7062 Kampala, Uganda
Cables: MAKUNIKA
Website: www.makerere.ac.ug



UNIVERSITY

Tel: (Ber) +256-41-532045
Fax: +256-41-533040
Email: dvc@acadreg.mak.ac.ug

OFFICE OF THE FIRST DEPUTY VICE-CHANCELLOR (Academic Affairs)

PROFESSOR L. TIBATHIMWA-EKSKIKUBENZA, LL.B.(Msk), Dip.L.P.(LINC), LL.M.(Commercial Law)(B666) Ph.D (Copenhagen)

31st May 2012

Professor Yao Qiang, PhD

Executive Director, Laboratory of Low Carbon Energy,
Director, Key Laboratory for Thermal Science and Power Engineering, MOE
Director, National Engineering Research Center for Clean Coal Combustion
TSINGHUA UNIVERSITY
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E-Mail: yaoq@tsinghua.edu.cn

XIA Guangzhi (Mr)

Deputy Director
Office of International Cooperation and Exchange
Tsinghua University, Beijing 100084
CHINA
Tel: +86 10-62783839
Fax: +86 10-62789392
E-Mail: xiag@tsinghua.edu.cn

Dear Professor Yao Qiang and Mr XIA Guangzhi

TOWARDS TSINGHUA UNIVERSITY/CHINA—MAKERERE UNIVERSITY/UGANDA STRATEGIC AND CO-OPERATIVE PARTNERSHIP

Fraternal greetings from Makerere—East Africa's oldest and premier University!

Makerere University's Acting Vice Chancellor, Professor Venansius Buryamureeba, has asked me to follow up on the e-mail letter by Makerere Task Force Research Fellow, Mr George Prwang-Jalobo, to both of you concerning the exciting possibility of Tsinghua University/China—Makerere University/Uganda strategic and cooperative partnership.

I am therefore honoured to convey our heartfelt appreciation to the President and Management of Tsinghua University, in particular, the Office of International Cooperation and Exchange, for your hospitality to the 5-Member Task Force Team of Makerere University that visited Tsinghua University, May 17th—19th 2012.

In light of Mr Piwang-Jalobo's report on the above subject, Makerere University looks forward to a mutually beneficial and rewarding strategic and cooperative partnership in research, training and exchange with Tsinghua University—China's top University. Our College of Engineering, Design, Art and Technology (CEDAT) is immediately excited and ready to join the Tsinghua-Cambridge-MIT University Alliance on Low Carbon Energy Research and Development (R&D). Other Colleges, too, look forward to similar co-operative partnerships and exchange with sister Schools, Department and Research Centers of Tsinghua University. Significantly, we also look forward to welcoming Tsinghua University researchers, staff and students on international and cultural exchange visits to Uganda/East Africa, in general, but Makerere University, in particular.

In sum, we are glad the Task Force Team reported their excellent meetings in Tsinghua University to H.E. Charles M. Wagidoso, our Ugandan Ambassador in Beijing. We therefore look forward to his leadership in this process that will include appropriate sectors and institutions of the Uganda Government.

Please accept my compliments and best wishes on behalf of the Vice Chancellor, Management and Community of Makerere University.

Yours sincerely



Professor Lillian Ekirikubinza-Tibatemwa
Ag. DEPUTY VICE CHANCELLOR (Academic Affairs)

COPY:

Rt. Hon Amama Mubazi, MP, Prime Minister
 Hon Jessica Alupo, MP, Minister of Education & Sports
 Hon Dr Chrysostom Musingo, MP, Minister of State, Higher Education
 H.E Charles M. Wagidoso, Uganda's Ambassador to the People's Republic of China
 Eng. Dr. Charles Wana Eryem, Chairperson of University Council
 Professor Venansius Baryamureeba, Ag Vice Chancellor
 Professor Sandy Stevens Tickodii Togboa, Ag Deputy Vice Chancellor, Finance and Administration and Lead Researcher on the *Kiva-EV* Electric Car Project
 Mr David Kahunda Muhwezi, University Secretary
 Professor Francis G. Omaswa, Chairperson, Makerere University Task Force
 Mr. George Piwang-Jalobo, Research Fellow, Makerere University Task Force
 Associate Professor Barnabas Nawangwe, Principal, CEDAT
 Professor Samuel Kyamanywa, Principal, College of Agriculture & Environmental Sciences, CAES
 Professor John Ddumba-Sentamu, Principal, College of Economics and Management Sciences, COBAMS
 Professor Ikoja Odongo, Principal, College of Computing and Information Science, COCIS
 Professor Nelson Sewankambo, Principal, College of Health Sciences, COHS
 Professor J.V.T. Mugisha, Principal, College of Natural Sciences, CONAS

ANNEX VIII

KEY STAKEHOLDERS CONSULTED

INTERNAL TO MAKERERE

- 1 Chancellor
- 2 Council Chair Person & Members
- 3 Vice chancellor
- 4 Deputy Vice Chancellor(A&A)
- 5 Deputy Vice Chancellor(A&A)
- 6 University Secretary
- 7 University Bursar
- 8 Academic Registrar
- 9 University Librarian
- 10 Dean of Students
- 11 College Principals and management
- 12 Dean, School of law
- 13 Directorate Human Resources
- 14 Directorate Internal Audit
- 15 Directorate Quality Assurance
- 16 Directorate Research & Graduate Training
- 17 Directorate of Planning
- 18 Directorate Gender Mainstreaming
- 19 Directorate of Estates
- 20 Director MISR and the Team
- 21 Director DICTS and the Team
- 22 Directorate of Investments
- 23 Procurement Unit
- 24 Senior Public Relations Officer
- 25 Coordinator Jinja campus
- 26 Coordinator Fortportal campus
- 27 Senior Legal Officer
- 28 Counseling Unit
- 29 Director Health Service
- 30 Deputy Director Quality Assurance
- 31 Deputy Director University Librarian
- 32 Manager Printery
- 33 Manager Guest House
- 34 Ag Deputy Registrars
- 35 Deputy Registrars
- 36 Brand Marketing Manager
- 37 Web manager
- 38 Members of Change Management Committee
- 39 Deputy Director Dean of students
- 40 Wardens of Halls
- 41 MUASA Executive
- 42 MASA Executive
- 43 NUEI Executive
- 44 Guild President and the executive
- 45 Alumni ChairPerson-Convocation

PUBLIC & PRIVATE UNIVERSITIES

- 1 Mbarara University
- 2 Kyambogo University
- 3 Busitema University

- 4 Gulu University
- 5 Makerere University Business School(MUBS)
- 6 Nkumba University
- 7 Kampala International University
- 8 Uganda Martyrs University - Nkozi
- 9 Uganda Christian University - Mukono
- 10 Kabale University
- 11 Busoga University
- 12 Victoria University
- 13 Islamic University-Mbale

EXTERNAL UNIVERSITIES

- 1 University of Nairobi, Kenya
- 2 University of Dar es Salaam, Tanzania
- 3 Addis Ababa University, Ethiopia
- 4 University of Ghana, Legon, Ghana
- 5 Hebrew University of Jerusalem, Israel
- 6 Bar Ilan University, Israel
- 7 Duke University, Durham, NC, USA
- 8 Tsinghua University, Beijing, China

GOVERNMENT INSTITUTIONS & PRIVATE SECTOR

- 1 Executive Director Uganda Industrial Research Institute (UIRI)
- 2 Executive Director Private Sector Foundation Uganda (PSFU)
- 3 National Information Technology Authority (NITA)
- 4 National Council of High Education(NCHE)
- 5 BOU Governor/Chair MUPSF Trustee
- 6 National Planning Authority(NPA)

MINISTRIES

- 1 Ministry of Finance Planning and Economic Development
- 2 Ministry of Energy and Mineral Development
- 3 Ministry of Trade and Industry
- 4 Ministry of Health
- 5 Ministry of Public Service
- 6 Head of Public Service
- 7 Ministry of Information and Communications Technology
- 8 Min of Education and Sports

PARLIAMENT

- 1 Committee on Education & Sports

ANNEX IX

TASKFORCE BIOS



Prof. Francis G. Omaswa

Francis Omaswa, Chairperson, Task Force on Job evaluation, Re-Organization of Staff Structures and Financing of Makerere University; is the founding Executive Director of the African Centre for Global Health and Social Transformation (CHEST). ACHEST is incorporated in Uganda as an independent “Think Tank and Network” that works to stimulate the growth of African rooted capacity and synergies for leadership, ownership and excellence in health and to make Africa a stronger player in global health.

Francis Omaswa is the Chancellor of Busitema University, Chair Board of Directors of Mulago Hospital, Chair of the African Platform on Human Resources for Health, Co-Chair of the Global Policy Council on Health Worker Migration, Senior Associate at the Johns Hopkins University School of Public Health, USA, Fellow of the New York Academy of Medicine and Fellow of the Institute Of Medicine of the American Academy of Sciences.

He was a Special Adviser to the Director General of the World Health Organization (WHO) and founding Executive Director of the Global Health Workforce Alliance (GHWA) hosted by WHO. Prior to this he was the Director General of Health Services in the Ministry of Health in Uganda. He was Head of Cardiothoracic Surgery at Makerere University, founding Director of the Uganda Heart Institute and Chief Government Surgeon. He served as a member of the Appointments Board of Makerere University and Mbarara University. He is also the founding President of the College of Surgeons of East, Central and Southern Africa and has a keen interest in access of the poor to quality health services and spent five years in the rural Ngora hospital testing various approaches for this.

He served as Chair of the GAVI Independent Review Committee, Senior Advisor to the Ministerial Leadership Initiative for Global Health, founding Chair of the Global Stop TB Partnership, Chair of the Portfolio and Procurement Committee of the Global Fund Board, a member of the steering committee of the High Level Forum on health-related MDGs. He was the lead consultant in developing the African Union HIV Policy, among others.

Francis Omaswa is a graduate of Makerere Medical School, a Fellow of the Royal College of Surgeons of Edinburgh and The College of Surgeons of East, Central and Southern Africa. He has qualifications in health services management and medical education.



Prof. Foster Byarugaba

Foster Byarugaba, Vice Chair, *Task force on Job evaluation, Re-organization of Staff structure and Financing of Makerere University*; is a seasoned Professor in Political Science and Public Administration with over 35 years’ experience. His competencies in teaching include: policy analysis, comparative public administration, organizational theory and methods, Human Resource Management, Decentralization and development, research methods and management of complex organisations among others. Foster is heavily grounded

in organizational design and methods and has been involved in public sector reforms in Uganda, Kenya and Tanzania. He has carried out consultancy engagements aimed at restructuring government institutions to improve service delivery. He has also worked with the World Bank on the Agriculture Sector Management Project, European Centre for Policy analysis and Institutional design management.

Some of Foster’s past clients include; The Government of Uganda, Government of Denmark, The World Bank, Makerere University, East African Uongozi (Leadership) Institute & Ford Foundation, International Development Consultants (IDC), and Uganda Coffee Development Authority among others.

Foster holds a P.HD, a Master’s of Social Sciences and a Bachelor of Arts (Hons) degree, all from Makerere University.



Prof. Ben Kiregyera

Ben Kiregyera holds a Ph.D in statistics from the University of Essex (U.K.). He is a Chartered Statistician and Chartered Scientist with the Royal Statistical Society (U.K.) and a Fellow of the Uganda Academy of Sciences. He lectured at the then Institute of Statistics and Applied Economics at Makerere University for 13 years. He was a member of the Advisory Board at the Eastern Africa Statistical Training Centre in Tanzania. In 2005, he was the first African to win the highly coveted Prof. P.C. Mahalanobis International Award for Statistics. He has published widely in professional journals. Prof. Kiregyera worked with

the FAO as a long-term advisor and later, as the first Director of the African Centre for Statistics at the UN Economic Commission for Africa. He was the first Chairman of the Board of Directors of the Uganda Bureau of Statistics.

Prof. Kiregyera is an International Statistical Consultant and Chairman, Development Information Consultants Ltd, Kampala Uganda; and has worked with many different international organizations and donor agencies to design strategic plans to turn around statistical systems in many African countries including Uganda. He prepared the Strategic Plan for the Institute of Statistics and Applied Economics (2007/6-2010/11) and the Strategic Plan for the College of Business and Management Sciences (2011/12 - 2018/19), Makerere University. He chaired the Organizational Review and Restructuring Working Group of the Task Force.



Dr. Wilberforce Turyasingura

Wilberforce Turyasingura has over 12 years' experience in management consulting and capacity building programmes in human resource management and development, job evaluation and rewards management. He has accumulated a vast experience in organisational learning, strategic planning, organisational structuring and reorganisation and operational planning. He holds a Doctorate in Management from the University of the Witwatersrand and a Master's degree of Science in Management from Gadjah Mada University in addition to other professional qualifications. He

has gained significant managerial experience as a Dean of a School of Business and Management at Uganda Management Institute where he rose through the ranks of Consultant, Head of Human Resource Management Department and to a current position of the Dean of the School. UMI engages in training, research, and consultancy.

Prior to joining UMI, he worked in various capacities as a Personnel Officer in Government departments, HR Manager in private sector organisations and as a Lecturer in a University. He has undertaken several job evaluation exercises and organisational restructuring assignments among others in Government Institutions, large Corporate organisations and private sector institutions, where his interventions have yielded long term benefits to the clients.



Patrick J Mangheni D Phil (Oxon)

P J Mangheni D Phil (Oxon), has operated on the borders between mathematics and information technology for a generation – as scholar, teacher, researcher, mentor, and “knowledge entrepreneur”. In more than 35 years of post-doctoral experience in teaching, research and IT consultancy work, his mathematical work has grown from ground breaking work on the characterization of summing operators on injective Banach lattices, through detailed studies of the local geometry of Banach spaces, to the applications of C^* algebras and fractals in image analysis and virtual learning environments. He has consultant-class integrative skills in applied analysis and modeling, IT design, implementation

and institutionalization, and knowledge management. He was previously Research Professor and Dean for Research and Postgraduate Studies (2007-2010) and founding Dean of the Faculty of Information

Technology at Uganda Christian University.

He has been Teaching Leader of Bible Study Fellowship Kampala EM since 2004. He was founder CEO of the Research Education Network of Uganda (2009-2013) (bringing together universities and research institutions to expand and deepen the use of ICTs in their activities). He is a Board Member of the Uganda National Information Technology Authority; a member of Senates and Academic Boards of several Universities in Uganda; and founding Chairman of Council of the Virtual University of Uganda.



Mr Godwin Nelson Kagoma Kakama

Godwin N. K. Kakama holds a Masters of Social Science Degree in Accounting and Development from the University of Birmingham United Kingdom and a Bachelor of Commerce Degree (Hons) specializing in Finance. He has worked in the Ministry of Finance, Planning and Economic Development for 24 years and gained experience in government planning, Budgeting preparation and execution and reporting. Currently he is an Assistant Commissioner Budget Policy and Evaluation Department of the Ministry. Mr G.N. Kakama has been chairperson Uganda College of Commerce Kabale since 2010. He is also a member of the National Negotiating and Consultative Council. He has also served on various committees of the Public Service Reforms.



Maggi Kaddu Baliddawa

Maggi Kaddu Baliddawa is an HR Consultant managing her own professional HR services and outsourcing firm, HRiCon International Limited.

Previously she held senior management roles in HR at the East African Development Bank, Shell Petroleum, African Joint Air Services and a short stint in a World Bank Project.

She has worked on several organization development consultancies entailing change management, compensation structuring, job evaluation and organization restructuring assignments.

She is a training and development professional; designing and implementing customized training programs for various levels of the organization; from executive management to all other staff levels and for women and youth groups. She is a motivational speaker delivering talks on self and organization renewal, talent and performance and careers in the knowledge age.

Her mission in life is to serve God by making positive and enduring contributions to enhance the growth and performance of individuals and organizations. She is committed to applying her HR 18 years of HR experience and talent to support successful learning processes, organization development, organization restructuring and change management processes.



Mr. David G. Opiokello

David G. Opiokello obtained a Bachelor of Commerce Degree(Hons) from the University of Nairobi in 1973. He is a Member of the UK based Chartered Association of Certified Accountants (ACCA), obtained ACCA's Associateship in April 1987 and became a Fellow in April 1982. He is a Founding member of the Institute of Certified Public Accountants of Uganda(ICPAU). He did his 'O' and 'level' studies at Lango College, Lira, from 1964 to 1970 and indeed was a pioneer of The 'A' level class at the College.

On completing University, he joined the then East African Community in 1973 and worked in Arusha and Mombasa as Accounts Officer and Accountant respectively until the community collapsed in 1977. He joined the Kenya Government service working for three years before joining Bank of Uganda in November 1981 as Deputy Chief Accountant.

David Opiokello served in the Bank of Uganda for 28 years rising from the level of Deputy Chief Accountant to the level of Deputy Governor retiring in June 2009. In the Bank he held various positions including Director of Foreign Exchange; Director of Banking Supervision; Chief Accountant ; Executive Director Finance and Deputy Governor. In these capacities he dealt with and was in charge of many operational and Administrative issues as well as Policy matters. At different times he was directly in charge of managing Foreign Exchange Reserves of the country and regulating the Financial services industry as well as managing the Balance Sheet of the Central Bank.

He was as elected second President of ICPAU in June 2001 retiring in 2004; and is currently member of the Board of Directors of Housing Finance Bank, Insurance Company of East Africa(ICEA), Ugachick Ltd and World Vision Uganda. He is the Chairman of the Board of Trustees of the Insurance Institute of Uganda and a member of Makerere University Audit Committee. Opiokello is proprietor of a Primary and Secondary schools near Lira town and am an upcoming farmer.



Mr. Simon Mugalu Kamyia

Mugalu Kamyia is a distinguished Public Servant, currently working as the Commissioner for Labour, and acting Director for Labour. He is a seasoned administrator in both Labour Administration and Human Resource Management, particularly in the areas of job evaluation, performance management, policy development, labour Law, leadership and organizational development. Hitherto he was the head of the Human Resource Policy and Systems Division in the Ministry of Public Service. He has undertaken both local and international Consultancies. He was the Lead Consultant for Training Needs Assessment in Leadership and Management for Human Resources for Health (USAID).

He was the Lead Consultant for development of job descriptions and specification for Radiographers and Laboratory Cadre (USAID) and Lead Consultant for restructuring and development of job descriptions and specification for AIDS Control Program (ACP), Health Resource Centre, TB and Leprosy Program, Central Medical Health Laboratories (WHO) and he developed the job descriptions for Equal Opportunities Commission and National Council for Women among others.

Previously, he was a Member of the Task Force to analyse the issue of 'Drug Stock Outs' under Office of the Prime Minister, Task Force for the development of the Training Policy for Ministry of Health, Task Force for the review of the Report evaluation of the Comprehensive Nurse Program in Uganda, Task Force for the development of the Uganda National Health Professionals Authority, among others before being appointed Member of the MaK Restructuring and Job Evaluation Committee.

Mugalu possesses a Masters in Public Administration & Management, a Post Graduate Diploma in Education, a Bachelor of Arts Degree from Mak and his currently pursuing an Executive MBA at ESAMI. He is also a certified trainer in Corporate Governance, with excellent inter personal skills.

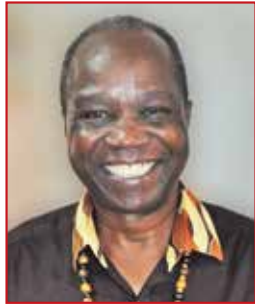
He is a Director, Uganda Retirement Benefits Regulatory Authority (URBRA), Board Member Labour Advisory Board, Council Member, Directorate of Industrial Training and Member of the Task Team for Skilling Uganda.



Ms Jolly Uzamukunda

Ms Jolly Uzamukunda, holds a Master of Arts (MA), Educational Management—Higher Education—and a Bachelor of Education (BEd) both from Makerere University. She is Assistant Commissioner, Higher Education, Admissions and Scholarships, in the Ministry of Education & Sports, MoES. As such, she is responsible for providing leadership and guidance to the Division Staff in the execution of policies, procedures and regulations pertaining to admissions in Tertiary Institutions. She is also responsible for liaising with foreign missions, agencies and training institutions on matters pertaining to education agreements, scholarships and Memoranda of Understanding.

Ms Uzamukunda served as Principal Education Officer, Admissions and Scholarships in the same Ministry prior to her promotion to Assistant Commissioner. In this capacity she was responsible, among other things, for coordinating admissions in Universities and other Tertiary institutions. She has attended several national, regional and international courses and workshops towards professional advancement. She is a Member of Council and Appointments Board of Muni University, Arua, West Nile; was a Member of Council and Appointments Board of Kyambogo University, 2008-2013. She is also serves on several boards of charitable and community development organizations.



George Piwang-Jalobo, Research Fellow, Task force on Job evaluation, Re-organization of Staff structure and Financing of Makerere University; studied for his "O" and "A" Levels in Lango College, Lira, and trained as High School Teacher of Math and Physics at the National Teachers' College, Kyambogo, Kampala. He later graduated from Liberty University, Lynchburg, VA, USA, with a BS degree *cum laude* in Interdisciplinary Studies [*Math, Political Science, Theology*]; after which he obtained a Masters in Theological Studies (MTS) degree [*Theology and Public Policy*] from Duke University, Durham, NC, USA. He was a PhD in Religion student [*Theology and Economic Development*] of Duke University, 1993-95 and 2004-2006; and a Duke University PhD pre-dissertation research recognized student at the Faculty of Theology, Oxford University, 1995-6; thanks to a generous Fellowship from the St. Augustine's Foundation, Canterbury.

Piwang-Jalobo was the Coordinating Consultant of a 3-person Expert Critique of the Plan for the Modernization of Agriculture (PMA) for the Office of the President, 2000; Editorial Consultant, Education Sector Review, MoES, in March/April 2002; Lecturer and Founder Director, Centre for Conflict Management and Peace Studies, Gulu University, 2002-2004; and Political and Diplomatic Consultant for the UN Women-ICGLR Heads of State Summit, Kampala, Uganda, on Sexual Gender Based Violence (SGBV), December 2011.

Piwang-Jalobo has conceived historic initiatives in promotion of girls education for FAWE Uganda, e.g., *Women of Distinction and Models of Excellence Award, 1999; the Sarah Ntiro Lecture and Award 2000; and Africa Women's University of Science and Technology (AWUST), Tororo, 2002/3*—a partnership between His Highness the Kwar Adhola/Tieng Adhola Cultural Institution, TACI, and FAWE Uganda. He also conceived the *Professor Ali A. Mazrui Endowed Chair and Scholarship and the East African Ali A. Mazrui Centre for Global Studies in Makerere University 2008; and H.E. Mwai Kibaki Endowed Chair in Economics and the East African Mwai Kibaki Centre for Leadership, Public Finance/Policy in Makerere University 2008, etc.* He was Gender Mainstreaming Directorate (GMD) Consultant for the 2010 launch and 2011 inauguration of Makerere University's Female Scholarship Foundation, FSF, with its Board of Trustees; and the 2011 Re-birth of the Makerere African Lecture Series. Piwang-Jalobo is a Public Speaker and Orator who wrote the Oratory of Excellence of Prof. Ali A. Mazrui read during launch of Ali A. Mazrui endowed Chair@MAK; and The Oratory of Excellence of H.E Benjamin Mkapa for his Honorary Doctoral award of MAK—both of which took place in 2009.



Mrs. Mary K. Tizikara

Mrs. Mary K. Tizikara is trained in Higher Education and Human Resource Management. Mary K. Tizikara has spent 20 years practicing administration and Human Resource, 8 of which at Senior Managerial Level. Mary K. Tizikara holds PGD in Human Resource Management, (MA) in Educational Management, and a number of Human Resource professional training certificates including OD & Institutional strengthening, Performance Based HRM, Human Resource Development, Management techniques, Education Policy and Planning, Logical framework, analysis & Advisory Process & Skills, Career Planning and Recruitment, Organisational Behavior and all other HR functions.

Mary K. Tizikara has also attended HR and Leadership Courses and is a member of the South African Remuneration Association for Educational Institutions, Human Resource Managers Association of Uganda and the Association of Common Wealth Universities.

Mary K. Tizikara is currently the Director, Human Resources, Makerere University and is charged with providing overall management and coordination of the human resource function in the University and is Secretary to the University Appointments Board.

Mary K. Tizikara has risen through the ranks from Administrative Assistant to her current position in the university after a competitive selection process. Mary K. Tizikara was involved in re-engineering of HR business processes, served as a liaison person on HR staff matters to Ministry of Education and Sports on Top up and salary harmonization in Public Universities, served on a Team of Busitema University on HR Policy Development, Part of a team that investigated promotion and Management anomalies in some University Departments which led to streamlining of the processes, piloted a HR Monitoring Constituency Overseer System to monitor HR practices & developments in Colleges, was part of a team that conducted a Capacity and Needs analysis for Technical and Secretarial Staff that led to a new cost effective structure for that Cadre, served as an HR technical person on Ministry of Education and Sports validation of non-teaching staff competences of Kyambogo University, after the merger of different Institutions to form the University.

Mary K. Tizikara has in addition initiated and spearheaded review of the HR Policies in the University one of which resulted into the new Policy for Promotion of Academic Staff. Mary K. Tizikara was Head of Secretariat on the Taskforce.



Dr Julius Kikooma

Julius Kikooma is a professionally trained Industrial/Organizational Psychologist with a PhD obtained from the University of Cape Town, South Africa. He has spent over 15 years practicing OD, HR, business and management consultancy.

Julius has led multidisciplinary consultancy teams and has significant experience in both local and international management and systems environments. He has recently led Institutional/Organizational Development Consultancy interventions such Preparation of an annual state of capacity building report in the Rwanda public sector; Development of procedures manual for the Rwanda Education Board (REB); Human Resources Audit & Development of an HR strategy for Rwanda Transport Development Agency; Enhancing staff retention and human resource management in the Rwanda Public Service; Compensation and staff climate interventions for Partnership for Progress – Kenya; Employer of the Year Award for Federation of Uganda Employers, to mention but a few.

Julius Kikooma is currently a senior Lecturer and the Head of Department of Educational, Social and Organizational Psychology at Makerere University, Uganda. He is a researcher and has been involved in research projects such as the Uganda country study on: Restarting and sustaining growth in Africa, which was part of the Equity, and Growth through Economic Research/Public Strategies for growth with Equity (EAGER/PSGE) project of the World Bank; a joint research project between the Harvard Institute for International Development (HIID) and the Makerere University Institute of Social Research (MISR). He was a principal researcher for the study on: Corruption in Uganda: A psychological study of honesty and reliability among Ugandan employees funded by the Eastern and Southern African Universities Research Program (ESAURP). Julius Kikooma was the Organizational Development Specialist (ODS) on the Task Force



Mr. Evarist Bainomugisha

Mr. Evarist Bainomugisha holds Bachelor of Commerce (Hons) and Master of Business Administration (MBA) specializing in Finance and Accounting from Makerere University, Kampala. He holds several professional qualifications including; The Association of Chartered Certified Accountants (ACCA), UK and the Certified Public Accountants (CPA) of Uganda among others. He has worked in various organizations including private companies, Government institutions, Bank and Non- Governmental Organization for a period of over 15 years and gained experience in the arrears of financial reporting, financial

planning and budgeting, Output Budgeting Tool(OBT) performance reporting, Cash forecasting and management, Asset management, payroll management, auditing, taxation, procurement, Human Resource management, strategic management and investment analysis, funding proposal writing and assessment, financial risk assessment and control.

Evarist has Competences and Professional Skills in, team building, Collaborating and Partnering, supervisory, managing change and Quality Service, Delivering Value for Money, Microsoft Office Applications and computerized accounting/Financial management system which include but not limited to Microsoft Dynamics NAV, Sage Pastel, Ledger Works, GLOBUS and Tally. He has conducted thorough reviews of financial systems, strategies, policies, procedures and internal controls of different organizations in Uganda and at Baylor-Malawi, Lilongwe using Management Control Assessment Tool (MCAT) and advised management on the areas for improvement. Evarist has held several key positions with a number of reputable companies including; Finance Officer with Kyagalanyi Coffee Limited, Revenue Officer with Uganda Revenue Authority, Principal Auditor with Tropical Bank, Head Finance and Operations with Baylor-Uganda and currently working as Manager Finance and Administration with Makerere University Kampala. He was a member of secretariat Team for the Task Force.