



ANNUAL REPORT 2020 -2021

BUGEMA UNIVERSITY
A Chartered Seventh-day Adventist Institution of higher Learning
<https://bugemauniv.ac.ug>





OUR VALUES.

We have a core set of values, which are central to everything we do. These describe our defining characteristics and what make Bugema University different.

1. Pursuit for excellence
2. Integrity
3. Academic freedom
4. Holism
5. Service to the community
6. Creativity

OUR VISION.

**Our vision as Bugema University
is training for excellence in service.**



OUR MISSION.

Our mission is to offer excellent and distinctive holistic Christian education designed to prepare students through training, research and scholarship for productive lives of useful service to God and to the world with uncompromising integrity, honesty and loyalty

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MESSAGE FROM THE CHANCELLOR

Pastor Dr. Daniel Matte.

President Uganda Union Mission

We thank God who has kept us alive until this day during these times of uncertainty. Our condolences to the University for losing one of our teachers to Covid-19. We also extend our condolences to the families which have lost their dear ones due to Covid -19 and other causes of death. May our Lord console you. We also thank God for the people who contracted Covid-19 and have recovered. The battle continues, we all must take care and ensure continued observance of SOPs.

We want in a special way to appreciate the University administration for ensuring that the university has remained operational during the lock down period. I also want to acknowledge the support of the faculty and staff to ensure that some of the key university services have kept running during these difficult times. Thank you all.

Today it is now one year and four months since Covid-19 was declared a global pandemic. We don't know when the pandemic is ending. We must therefore tighten our belts as we navigate through the storm of Covid-19.

In order for us to prepare for the future, we need to clearly understand the present in order to identify the gaps and damages corona virus has left behind on life and world systems, as we know them now.

The negative Impact of Covid-19.

Corona virus has had far reaching consequences, which are physical, psychological, emotional, spiritual and economical. Some effects are obvious, while some effects will unfold as life continues. What can be said of now is that this pandemic has present, short term and long-term effects.

It is therefore logical to say that understanding the impact of Covid-19 may constitute some of the challenges and opportunities, which will inform our operations during and after the Covid -19 pandemic.

Likely impact on Local Communities

Local communities are a very important segment of society. They are the greatest consumers of many products and services. Understanding the challenges and needs of local communities is very vital in enterprise planning and social services delivery. Corona virus has had its impact on the local communities.

Understanding its impact on local communities will give service providers, the direction they are to take as they plan their businesses and social interventions. People

are now traumatized, there are several who have lost their small businesses, others were laid off from their temporary jobs. Some people in this social class are too informal and very poor to be affected by national and international stresses like Covid-19.

All these realities need to inform business planners and social service planners. Whoever meets the felt needs of this group will be most relevant to them and may be one or the business kings in the present and near future.

As a University we will need to determine if we will need to provide services which target this social class of people or not. We need to determine which felt needs we will meet and which of our departments will most work on such needs and in which way.

Likely impact on business communities

The business community is big with distinct sections with various opportunities and challenges. In this section, some people have died of Covid-19 because this community has some of the people who move a lot meaning this segment has some of the most at risk people.

Several of this group has lost their capital, some have closed business due to lock down, some are traumatized because of loans. Some have laid off their workers because of reduced consumptions of their products, some have closed or reduced production because of reduced production of their raw materials or inputs. The business community is directly impacted by

lockdown measures.

These are the people who command large amounts of cash circulation in the economy. Whoever directly or indirectly earns from this section of the population is also directly or indirectly affected by Covid-19 effects, which have affected this class of people. As a university, there is need to identify classes of business people we need to target in this section of the population. What products are we to offer to mitigate the needs of our target groups in this section of the population? What projects are we to engage in with this section of people? These are questions we are to ask as a University community and identify which of our departments will help us to develop tailor made services.

Likely impact on Private Institutions in general

Private institutions and organizations constitute the largest group of employers in Uganda. Due to the one year and four months of COVID-19, some private organizations have laid off some of their support staff, some have had some of their supply and output chains disrupted resulting in failure to meet their targets. This directly affects their revenues etc. There is trauma in this section of the economy. Some employees and investors have also died in this section. This is a section, which consumes some of the services of Universities. There is need to identify the felt needs of this section of the economy and come up with programs and products

which address these needs.

Likely Impact on private schools

This is where we belong as a University. Covid-19 has had direct impact on the revenue of private schools. As if that was not enough, the livelihoods of most of the clients in form of parents, guardians, and sponsors have also been affected. Universities will need to rethink their traditional ways of operation which basically focuses on knowledge dissemination as the primary focus.

While universities have traditionally been centers of knowledge generation, COVID-19 has hit universities at the very core of the reason for their existence. Universities need to make consultancy and investment as vital additional core areas of their existence. This will give meaning to their knowledge generation.

Universities should be centers of practical knowledge, which meets the felt needs of communities. In addition, universities should invest in businesses, which take advantage of the very knowledge they generate as model centers to benefit the communities. These very enterprises should provide consultancy services for income generation.

This measure will also make these enterprises become centers of research and areas of knowledge validation for relevancy.

There is an urgent need for mindset change training to help university professors and

faculty to become project planners and implementers with hands on training. Very few academicians are successful entrepreneurs and managers.

COVID-19 pandemic has shown that theorists can be very vulnerable if their theories cannot directly support income generation.

Private schools need to perfect investment and income generation in addition to school fees collections. This step holds the future for private schools.

Implications of Covid-19 on life and Operations in General

With COVID-19 pandemic, life as we have known it may never be the same. We are experiencing what sociologists call a paradigm shift. We better begin working to adjust which will help us fit into the new normal and function relevantly in the new normal.

Definition

William Kenton in his article on the subject of paradigm shift wrote the following:

The term paradigm shift refers to a major change in the concepts and practices of how something works or is accomplished.

A paradigm shift can happen within a wide variety of contexts. Paradigm shifts often happen when new technology is introduced that radically alters the production process or manufacturing of a good or service.

Key Takeaways

A paradigm shift is a major change in the concepts and practices of how something works or is accomplished.

A paradigm shift very often happens when new technology is introduced that radically alters the production process of a good or service.

Although the idea of paradigms has been around for quite some time, the concept was explored by physicist and philosopher Thomas Samuel Kuhn.

Understanding Paradigm Shifts

Although the idea of paradigms has been around for quite some time, the concept of paradigm shifts was explored by American physicist and philosopher Thomas Samuel Kuhn in his book "The Structure of Scientific Revolutions." Kuhn contested that paradigm shifts characterize a revolution to a prevailing scientific framework. They arise when the dominant paradigm, under which normally accepted science operates, is rendered incompatible or insufficient, facilitating the adoption of a revised or completely new theory or paradigm.

Paradigms are important because they define how we perceive reality. As such, everyone is subject to the limitations and distortions produced by their socially conditioned nature. These shifts have become much more frequent in the past hundred years, as the industrial revolution transformed many social and industrial processes. These processes are

likely to become even more commonplace in the future as our rate of technological advancement increases.

In the business world, a paradigm shift is often a change in the perception of how things should be thought about, done, or made. A paradigm shift can require entire departments to be eliminated or created. In some cases, millions or even billions of dollars of new equipment need to be purchased while the old equipment is sold or recycled. Reacting well to key paradigm shifts have a lot to do with the long-term success of a business. Such is the case of the assembly line, which created a substantial paradigm shift in the auto industry and all other areas of manufacturing as well.

William Kenton, Paradigm Shift, accessed on 3rd August 2021, <https://www.investopedia.com/terms/p/paradigm-shift.asp>

Another writer by the names of Joan Michelson writing in the Forbes Magazine makes the following observation about the impact of COVID-19 on the world. "COVID-19 is creating a paradigm shift that is realigning every system in every industry across the global at once – in an instant. This 21st century pandemic is forcing us to redefine what and who we value, how we govern, whose opinions we listen to, how we view facts and science, and even our relationships. Much of society used to focus on status, power, wealth and celebrity. Then came COVID-19."

Joan Michelson, Paradigm Shift—From Values to Careers To Whole Economies, accessed on 3rd August 2021, <https://www.forbes.com/sites/joanmichelso/n2/2020/05/05/the-covid-19-paradigm-shift--from-values-to-careers-to-whole-economies/?sh=640c2efa38a2>

WAY FORWARD

COVID -19 has ushered in a paradigm shift. There is need for mindset change. We need focused counseling and mindset change training programs.

There is need for practical innovations-based education as opposed to theory as has been for most of our education. This is a big opportunity in the midst of a pandemic.

The there is need to overcome the problem of nostalgia which is the hanger for the good old days. There is need to adopt to change. E.g. the adoption of the online electronic learning platforms etc.

The need to identify new human challenges and address them. The innovators of COVID -19 vaccines and therapeutics should be making good money in the pandemic.

The need for a business and investment unit at the university and the need for every department to have an income generating project as a learning aid and income generating is a desirable innovation.

This is time to tailor learning to felt human needs. This should also inform university research

INTRODUCTION FROM THE ACTING VICE CHANCELLOR ASSOCIATE PROFESSOR PAUL KATAMBA – PHD

The Annual Report is a key document for the University to publish and publicize the status of various University activities and indicators covered over the year. Taken together, the report provides an important 'snapshot' of the institution and can be used in helping guide institutional planning and decision making in meeting the University's periodic strategic objectives as well as contributing to a wider internal and external self-assessment activities. This report is the product of a range of statistical and audit

activities conducted through-out the 12-months period from July 2020 to June 2021 and reviews various University activities impacting the different aspects of our strategic planning and quality assurance during this period of time, including responding to how the pandemic has impacted on the institution. On behalf of management, I am pleased to report on the various successful initiatives and activities of the University over this previous year.

WORD FOR THOUGHT

THE RIGHT MINDSET FOR SUCCESS

According to Carol Dweck, your mindset can predict your success in life. ...

The right mindset means choosing growth over negativity.

Instead of agreeing that you aren't good enough, people with a growth mindset choose to push back.

Yeah, you may not have the ability to do it now. But you can change that.

1. Think of your mindset as a voice

How does a mindset manifest itself? It controls the ways you talk to yourself in the privacy of your own head.

Recognizing this fact is the first step to achieving a growth mindset. "As you

approach a challenge, that voice might say to you, 'Are you sure you can do it? Maybe you don't have the talent' or 'What if you fail--you'll be a failure,'" the post explains, adding that, "As you hit a setback, the voice might say, 'This would have been a snap if you really had talent.'

2. Choose growth

Now that you know what you're up against, the next step, according to Dweck, is recognizing that you aren't stuck with the thoughts you currently have. "*How you interpret challenges, setbacks, and criticism is your choice,*" the post points out.

"You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities."

3. Talk back

When it comes to that limiting voice in your head, feel free to be as you like in response.

Tell that voice exactly what's wrong with how it's framing situations, and actively reformulate your approach to challenges and setbacks to reflect a belief in personal growth.

The fixed mindset says, "Are you sure you can do it? Maybe you don't have the talent."

The growth mindset answers, "I'm not sure I can do it now, but I think I can learn to with time and effort."

Fixed mindset: "What if you fail--you'll be a failure."

Growth mindset: "Most successful people had failures along the way."

4. Act

Changing the script in your head is a huge step, but Dweck's site ends with a healthy reminder that the whole point of doing so is to change not just your thoughts, but your actions as well.

Don't content yourself with a remodeled inner voice.

Get out there and practice what you're preaching to yourself.

5. Add this three-letter word

Research found that putting in certain phrases, like 'not yet' or 'yet,' can really boost students' motivation.

So, if a student says, 'I'm not a math person--yet' or 'I can't do this--yet,'" she explains, "it puts their fixed mindset statement into a growth mindset context of learning over time."

1. EXECUTIVE SUMMARY

The following presents the University's Annual Report for the period Academic Year 2020 – 2021. The report reviews a number of different aspects of the University's development aligned to the Strategic Plan. The academic year 2020 – 2021 shall forever be marked by the impact of the global pandemic, Covid-19. The global and national impact that the pandemic has had across the education sector, not just higher education, is obvious with the closure of schools and institutions from March 2020 through to the date of publishing. It has also shown the importance of reliance on technology in education as well as adoption and adaptation of learning to Online, Distance and E-Learning (ODeL) which led to the successful accreditation for ODeL offerings in August 2020 and significant investments in time and resources to maintain a high level of quality education.

Accomplishments recorded in the year 2020-2021

Academic performance

The Academic portfolio, including the faculties, performed admirably in the year 2020/2021 in adapting the University to the challenges of COVID-19. Prominently, the portfolio moved eLearning and teaching to remote learning. Our academic workforce did an exceptional job of continuing student learning in this environment, ably supported in training and systems by the virtual office that is now fully established. Many innovations in teaching delivery and assessment were implemented, and will continue to be a feature of our teaching. Our students reported satisfaction with this teaching at the same level as in previous years.

We were able to retain a number of students coming from other countries through a rapid move to deliver online teaching to those who could not travel to Uganda due to COvid-19 restrictions. Of equal importance, the Academic team provided significant support to students during this difficult time. This included academic support, technical support on how to use the eLearning facility, health support, counseling and financial support where it was possible and unavoidable. The portfolio continued to seek new avenues for student learning, despite the pandemic.

Other successes recorded

1. Engaged in a number of projects for money generation and students study purposes, here below are some of the projects undertaken.
 - Dairy cattle keeping.
 - Started rearing high breed goats
 - Rice and maize growing
 - Banana growing
 - Bee keeping
 - Making juices and other products, these made by students in the department of food science and technology
 - Mash room growing
2. Established collaborations, partnerships and networks with a number of organisations for study and development purposes, details are given in the section of partnerships and collaborations herein.
3. Key university services kept running during these difficult times of this Covid-19 pandemic
4. The University was accredited to offer three Ph.D programs, that is, a Ph.D in education management, Ph.D in rural development and a Ph.D in environmental management.
5. Our school of theology was accredited to offer a master of divinity in collaboration with the Adventist University of Africa (AUA)
6. Six programs that we have been offering in the school of natural sciences and school of health sciences were accredited by the Adventist Accrediting Association (AAA). The details of these courses are indicated under the section of program development and accreditation in this report.
7. In the year under review, we were able to start construction of a perimeter wall all around

the University where it was not, with an aim of ensuring security of students and the University as a whole.

8. One staff house was renovated, our health centre was refurbished and expanded a bit.
9. The university has continued to excel in sports, Dear members here I want to report to council the two Gold medal winners in the recently concluded Olympic games, that is Joshua Cheptegei and Peruth Chemtai are former Bugema University students. The University had planned to recognize her former students but the exercise was not possible due to Covid-19 restrictions. We have worn several trophies in a number of sports and still excel in football, basketball, wood ball and women's football.
10. The University has continued to support staff to pursue studies in any a number of fields, today, seven members of staff are pursuing Ph.ds in various studies.
11. We successfully organized a virtual graduation ceremony where 1116 students graduated.
12. A virtual learning directorate has been set up equipped with both facilities and technical staff to cater for the needs of every student and lecturer using OdeL.
13. A Covid-19 Task Force Committee was formed to handle Covid-19 and it has worked had to manage the pandemic, that is one reason it has not greatly affected us, although we lost one staff member and a few other infected.
14. Submission and Re-submission of Academic Programs to NCHE for Re- accreditation and accreditation. All programs offered by the University, both graduate and under graduate, have been submitted to the NCHE for accreditation. Almost all programs submitted have been accredited with few corrections to be worked on.

Challenges and proposed solutions

Bugema University as a higher Institution of Learning ‘envisioned training for excellence in service’ as its vision and aspires ‘to offer excellent and distinctive holistic Christian education designed to prepare students through training, research and scholarship for productive lives of useful service to God and to the society with uncompromising integrity, honesty and loyalty’. However, the achievements of this vision and mission have been met with persistent challenges from both internal and external forces.

In a bid to address the challenges encountered in the period under review, a SWOT analysis was conducted and revealed among others; a declining number of students, declining revenue, big number of human resources than cannot be supported by the current revenue, a number of non-break-even programs running, a number of dormant auxiliary departments, redundant assets yet incurring periodic expenses, a not clear marketing strategy, inadequate policies, unclear branding, no defined niche that can serve as point of attraction to students, non-generation of non-school fees revenue, increasing competition for students, rising inflation levels that make the cost of doing business expensive, and the dominant effects of the COVID-19 pandemic that have greatly affected all universities and other businesses at large.

A detailed SWOT Analysis showing the current situation at Bugema University

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> 1. A chartered university. 2. Own 640 acres of land 3. Established University Premises 4. Proximity to Kampala City allowing access to services 5. Only Seventh Day Adventist University in Uganda 6. A faith based university 7. Qualified staff 8. Wide catchment area for students – 23 countries 9. Work Education programme 10. User friendly graduate school programme which is scheduled on weekends 11. Web presence 12. Existing network infrastructure 	<ul style="list-style-type: none"> 1. Lack of a well-defined niche 2. Lack of a practical application of the Adventist philosophy of Education and values 3. Lack a sports strategy 4. Inadequate medical services 5. Underutilised land 6. Lack of a resource mobilisation strategy 7. Lack of adequate policy for staff development and promotion 8. Lack of sectoral autonomy which affects execution of designated powers 9. No evaluation and performance appraisal 10. Inadequate marketing strategy 11. Dependency on one source of income (fees) 12. Lack of functional Alumni department 13. Lack of proper staff recruitment procedures 	<ul style="list-style-type: none"> 1. Only two universities in Luweero 2. Connection to RENU and MTN Network infrastructures 3. Close proximity to Makerere University helps Kampala campus to access Professors. 4. Collaboration with other universities and other bodies at all levels 5. Increasing demand in university education. 6. Increasing demand in local and international collaborations and partnerships 7. Writing local grants in central and local governments 8. Utilizing well-positioned students and alumni. 9. SDA churches as feeder opportunities. 10. Distance/Online learning can generate income. 	<ul style="list-style-type: none"> 1. Emerging new universities with better facilities and incentives 2. Increasing levels of poverty in the country 3. Discouraging atmosphere of some programmes such as Arts and Social Sciences by the state 4. Globalisation – Liberalization of values leading to many not interested in Bugema University 5. High cost of bandwidth mbps 6. Depreciating Uganda shilling 7. Complacency with the status quo 8. COVID-19 effects

To address the above bad situation, a number of turnaround strategies have been developed with an intention of not only stopping the already bad situation from getting worse, but also improve the fortunes of Bugema University. The strategies include;

- I. Increasing the number students
- II. Increasing the university revenue
- III. Reducing the number of staffs in the short-run to fit in the current revenue generated
- IV. Reduce the non-break-even programmes that exerting strain on the available resources
- V. Generate income from the many available non-school fees projects
- VI. Make money from redundant assets
- VII. Develop a focused and cost-effective marketing strategy
- VIII. Developing a capacity building plan
- IX. Improve efficiencies within the university wide community
- X. Develop both the university niche and branding, and
- XI. Address the COVID-19 challenges that have threaten the existence of all training institutions.

The plan has incorporated in it a budget that will be used to deliver all the strategies, with many areas managed internally and so don't carry any financial implications. With utmost diligence, commitment and University Council support, Bugema University can easily turnaround this situation and glory established once again. Finally, a team will be formed to oversee the rollout of the plan and will be evaluated regularly to measure its success.

2.0 TEACHING AND LEARNING

The University strives to ensure all students enjoy an outstanding educational experience, with a range of innovative support services in place to promote success. Teaching and learning continued to be a fundamental undertaking of the university that impacts the various areas of service delivery. This is underpinned by the underlying objectives of enhanced equitable access opportunities and quality to meet the higher education requirements at national and international levels through improved relevancy and quality of teaching and learning in a conducive learning environment as outlined.

Students from Uganda and other neighboring continue to be attracted to Bugema University recognizing our reputation for delivering high-quality learning and teaching and support services the region. The University's learning framework, professional and skill development programs have been designed to support students in a rapidly changing global education environment. Their future is likely to be characterized by multiple careers and change, where agility, adaptability and creativity will be essential for success.

2.1. Promoting Access to University Education (Admission & Enrolment)

BU is both an undergraduate and graduate institution. In promoting access to University education, students are provided with an opportunity to enroll. Undergraduates can enroll through direct 'A' level entry, diploma, mature and degree holders. Graduates enrolling for program should have obtained at least a first class or second-class degree or its equivalent from a recognized and chartered university/institution.

2.2 Student Admission.

A total of 880 students were admitted during the 2020/2021 academic year, compared to 2316 for 2019/2020. The great fall in admission has been due to COVID 19 pandemic challenges. Schools were halted, many who would be first years did not know what to do. The trend might continue for a couple of years until life comes to normal. Our embankment to digital marketing and admissions has not yielded much fruits.

Admission Per study Program

Academic Year	2019/2020		2020/2021		
	Program	Admitted	Registered	Admitted	Registered
Certificate	129	127	100	66	
Diploma	420	340	97	78	
Higher Educ. Certificate	322	216	86	77	
Degree	1,225	980	481	450	
Masters	196	166	102	49	
Postgraduate Diploma	24	13	14	3	
Total	2316	1842	880	723	

Enrollment per department for the year 2020/2021

Department/Gender	Sem 1			Sem 2		
	Males	Females	Total	Males	Females	Total
Accounting and Finance	64	53	117	145	137	282
Information Systems	32	17	49	98	35	133
ICT	40	16	56	53	22	75
Systems Engineering	11	3	14	44	10	54
Language Education	48	17	65	129	41	170
Management	102	70	172	169	148	317
Science Education	28	9	37	64	17	81
Nutr. Food Sci. & Technol.	11	6	17	37	17	54
Arts Education	139	182	321	132	168	300
Life and Physical Sciences	16	8	24	49	20	69
Theology	186	8	194	472	18	490
Religious Studies	11	9	20	14	13	27
Agricultural Sciences	26	7	33	56	12	68
Nursing and Midwifery	36	64	100	86	124	210
Social Work & Social Adm.	39	58	97	78	119	197
Development Studies	42	39	81	78	66	144
Graduate School (All)	87	61	148	104	69	173
Total	918	627	1545	1808	1036	2844

Enrollment per campus semester 1

Academic Year	2019/20			2020/21			
	Campus/Centre	Males	Females	Total	Males	Females	Total
Main Campus		734	240	974	171	36	207
Arua		51	25	76	6	5	11
Kampala		-	-	-	-	-	-
Kasese		76	119	195	45	91	136
Mbale		64	80	144	49	54	103
Elgon View College		46	67	113	26	31	57
Total		971	531	1502	297	217	514

Enrollment per campus semester 2

Academic Year	2019/20			2020/21		
	Campus/Centre	Male	Female	Total	Male	Female
Main Campus	258	242	500	469	104	573
Arua	40	21	61	10	5	15
Kampala	-	-	-	-	-	-
Kasese	71	125	196	35	84	119
Mbale	87	83	170	11	13	24
Elgon View College	15	27	42	24	28	52
Total	471	498	969	549	239	783

GRADUATION

A virtual graduation ceremony for the year 2020, was held on Sunday, March 21, 2021, where a total of 1116 students were conferred upon degrees, diplomas, and certificates. The number decreased by 402 graduates comparing to the previous year possibly due to COVID 19 challenges.

A comparison of graduands for the year 2019 and 2020 which was virtual

Academic Year	2019			March 2021		
	Program	Male	Females	Total	Male	Female
Certificates	38	43	81	25	25	50
Diploma	188	209	397	112	126	238
Bachelors	553	347	900	383	393	776
Post-Graduate diploma	6	4	10	7	6	13
Masters	87	43	130	25	14	39
Total	872	646	1518	552	564	1116

2.2 PROGRAM DEVELOPMENT & ACCREDITATION

As part of quality assurance, the University continues to restructure and develop new academic programmes including mergers to come up with new academic programmes in the various disciplines. In the year under review the University had eight programs accredited by the AAA (Adventist Accrediting Association) 6 programs were accredited. Details in table 5 below

Sn	Programs accredited	Status	School
01	Ph.D program which includes Ph.D in Education management Ph.D in Rural development Ph.D in Environmental management	New	Post graduate studies
02	Master of Divinity	New	Theology and religious studies (To be offered in collaboration with AUA)
	✚ Bachelor of Science in Food Technology and Human Nutrition	Has been in place	Health sciences
	✚ Bachelor of Science in Agriculture	Has been in place	Natural sciences
	✚ Bachelor of Science in Agribusiness Innovation and Management	Has been in place	Natural sciences
	✚ Bachelor of Science in Environmental Sciences	Has been in place	Natural sciences
	✚ Bachelor of Science in Biochemistry	Has been in place	Natural sciences
	✚ Bachelor of Science in Statistics	Has been in place	Natural sciences

RESEARCH, PUBLICATIONS AND DEVELOPMENT PROJECTS.

3.1 Introduction

Bugema University has started to seriously engage in research, innovations and collaborations locally and internationally. Existing partnerships have been strengthened while new partnerships are being developed. Research projects have been launched and soon we will have good outcomes.

Research is going to be the core focus of the University with much emphasis towards addressing societal challenges. The University's research strategy is going to be anchored on the following thematic areas: Health and Health Systems, Agricultural (crop & Livestock) transformation, Food Security and Livelihoods, Natural Resources Management and Climate Change, Education and Education Systems, Governance, Social Justice, Communication, Sustainable Development, Science and Technology including foundation science ICT and innovations.

3.2 Development projects undertaken by the university during the year under review

The following projects were undertaken in the year under review for study purposes and income generations.

1. We continued with our dairy cattle keeping, a project we have carried out for quite a good time now
2. Started rearing high breed goats
3. Rice and maize growing
4. Banana growing
5. Bee keeping
6. Making juices and other products, these made by students in the department of food science and technology
7. Mash room growing



Bee hives in an apiary, kept with support from RUFORUM



Students and their supervisors in a rice garden



Bee hives in an apiary, kept with support from RUFORUM.



Students from the department of Food technology and human nutrition displaying juices they make at an exhibition.



Bugema university farm attendants tending to some of high breed goats reared by the University, here they in their stay.



Changed and improved on horticultural production by growing some horticultural crops in green houses.

COMMUNITY ENGAGEMENT PERFORMANCE

Throughout the year we further established BU as a civic University, cementing our identity as the University of the people in our surroundings. Our community ties provided opportunities for service delivery, research and teaching. Our community activities continued to provide a valuable relationship with the community.

MAINTAINING ENGAGEMENT

When the university changed to a virtual campus from 18 March to 15 October 2020 due to the pandemic, only our medical services at the health center was available to the public. After the physical re-opening of the campus, University facilities and services – such as the sporting fields – were also re-opened to the public in a staggered manner in line with SOPS Health directives.

Several public engagement events were held throughout the year, keeping Bugema and surrounding community engaged, even when COVID-19 restrictions necessitated physical distancing

The university, with support from RUFORUM has recently started supporting farmers by giving them farming inputs such as; seeds, fertilizers and helping them with tractors to till their land in a program that is intended to promote agriculture among farmers plus strengthening relationships between the university and the souring communities.

In this program the university gives farmers farming inputs on a loan basis and they return the same quantity of seeds given to them after they have harvested their crops. In this program there is an arrangement where the university provides technical advice to the farmers throughout the farming season and again they buy all the produce from the farmers after harvest



Chairperson LCII Kalagala Subcounty Mr. Serubidde Daniel talking to farmers at a Bugema/RUFORUM farmers meeting



Farmers at their first meeting with bugema university and reforum staff where they elected their leaders The farmers voted **Mr. Kakanga Lawrence (+256 789385324)** as their coordinator in the implementation of the project



Bugema University
Technical team
inspecting farmers
gardens before giving
them farm inputs



Bugema technical staff inspecting Soya gardens for Bunsule
farmers before giving them advice on how to proceed with looking
after their gardens



Officers inspecting Maize gardens before giving them advice
on how to proceed with looking after their gardens

4.0 HUMAN RESOURCE

Bugema University treasures staff to advance its aspirations. The human resources function across the University plays an instrumental role in enabling staff to maximise their contribution in a globally competitive environment. We have a strong and vibrant community of dedicated staff, who are key to our success as an institution. As part of our strategy, capacity development, rewards and recognition of staff for their contribution and creating a positive working environment are key. The University is proud of the many achievements which have been made possible by the strong staff. In the year under review the total University staff was with academic staff accounting for %, Administrative % and support staff %.

4.1 Academic staff by school and rank.

School/Rank	Professor	Associate professor	Senior lecturer	Lecturer	Assistant lecturer	Total
Social Sciences	0	0	1	4	11	16
Education	0	0	2	9	6	17
Health sciences	0	1	0	3	2	06
Natural sciences	0	1	1	3	2	
Theology&Religious studies	1	0	4	2	0	07
Business	0	0	1	13	7	21
Graduate school	0	1	2	4	0	07

Staff and faculty per schools, departments and centers according to employment status category as of July 14th 2021

School	Regular or full time	One year contract	Part time / semester contract	Total
School of Business	10	16	6	32
School of social science	14	8	7	29
School of theology	8	0	1	9
School of natural sciences	3	14	13	30
School of health sciences	1	16	4	21
School of education	13	6	7	26
computing & informatics	3	9	0	12
Sub-total	51	71	40	162
Centres				
Kampala	3	0	02	05
Kasese	3	01		04
Mbale	2	01	0	03
Arua	2	01	0	03
Sub-total	7	18	69	
Administration & other non-teaching departments	40	119	0	159
Sub-total	40	119	0	159
Grand Total	98	208	109	415

PHYSICAL INFRASTRUCTURE

Information and Communication Technology

The University continues to pursue implementation of its information technology advances. For 2020/2021, the University increased access and connectivity. The internet access bandwidth increased to 1.3Gbps, from 1.00 Gbps the previous year.

Because of the urgent need for online learning and teaching that was brought about by Covid 19 and the continuous lock downs, Bugema University through the ICT directorate requested RENU (Research and Education Network for Uganda), our main Internet service provider, for a solution to the effect. We were connected to the global education roaming platform (Eduroam) for easier access to the university internet from wherever one is situated so long as you can reach the masts that are in the RENU service provided campuses and all around the streets in Kampala and the major cities in the Country

Due to the overwhelming number of users on the internet the Cisco border router available no longer had the power to sustain the traffic pushed through it, we therefore purchased a more powerful router, from a 2900 series to a 4300 series which in turn is serving our purposes well as of now.

The university purchased several IT materials, this included mouse, network cables, trunkings, keyboards, UPS', access points, toolbox etc. These are used for the day-to-day support activities. Mbale campus was connected it to a fiber connection from RENU and increased their bandwidth to a better one of 10 MB that has really changed the image of the campus which has helped to address students and staff internet requirements

The university bought 20 1Kva UPSs for each of the staff member's desktops in the two main offices are in charge of both registration and clearing of students which helped to address the power surges in these offices and the operations are now good.

An ICT Policy that streamlines the borders of the ICT Directorate of the university was developed as shown on this link:

<https://elearning.bugemauniv.ac.ug/local/pages/policies/BU%20ITC%20Policy.pdf>

Equipment and general infrastructure

In 2020/2021, the university continued to focus on refurbishments of some of the existing infrastructure facilities to provide a conducive work, study and living environment as well as construction of new ones. These included the following: a) Infrastructure improvement in the academic and non-academic buildings notably the health Centre 111 building was expanded to meet the standard of a health Centre 111 and the old part was also refurbished.



Patients at the Health Center III



Perimeter Wall Pic



A gate was also put on the eastern gate and this was a gift by the 2021 graduating class.



Another surfing centre has been constructed near alumni office, this an internet access point that is meant to help students access internet while at campus

PARTNERSHIPS AND COLLABORATIONS

Bugema school of Business has established collaboration with the following organizations

- Insurance Institute of Uganda
- Institute of Procurement Professionals of Uganda
- Institute of Certified Public Accountants of Uganda
- Wadhiwani Foundation

In these collaborations, the University benefits from the technical ability and experience of the said organisations in enhancing practical teaching of students.

- Other partnerships that the University has built include the ones built with Makerere University school of Food nutrition and technology, University schools of Kawanda and Kabanyolo support by using their facilities and technicians in training our students.
- The University also has a partnership with ADRA Uganda, where Bugema University is offering skills training to refugees in Bidibidi refugee camp
- There is also collaboration with;
- RUFORUM, where this forum for regional Universities supports the University in a number of areas.
- Samhyook University (South Korea) for exchange program
- Central Luzon State University for facility development
- Oakwood University USA for exchange program
- Mulago, Nakaseke, Naguru Hospitals for professional training of our students
- Arizona state University, USA for training refugees in Uganda

FINANCIAL REPORT

SUMMARY FINANCIAL REPORT FOR YEAR 2020/2021

Bugema University's financial year ended June 30th 2021. Despite of all the Covid-19 lock down, Finance department remained active and several operations were going on steadily. Thanks goes to the business office staff members and all others we worked with.

Below is the brief summary of the financial performance as compared to what we had budgeted for.

FINANCIAL STATEMENT SUMMARY

AS OF JUNE 30TH 2021

A. STATEMENT OF FINANCIAL POSITION

	2020/2021	2019/2020	VARIANCE	%AGE
Total current Assets	3,879,766,541	3,827,580,576	-52,185,965	-1
Fixed Assets	16,560,692,244	16,090,590,899	-470,101,345	-3
Other Assets	1,280,534,556	1,274,320,264	-6,214,292	0
Total Assets	21,720,993,341	21,192,491,739	-528,501,602	-2
Current liabilities	7,493,419,017	8,483,748,918	990,329,901	12
Other Liabilities (Loan)	741,372,699	1,134,808,965	393,436,266	35
Total Liabilities	8,234,791,716	9,618,557,883	1,383,766,167	14
	13,485,694,125	11,573,933,856	-1,911,760,269	-17
Total Liabs & Net Assets	21,720,485,841	21,192,491,739	-527,994,102	-2

NOTE; THAT ACCOUNT RECEIVABLE (EXPECTED) FROM STUDENTS IS 2.8BN

	2020/2021	2020/2021	2019/2020
	ACTUAL	BUDGET	ACTUAL
Tuition	4,303,033,420	6,141,939,903	7,016,806,246
Total Income	8,000,763,152	11,815,387,551	13,819,368,169
Operating Expenses	6,230,999,414	9,793,671,415	11,939,650,545
Net Increase	1,769,763,738	2,021,716,136	1,879,717,624

NOTE; SHOWS POSITIVE INCREASE BUT INCOME IS REALISED ON REGISTRATION WHICH STUDENTS IN ACTUAL SENSE HAVE NOT CLEARED TO 100%

C. LIQUIDITY IS -185 AND 0.52% WHICH IS NOT OKAY

	2020/2021	2020/2021	2019/2020
	ACTUAL	BUDGET	ACTUAL

Tuition	4,303,033,420	6,141,939,903	7,016,806,246
Total Income	8,000,763,152	11,815,387,551	13,819,368,169
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Net Increase	1,769,763,738	2,021,716,136	1,879,717,624
NOTE; SHOWS POSITIVE INCREASE BUT INCOME IS REALISED ON REGISTRATION WHICH STUDENTS IN ACTUAL SENCE HAVE NOT CLEARED TO 100%			
C. LIQUIDITY IS -185 AND 0.52% WHICH IS NOT OKAY			

OBSERVATIONS MADE IN THE FINANCE SECTOR DUE TO COVID-19

- ✓ Reduced the number of students.
- ✓ Slowed research
- ✓ Parents, guardians have lost jobs or died which has caused bad school fees payment returns.
- ✓ Some of our lecturers and their relatives have died which has created fear amongst us to perform to the expectations.
- ✓ It is expensive to run online classes for a few numbers of students since we need expensive. Gadgets, data to staff which we cannot afford yet fees cannot be increased.
- ✓ Staff salaries were reduced to almost 50% of basic and no allowance.
- ✓ BU cannot undertake any capital development project because the funds now received can only cater for operational expenses, which is not a good sign for the institution at large.
- ✓ Budgeting is becoming a problem because of the uncertainty situation because all what is planned is not realized.
- ✓ Increased laziness among staff has come up, a result, completing work is now a problem
- ✓ Staff maintenance has increasingly become a challenge because of some courses which have very few students yet still a certain number of lecturers has to be maintained as it is the case with courses with many students. So balancing staff and students' enrolment has become a major challenge.

PROPOSED WAY FORWARD

Bugema University must do the following;

- ✓ Investments in IT to enable us cope with COVID 19 challenges.
- ✓ Operate at minimum cost yet delivering quality.
- ✓ More capacity building in managing change.
- ✓ More capacity building in online delivery and material development.
- ✓ Invest more in Grants and proposal writing to enable stop depending on student's tuition
- ✓ Invest more in income generating projects

EXCERPTS OF THE TURN AROUND STRATEGY

1.0 INTRODUCTION

Since the mid-1980s, Uganda's higher education subsector has continued to register considerable growth in terms of institutions, primarily due to its high demand. Consequently, most students, parents and policy-makers prefer university education to middle-level and technical education. Similarly, Bugema University, has in the past years enjoyed a high number of students above 6,000 distributed within the six campuses. However, from 2017 to 2021, the students numbers have been steadily declining from 4,422 in 2017 to 2,869 in 2021, thereby forcing its revenue to follow suit. This precarious situation is exacerbated by additional challenges such as; failure to generate non-school fees revenue, bigger number of staff than required, an unproductive workforce, many programmes that register negative returns, a number of redundant assets that have an expenditure line, the COVID-19 pandemic, among others.

These new economic, political, technological and social conditions in both the National and International domains offer unprecedented opportunities as well as significant threats to our communities and to our profession. Therefore, adapting to this new and unprecedented situation, Bugema University requires a new approach to doing its business to halt the current steady decline. The University doesn't only require to revisit what it is doing well with aspirations of doing better, but also significantly drop what it is not doing well. To achieve any meaningful change, the university will adopt a number of Turnaround Strategies that will be fused into the Strategic Plan which will go hand in hand with more education, flexibility, resiliency and innovation.

1.2 University Schools

Bugema University has the following Schools and Institute;

- i. School of Education
- ii. School of Business
- iii. School of Theology and Religious Studies
- iv. School of Social Sciences
- v. School of Natural and Health Sciences, that houses the following Departments
- vi. Institute of Professional Growth (In-service)
- vii. School of Graduate Studies

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> 1. A chartered university. 2. Own 640 acres of land 3. Established University Premises 4. Proximity to Kampala City allowing access to services 5. Only Seventh Day Adventist University in Uganda 6. A faith based university 7. Qualified staff 8. Wide catchment area for students – 23 countries 9. Work Education programme 10. User friendly graduate school programme which is scheduled on weekends 11. Web presence 12. Existing network infrastructure 	<ul style="list-style-type: none"> 1. Lack of a well-defined niche 2. Lack of a practical application of the Adventist philosophy of Education and values 3. Lack a sports strategy 4. Inadequate medical services 5. Underutilised land 6. Lack of a resource mobilisation strategy 7. Lack of adequate policy for staff development and promotion 8. Lack of sectoral autonomy which affects execution of designated powers 9. No evaluation and performance appraisal 10. Inadequate marketing strategy 11. Dependency on one source of income (fees) 12. Lack of functional Alumni department 13. Lack of proper staff recruitment procedures 	<ul style="list-style-type: none"> 1. Only two universities in Luweero 2. Connection to RENU and MTN Network infrastructures 3. Close proximity to Makerere University helps Kampala campus to access Professors. 4. Collaboration with other universities and other bodies at all levels 5. Increasing demand in university education. 6. Increasing demand in local and international collaborations and partnerships 7. Writing local grants in central and local governments 8. Utilizing well-positioned students and alumni. 9. SDA churches as feeder opportunities. 10. Distance/Online learning can generate income. 	<ul style="list-style-type: none"> 1. Emerging new universities with better facilities and incentives 2. Increasing levels of poverty in the country 3. Discouraging atmosphere of some programmes such as Arts and Social Sciences by the state 4. Globalisation – Liberalization of values leading to many not interested in Bugema University 5. High cost of bandwidth mbps 6. Depreciating Uganda shilling 7. Complacency with the status quo 8. COVID-19 effects

Particularly, the declining performance of the university can be narrowed to fourteen key performance areas;

1. Declining number of students due to rising poverty levels in Uganda
2. Declining revenue
3. Huge number of human resources than required
4. Many non-break-even programmes
5. Dormant auxiliary departments i.e. farm, health centre etc.
6. Redundant assets yet have expenditure lines
7. Poor/non-existent marketing strategy
8. Inadequacy of running policies
9. Unclear Branding
10. No clear niche
11. Failure of the university to generate non-school fees revenue
12. Increasing competition for students due to the growing number of universities
13. Rising inflation levels that make the cost of doing business expensive
14. The effects of the COVID-19 pandemic that has not only caused loss of jobs but forced constant closures of universities.

1.7 A summary of the challenges

A synthesis of the situational analysis indicates a state of dwindling strengths, reducing revenue, growing effects of a destructive COVID-19 pandemic, a growing market with rising competition, redundant assets and auxiliary departments, low enrollment and staff with low satisfaction and poor performance.

1.8 The Need for Turnaround Strategies

Turnarounds are cyclical events at most tuition-driven institutions as enrolments grow and provide excess income, then tail off, draining reserves from the growth period. Bugema University, just like many other institutions accept this precarious existence as just a fact of life. For Bugema University, internal and external events have conspired to send the university into an extended period of deficits soaking up all reserves and exhausting its short-term borrowing potential, pushing it to the very brink of its existence.

It is at this point when the University Council, Vice Chancellor, alumni and others see turnarounds as a necessity for survival. Bugema University must devise a way to set itself on a course where its existence is no longer defined by bare survival at the margin. Bugema University must build resources so that future generations can count on a reputable education that imbues its graduates with the skills to meet life's challenges.

Table 2: Analysis of the current situation and way forward

S.no	Action Area	Trends Analysis to Current Situation	Way forward (Turnaround Strategies)
1	Declining number of students		
		2017 – 2018 4,422	1. Re-focus Indirect Marketing Campaigns in reference to return on investment by various media 2. Draw robust Direct Marketing Strategies 3. Design Internal Marketing Strategies
		2018 – 2019 4,342	
		2019 – 2020 3,652	
		2020 – 2021 2,869	
2	Declining Revenue		
2	1. School Fees – Tuition	2017 – 2018 7,901,074,056	There is a general slow drop in revenue; 1. As a University our major activity is teaching and learning, increasing students revenue is key (See strategies in 1 above)
		2018 – 2019 8,492,508,749	
		2019 – 2020 7,016,806,246	
	2. Non-School Fees Revenue		Bugema University has potential in increasing revenue through; 1. Income generating projects 2. Grant writing, and 3. Funded Research
		2017 – 2018 5,062,673,952	
		2018 – 2019 5,860,628,272	
		2019 – 2020 5,286,350,247	
	4. Any Other Sources/IGA		
		2017 – 2018 1,952,049,162	
		2018 – 2019 1,382,524,659	
		2019 – 2020 1,516,211,676	
3	Huge number of human resources than required	2020 – 2021	
	Academic Staff	259	1. Reduce staff by 20% to fit in available revenue
	Administrative Staff/Support	159	
	Total	415	
4	Many non-breakeven programmes		
	1. School of Computing and Informatics	2019 – 2020 (214)/ 11 Prog. Ave 19	1. Merge small classes that don't breakeven
		2020 – 2021 (156)/11 Prog. Ave 14	

	2. School of Education	2019 – 2020 (653)/ 18 Prog. Ave 36 2020 – 2021 (380)/18 Prog. Ave 21	2. Shelve some programmes until numbers improve in other programmes that can support programmes with fewer students. 3. Phased out programmes with little prospects 4. Handle non-breakeven programmes in a modular model in the short terms as students get out of the system. 5. Develop capacity in online delivery
	3. School of Health Sciences	2019 – 2020 (299)/ 8 Prog. Ave 37 2020 – 2021 (264)/8 Prog. Ave 33	
	4. School of Social Sciences	2019 – 2020 (288)/ 16 Prog. Ave 18 2020 – 2021 (190)/16 Prog. Ave 12	
	5. School of Business Administration	2019 – 2020 (427)/ 26 Prog. Ave 16 2020 – 2021 (348)/26 Prog. Ave 13	
	6. School of Natural Sciences	2019 – 2020 (137)/ 14 Prog. Ave 10 2020 – 2021 (125)/14 Prog. Ave 9	
	7. School of Theology and Religious Studies	2019 – 2020 (222)/ 4 Prog. Ave 55 2020 – 2021 (517)/4 Prog. Ave 129	
	Underlying Assumptions		
	<ol style="list-style-type: none"> 1. The total number of students per school has been divided by the number of programmes in the School i.e. (000)/00 = Ave 00 2. The Average has to still be divided by the number of years to take care of each academic year numbers 3. There are still so many programmes with student numbers of 1,2,3,4 and 5. (See Appendix i) 4. We are working with only 2019/2020 and 2020/2021, though one more year 2018/2019 would have given a better comparison 		
5	Revenue generating auxiliary departments		
	1. Dairy Farm	2019 - 9,015,799 2020 - 6,390,172	<ol style="list-style-type: none"> 1. Buy high breed cows 2. Use modern methods to yield higher

		2021	- 4,146,092	3. Move into value addition of milk 4. Venture into beef farming
2. Crop Farm		2019	- 66,348,092	1. Introduce systematic modern farming
		2020	- 25,851,947	2. Grow marketable crops
		2021	- 20,392,146	3. Utilise mechanisation than manual
3. Poultry Farm		2019	1,051,533	1. Step up on scale
		2020	- 1,182,156	
		2021	668,000	
4. Maize Mill		2019	- 155,026	1. Look for market
		2020	5,572,155	2. Add more services related to grinding
		2021	6,171,282	3. Brand maize flour
5. Cafeteria		2018	98,445,006	1. Improve services offered
		2019	- 786,848	2. Improve on planning
		2020	82,614,510	3. Improve the menu provided
6. Health Centre		2018	- 14,710,778	1. Upgrade services to include dental etc.
		2019	73,335,980	2. Employ a medical doctor
		2020	443,750,455	3. Professionalise unit as a business
6	Redundant assets yet have expenditure lines			
		1. We have two redundant assets namely; ✓ Big Tractor ✓ Block machines	2. Should be added onto the planning for the revenue generating projects 3. Design revenue targets for the two assets	
7	Inadequate Understanding of the Marketing Strategy			
	i. <i>Definition of catchment areas</i>			1. Proper utilisation of TV 2. Website 3. Social Media 4. Direct Marketing Strategies
	i. Country			
	1. Uganda		56%	
	2. Tanzania		6%	

	3. South Sudan	10%	
	4. Others	28%	
ii.	Schools	Not Analysed	
<i>ii. Measure Marketing Performance</i>			
i.	Most effective Media	Data not captured	Develop tool
ii.	Conversion Rate	Not attempted	Develop tool
iii.	Retention Rate	Not attempted	Develop tool
<i>iii. Use of Electronic Media</i>			
i.	Website	Not used	Need checklist of what to do
ii.	Facebook	No data captured	Need checklist of what to do
iii.	Twitter	No data captured	Need checklist of what to do
iv.	Instagram	No data captured	Need checklist of what to do
v.	Television	No details provided	Select radios with justification of cost, catchment area, age group reached
<i>iv. Definition of Marketing Tools</i>			
i.	Video clips,	There is a claim that these are used but with no clear cut strategy.	1. Questions of Why, when and whom and where should always be asked when making choice of any of these tools.
ii.	Flyers		
i.	Banners		
ii.	Brochures		
iii.	Stickers		
iv.	Calendars		
<i>v. Marketing Committee</i>			
i.	VC (X official)	1. There is a committee comprising of a minimum of 15 officers. 2. Meets twice a semester	1. Need to come up with clear ToRs for the committee 2. Reduce the size of the committee to make sense to marketing 3. Consider why a particular office is appointed to the committee
ii.	DVC Academics (X official)		
iii.	DVC Finance (X official)		
iv.	All deans		
v.	All centre coordinators		
vi.	The chairperson MC		
vii.	Marketing officers		
<i>vi. ToRs of Marketing Committee</i>	No terms of reference		Need to develop ToRs

8	Inadequacy of running policies		
		There are a number of policies in place but more need to be developed	Online Examination Policy, Logistic Policy, Grants Policy, Bursary Policy, Marketing Policy, Farm Policy, Community Outreach Policy, Partnership and Collaboration Policy, Sexual Harassment policy
9	Unclear Branding	<ul style="list-style-type: none"> 1. There is no systematic way of communicating what the university does best. 2. There is no unique delivery that shows what we do best. 	<ul style="list-style-type: none"> 1. Design a communication that brings out what we do best to act as a point of attraction 2. Design delivery that creates the best in what we do
10	No clear Niche	Seems to be everywhere doing the same with all disciplines	<ul style="list-style-type: none"> 1. Business Administration, and 2. Health Sciences (Clinical and Public)
11	No clear capacity building plan		
	Capacity building usually impacts on strengthened confidence, skills, knowledge, and resources that increase productivity	No plan	<ul style="list-style-type: none"> 1. Develop a Capacity Building Plan that aligns staff training with institutional skill gaps 2. The plan should clearly show both short and long-term aspirations of the institution
12	Programs for Efficiency Management		
	1. Teaching and Learning		
	3. DVC (AA)		<ul style="list-style-type: none"> 1. Design reporting areas that impact on teaching and learning for each section 2. Design reporting templates
	- Office of the Academic Registrar		
	- Heads of Departments		
	- Estates Department		
	- Library Section		
	- Students Welfare		
	- Finance Department		
	2. Staff engagement		
	- Our staff satisfaction rating?	- No systems yet	<ul style="list-style-type: none"> - To initiate a staff satisfaction survey annually
	- Timely Payment of staff salaries	- To pay staff salaries before the end of the month and prevent ethical compromises arising out of being	<ul style="list-style-type: none"> - Design communication mechanism that reduces anxiety

		desperate.	
	- Staff training		- Staff training aligned with institutional skill gaps
	- Staff parties/ Outings	<ul style="list-style-type: none"> - This is intended to address the following; <ul style="list-style-type: none"> ✓ Staff entertainment for socialising ✓ Team building, and ✓ Staff motivation 	<ul style="list-style-type: none"> - Draw expectations staff parties and outings - Cap this with staff awards to add sense to activity
	- Staff Meals & Tea	<ul style="list-style-type: none"> - This is intended to; ✓ Enhance staff concentration and commitment. ✓ Increase staff attendance ✓ Improve time keeping 	<ul style="list-style-type: none"> - Develop tools to measure the effect of the incentives
	- Rewarding best performance (Support, Administration, Manager, Lecturer, Internee)	<ul style="list-style-type: none"> - Intended to; ✓ Team building ✓ Staff motivation ✓ Staff commitment 	<ul style="list-style-type: none"> - Develop tools for measuring performance in each category i.e. Academic, Administration and Support. - Avail feedback to enhance performance
	- An active Staff Association	<ul style="list-style-type: none"> - To enable staff development - To increase access of information from staff in a formalised way 	<ul style="list-style-type: none"> - Revitalise the functionality of the Association
	- Staff SACCO	<ul style="list-style-type: none"> - Intended to enable; ✓ Staff saving ✓ Staff access to credit 	<ul style="list-style-type: none"> - Develop a mechanism that increase the activities of the SACCO.
	3. Administrative Functions		
	- Progressive Schedule for follow-up of performance of Administrative Functions		<ul style="list-style-type: none"> - Develop performance management tools to follow up the performance of all functions in the university.
13	The effects of the COVID-19 pandemic that has not only caused loss of jobs but forced constant closures of universities	<ul style="list-style-type: none"> - COVID-19 has affected the university and the industry at large in regard to; ✓ Reduced the number of 	<ul style="list-style-type: none"> - Investment in IT to enable cope with social distancing - Operate at minimum cost yet delivering quality - More capacity building in managing change - More capacity building in online delivery and material

		<ul style="list-style-type: none"> ✓ students ✓ Created laziness amongst the staff ✓ Slowed research because people can't move ✓ Parents, guardians have lost jobs or died. ✓ Some of our lecturers have died ✓ Created fear among the staff, and ✓ Generally a lot of uncertainty 	development.
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Implementation Matrix Below

Table 3. Implementation Matrix of the identified turnaround strategies

S.n	Strategy	Activities	Responsible Person	Performance Indicators	Cost implications
1.	Increase student numbers	<ol style="list-style-type: none"> 1. Re-focus Indirect Marketing Campaigns in reference to return on investment by various media 2. Draw robust Direct Marketing Strategies 3. Design Internal Marketing Strategies 	Marketing Manager (supported by the Marketing Committee)	35% increase in student numbers	-
2	Increase Revenue				
	School Fees – Tuition	1. Re-focus Indirect Marketing Campaigns in reference to return	Marketing Manager (supported by the		-

		<ul style="list-style-type: none"> on investment by various media 2. Draw robust Direct Marketing Strategies 3. Design Internal Marketing Strategies 	Marketing Committee)	20% increase in revenue	
	Non – School Revenue	<ul style="list-style-type: none"> 1. Professionalise all Income generating projects 2. Recruit for the office of Grants writing, and 3. Open an office for Funded Research 	Vice Chancellor	Raise revenue by 20%	30,000,000
	Any Other Sources/IGA	Donations			10,000,000
3.	Huge number of human resources than required	<ul style="list-style-type: none"> 1. Identify those due for retirement 2. Lay off staff from merged functions 3. Lay off unproductive staff 	Vice Chancellor Human Resource Manager	Reduced staffing by 20%	20,000,000
4.	Many non-breakeven programmes				
		<ul style="list-style-type: none"> 1. Merge small classes that don't breakeven 2. Shelve some programmes until numbers improve in other programmes that can support programmes with fewer students. 3. Phased out programmes with little prospects 4. Handle non-breakeven programmes in a modular model in the short terms as students get out of the system. 	Deans of Schools	<p>Programs that will run should be in the following categories;</p> <ul style="list-style-type: none"> 1. Only programs that breakeven, 2. Strategic Programs with well stipulated growth projections, 3. Programs that bring in non-school fees revenue 	35,000,000

		5. Develop capacity in online delivery			
5.	Revenue generating auxiliary departments				
	1. Dairy Farm	1. Buy high breed cows 2. Use modern methods to yield higher 3. Move into value addition of milk 4. Venture into beef farming	Director Revenue Generation / DVC F&A		15,000,000
	2. Crop Farm	1. Introduce systematic modern farming 2. Grow marketable crops 3. Utilise mechanisation than manual	Director Revenue Generation / DVC F&A		30,000,000
	3. Poultry Farm	1. Step up on scale	Director Revenue Generation / DVC F&A	- 10,000 birds	15,000,000
	4. Cafeteria	1. Improve services offered 2. Improve on planning 3. Improve the menu provided	Director Revenue Generation / DVC F&A	- Offer competitive services - Enriched menu	30,000,000
	5. Health Centre	1. Upgrade services to include dental etc. 2. Employ a medical doctor 3. Professionalise unit as a business	Director Revenue Generation / DVC F&A	- A qualified doctor - Improved services - More services available	25,000,000
	6. Maize Mills	1. Look for market 2. Add more services related to grinding 3. Brand maize flour	Director Revenue Generation / DVC F&A	- Increase production capacity by 40%	10,000,000
6	Redundant assets yet have expenditure lines			-	
	1. Big Tractor	Design revenue targets for the two assets	Director Revenue Generation / DVC F&A	- Generate 15,000,000 per month	5,000,000

	2. Block machines	Design revenue targets for the two assets	Director Revenue Generation / DVC F&A	- Generate 10,000,000 per month	5,000,000
7	Inadequate Understanding of the Marketing Strategy				
	<i>i. Definition of catchment areas</i>				
	i. Country	1. Proper utilisation of TV 2. Website 3. Social Media 4. Direct Marketing Strategies	Marketing Committee	- Achieve a 20% student rise	
	- Uganda				10,000,000
	- Tanzania				
	- South Sudan				
	- Others				
	ii. Schools				
	<i>ii. Measure Marketing Performance</i>				
	i. Most effective Media	Develop a tool	Marketing Committee	- Up-to-date information available	-
	ii. Conversion Rate	Develop a tool	Marketing Committee	-Up-to-date information available	
	iii. Retention Rate	Develop a tool	Marketing Committee	-Up-to-date information available	
	<i>iii. Use of Electronic Media</i>				
	i. Website	Need checklist of what to do	Marketing Committee	Expectations developed	
	ii. Facebook				10,000,000
	iii. Twitter				
	iv. Instagram				
	v. Television				
	<i>iv. Definition of Marketing Tools</i>				
	i. Video clips,	Questions of why, when and whom and where should always be asked when	Marketing	Justification for the development of all	
	ii. Flyers				
	iii. Banners				

	iv. Brochures v. Stickers vi. Calendars	making choice of any of these tools.	Committee	marketing tools and quantities	
	v. Marketing Committee				30,000,000
	i. VC (X official) ii. DVC AA (X official) iii. DVC Finance (X official) iv. All deans v. All centre coordinators vi. The chairperson MC vii. Marketing officers vi. ToRs of Marketing Committee	1. Need to come up with clear ToRs for the committee 2. Reduce the size of the committee to make sense to marketing 3. Consider why a particular office is appointed to the committee	DVC (F&A)	ToRs developed A team of not more than 6 people formed	200,000
8	No clear capacity building plan				
		1. Develop a Capacity Building Plan that aligns staff training with institutional skill gaps 2. The plan should clearly show both short and long-term aspirations of the institution	Human Resource Manager	Plan in place	2,000,000
9	Programs for Efficiency Management				
	<i>i. Teaching and Learning</i> -DVC (AA) - Office of the Academic Registrar - Heads of Departments - Estates Department - Library Section - Students Welfare - Finance Department	1. Design reporting areas that impact on teaching and learning for each section 2. Design reporting templates	Vice Chancellor	Reporting tools that ensure that every function reports consistently	600,000

	<i>ii. Staff engagement</i>				
	- Our staff satisfaction rating?	To initiate a staff satisfaction survey annually	Human Resource Manager	Staffs satisfaction survey tool	1,000,000
	- Timely Payment of staff salaries	- Design communication mechanism that reduces anxiety	Finance Office	Communication system available	-
	- Staff training	- Staff training aligned with institutional skill gaps	Human Resource Manager	Capacity Building Plan	10,000,000
	- Staff parties/ Outings	- Draw expectations staff parties and outings - Cap this with staff awards to add sense to activity	Human Resource Manager	Included Academic Calendar	10,000,000
	- Staff Meals & Tea	- Develop tools to measure the effect of the incentives	Human Resource Manager	Develop staff satisfaction tool	2,000,000
	- Rewarding best performance (Support, Administration, Manager, Lecturer, Internee)	- Develop tools for measuring performance in each category i.e. Academic, Administration and Support. - Avail feedback to enhance performance	Human Resource Manager	Develop staff evaluation tools	10,000,000
	- An active Staff Association	- Revitalise the functionality of the Association	Human Resource Manager		-
	- Staff SACCO	- Develop a mechanism that increase the activities of the SACCO.	Human Resource Manager		-
	<i>iii. Administrative Functions</i>				
	- Progressive Schedule for follow-up of performance of Administrative Functions			Tool developed	2,000,000
10	The effects of the COVID-19 pandemic that has not only caused loss of jobs but forced				

	constant closures of universities				
		Investment in IT to enable cope with social distancing	Vice Chancellor	Schedule for IT equipment	30,000,000
		Operate at minimum cost yet delivering quality	Vice Chancellor	Cost cutting areas identified	-
		More capacity building in managing change	Vice Chancellor/Human Resource Manager	Training schedules	10,000,000
		More capacity building in online delivery and material development.	Vice Chancellor/Human Resource Manager	Training schedule	-
11	Branding				
		1. Design a communication that brings out what we do best to act as a point of attraction 2. Design delivery that creates the best in what we do	Marketing Committee	- Branded Communication scripts - Branded materials	-
12	Niche				
		1. Business Administration, and 2. Public Health	Vice Chancellor	- Communicated agenda	-
		Total			357,800,000