



GHANA COMMUNICATION TECHNOLOGY UNIVERSITY

STRATEGIC PLAN

2022-2030

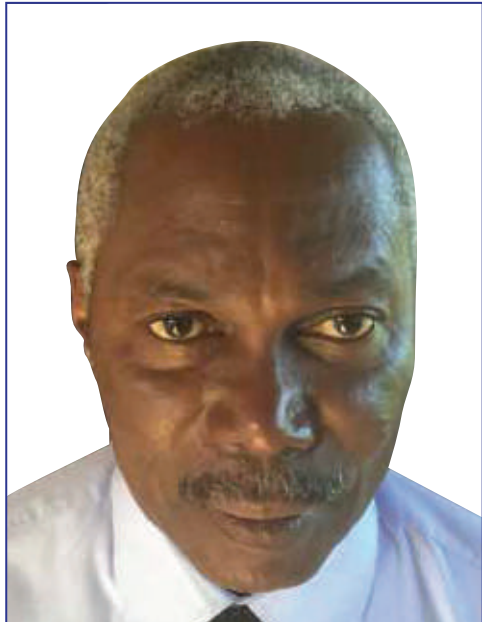


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TECHNOLOGY University

STRATEGIC PLAN

2022-2030

PRINCIPAL OFFICERS



Prof. Kofi Awusabo-Asare
-Council Chair



Prof. Emmanuel Ohene Afoakwa
-Vice-Chancellor

KEY OFFICERS



Prof. Robert Ebo Hinson
Pro Vice-Chancellor



Mr. Emmanuel Baidoo
Registrar



Mr. Ernest Yaw Awuah Apraku
Director, Finance



Ms. Afua Kore-Frempong
University Librarian



Prof. Emmanuel Ohene Afoakwa

Vice-Chancellor

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LIST OF INITIALISMS

| | | |
|--------------|---|---|
| AAD | - | Academic Affairs Directorate |
| COLT | - | Centre for Online Learning and Teaching |
| DRIC | - | Directorate of Research Innovation and Consultancy |
| GCTU | - | Ghana Communication Technology University |
| GTEC | - | Ghana Tertiary Education Commission |
| GTUC | - | Ghana Telecom University College |
| GTUC | - | Ghana Technology University College |
| HR | - | Human Resources |
| ICT | - | Information and Communication Technology |
| KPIs | - | Key Performance Indicators |
| LC | - | Language Centre |
| QA | - | Quality Assurance |
| QPAD | - | Quality Promotions and Assurance Directorate |
| SBPDD | - | Strategic Business and Professional Development Directorate |
| SO | - | Strategic Objective |
| SPAC | - | Strategic Planning Advisory Committee |
| UR | - | University Relations |

COMMITTEE MEMBERS

| Name | Position | Designation on Committee |
|--------------------------------|---|--------------------------|
| Prof. Emmanuel Ohene Afoakwa | Vice-Chancellor | Chairman |
| Prof. Robert Ebo Hinson | Pro Vice-Chancellor | Member |
| Mr. Emmanuel Baidoo | Registrar | Member |
| Prof. Ebenezer Malcalm | Dean, School of Graduate Studies and Research | Sub-Committee Chairman |
| Prof. Stephen Asunka | Ag. Director, ICT | Member |
| Mr. Ernest Awuah Apraku | Director, Finance | Member |
| Mr. Samuel Kingsford Seglah | Council Representative | Member |
| Dr. Michael Nana Owusu-Akomeah | Council Representative | Member |
| Dr. Emmanuel Adjepong | Director, Human Resources | Member |
| Ms. Jennifer Akude | Director, Academic Affairs | Member |
| Dr. Nustrat-Jahan Abubakar | Director, University Relations | Member |
| Mr. George Bawuah | Accountant | Co-opted Member |
| Mr. Kwaku Damey Asamoah | Assistant Registrar, Business School | Co-opted Member |
| Mrs Yaa Essah Armah | Senior Assistant Registrar, School of Graduate Studies and Research | Secretary |

FOREWORD

Enhancing the academic life of the Ghana Communication Technology University is the basis of our quest for excellence and our aspiration to pre-eminence. In launching our new Eight-Year Strategic Plan, we lay a pathway to our prospects firmly rooted on excellence in teaching, learning, research enterprise and innovation.

We believe that learning and its environment should facilitate the development of a well-balanced person. The University shall promote scholarship through transformative student experiences, problem based learning, and experiential learning approaches through the application of cutting-edge technology. Additionally, we shall enhance the knowledge, skill, and attitude of students by linking practical industrial attachment and leadership skills to the development of the entrepreneurial ability of our students.

Further, the University will involve students in co-curricular activities for their total wellbeing. GCTU will reposition itself to keep pace with the opportunities and challenges presented in today's complex and interconnected world. By building on our roots in "telecommunications and information technology" and embracing excellence in a comprehensive range of disciplines, we would have created an academic powerhouse devoted to discovering and applying innovative solutions globally.



Professor Emmanuel Ohene Afoakwa
*Vice-Chancellor,
Ghana Communication Technology University (GCTU)*

EXECUTIVE SUMMARY

Ghana Communication Technology University (GCTU) is a tertiary education institution that combines its academic strengths and innovations with a deep commitment to public service. Established in 2006, GCTU has joined the ranks of elite tertiary institutions in Ghana, whilst carving out a unique identity as a leading technology-oriented University in the country. As an institution committed to the advancement of knowledge, and the training of citizens who can participate effectively in the current information age, GCTU has partnered with several universities worldwide to provide transnational education to deliver Bachelors, Masters, and Doctoral degrees in various fields. The core operating values of the institution are thus *Excellence, Student-Centredness, Academic Freedom and Diversity and Integrity*.

In December 2021, the Vice-Chancellor of GCTU, Professor Emmanuel Ohene Afoakwa launched an effort that led to the development of the University's Eight-Year Strategic Plan. In response to current realities in the tertiary education landscape in Ghana, and at GCTU, this plan sets out what the institution must do to ensure a sustained competitive advantage, and the continued vitality of its model. The plan thus develops a series of specific objectives -(ends - and actions - means - to enhance excellence in Twelve strategic goals of the University: *Develop effective governance structures and systems; Develop a strong multifaceted student experience; Promote staff and faculty*

growth, welfare, and development; Enhance stakeholder engagement and develop strategic partnerships; Promote teaching and learning excellence, Promote research, intellectual creativity, and innovation in ICT; Enhance technology and physical infrastructural development; Promote the GCTU brand to gain international visibility and impact; Become an entrepreneurial and enterprise University, Ensure financial sustainability; Promote transnational, distance and virtual education; Promote diversity and social inclusiveness.

The goals, objectives and strategies outlined in this plan will underpin the many specific decisions and actions that GCTU will take in the next nine years regarding students, staff, programmes, finances, facilities, and its organisational structure. Admitting that there is the need to strike a balance between reality and ambition when decisions and choices are being made, this plan outlines strategies and actions that will ensure that investments are made prudently and built upon each other progressively to attain maximum benefits.

A University-wide effort spanning three months, marked by dedication, passion, insight, and innovation, created the plan. In the same vein, the successful implementation of the plan requires the full support and involvement of all members of the GCTU community.

GCTU COUNCIL



Prof. Kofi Awusabo-Asare
-Council Chair



Prof. Emmanuel Ohene Afoakwa
-Member



Prof. Elsie A. B. Effah Kaufmann
-Member



Mrs. Catherine Appiah-Pinkrah
-Member



Dr. Mrs. Alberta Bondzi-Simpson
-Member



Mr. Herman Chinnery Hesse
-Member



Mr. Isaac Kwame Owusu-Aduomi
-Member



Mr. Mark Affum Amoamah
-Member



Dr. Michael Owusu-Akomeah
-Member



Mrs. Victoria Amoah
-Member



Dr. Nusrat-Jahan Abubakar
-Member



Mr. Samuel Kingsford Seglah
-Member



Mr. Eric Adu-Gyamfi
-Member



Mr. Bernard Owusu Sampong
-Member



Mr. Clinton Kwadwo Kwei Ofose
-Member

1.0 INTRODUCTION

1.1 Background

The University has its roots in the Ghana Telecommunications Company Limited (Ghana Telecom) flagship Training Centre, which was established in 1948 and was the first of its kind in West Africa. It was first used as a Royal Air Force (RAF) Training School during the Second World War and subsequently handed over to Cable & Wireless to train Telecommunications Technicians for British West African countries namely Ghana, Nigeria, Sierra Leone and the Gambia.

From 1989 onwards, the Training Centre progressed rapidly through collaboration with other international institutions like the International Telecommunications Union (ITU) and the Multimedia University of Malaysia (MMU) to become the main centre of teaching and certification in Telecommunications Engineering for Ghana Telecom employees as well as employees from other institutions in Ghana and West Africa.

In 2005, Ghana Telecom's management upgraded the infrastructure and equipment to requisite standards in preparation for converting the training centre into a University for Telecommunication, Engineering, and Information Technology. Consequently, Professor Osei K. Darkwa was appointed as the Principal of the Ghana Telecom Training Centre to lead the transition to University status.

On 1 November 2005, the Ghana Telecom University College (GTUC) was granted authorisation to continue its preparation for accreditation from the then National Accreditation Board (NAB) now the Ghana Tertiary Education Commission (GTEC). The University obtained its accreditation on 30 March 2006 and was registered in accordance

with regulation 12 of the Tertiary Institutions (Establishment and Accreditation) Regulations, 2002 (L.I. 1700) to run eight programmes. The University was officially inaugurated on 15 August 2006 by the then President of the Republic of Ghana, His Excellency John Agyekum Kufour.

In August 2012, the name the Ghana Telecom University College was changed to Ghana Technology University College (GTUC) to reflect the transformation that had taken place and the introduction of new programmes in Business and Information Technology. On 13th August 2020, the Ghana Communication Technology University Act 2020, (Act 1022) was assented to by the President of the Republic of Ghana, His Excellency Nana Addo Dankwa Akufo Addo, establishing GCTU as a public University. Consequently, Professor Emmanuel Ohene Afoakwa was appointed the first Vice Chancellor of the University effective 1st March 2021.

Since its establishment, the University has signed various collaborative agreements with the following national and international partners:

- » Coventry University, UK
- » Staffordshire University, UK
- » University of West of Scotland, UK
- » Aalborg University, Denmark
- » Anhalt University of Applied Sciences, Germany
- » CASS European Institute of Management Studies, France
- » Jiagxin University, China
- » Changzhou University, China
- » Massachusetts Institute of Technology (MIT), USA



- » University of Texas (Rio Grande Valley Campus), USA
- » University of Brent, France
- » Ramaiah University of Applied Sciences, India
- » Obafemi Awolowo University, Nigeria
- » The University of Gabon, Gabon
- » Kwame Nkrumah University of Science and Technology (KNUST), Ghana
- » University of Professional Studies, Accra, Ghana
- » NIIT, Ghana
- » IPMC, Ghana
- » Advance Higher Education, UK
- » Durban University of Technology, South Africa
- » Jiangsu University, China
- » Zhengzhou University, China
- » Ghent University, Belgium
- » University of Kwazulu Natal

These agreements have provided students of GCTU with cutting edge and innovative programmes that are relevant to the socio-economic development of Ghana and the sub-region of West Africa.

Given that online learning is considered integral to the learning environment of top Universities, GCTU is championing innovations in tertiary education delivery in Ghana by using Information and Communication Technology (ICT) to enhance learning outcomes. Moreover, as a technology-oriented institution, GCTU seeks to be recognised both nationally and internationally as a leader in the application of ICT in education and other sectors of our economy.

1.2 Strategic Plan Development Process

In order to advance the mandate of the University, the Vice-Chancellor in consultation with the GCTU Council initiated the development of this Strategic Plan. This strategic plan has therefore been developed to provide GCTU with a forward-looking road map. In this regard, the following steps were taken: -

- a. The Vice-Chancellor of GCTU presented the strategic direction in September 2021.
- b. A 14-member Strategic Planning Advisory Committee (SPAC) was constituted by the Vice-Chancellor.
- c. The mandate of the Committee was to develop broad directions and priorities for GCTU over the next eight years (2022-2030).
- d. SPAC subsequently compiled the strategic plan informed by discussions, expert' inputs and review of the following documents:
 - i. **GCTU Act 2020 (Act 1022)**
 - ii. GCTU Statutes
 - iii. GCTU (2020-2025 Draft Strategic Plan)
 - iv. Vice Chancellor's Vision Statement presented at a 2021 Breakfast Meeting
 - v. Vice Chancellor's presentation to the Business Advisory Committee
 - vi. Vice Chancellor's presentation to the 124th Emergency Academic Board Meeting
 - vii. Terms of Reference of SPAC Committee Retreat
 - viii. Other relevant strategic documents

2.0 STRATEGIC PLAN

2.1 Vision

To be a world class University in Information Communication Technology.

2.2 Mission

GCTU is a centre of academic excellence providing an enabling environment for research, quality teaching and learning in information communication technology and related areas, and service to Community.

2.3 Core Operating Values and Norms

- a. **Excellence** - High Standards and Quality
- b. **Student-centredness** – the Passion to see students succeed and transformed into future leaders and Professionals
- c. **Academic Freedom** - Freedom of thinking and development of students, staff and faculty
- d. **Diversity** - Race, gender, differently abled
- e. **Integrity** - Honesty, Accountability, and morals

2.4 Aims of the University

The aims of the University are to provide a viable centre for higher education in information and communication technology and to undertake research in accordance with the following:

1. Promote education, training and capacity building in academic disciplines related to information and communication technology.
2. Provide global consultancy services to both the private sector and the public sector.
3. Promote basic and applied research
4. Create an entrepreneurial environment that will support innovation and product incubation development; and

5. Foster University-industry linkages

2.5 University Structure

a. Principal Officers

- Chancellor
- Council Chair
- Vice-Chancellor

b. Key Officers

- Pro Vice-Chancellor
- Registrar
- Director of Finance
- Librarian

2.6 Environmental Scan

2.6.1 The Tertiary Education Environment in Ghana

Ghana has opened its educational doors to many people worldwide. As a result of its colonial past, tertiary education has largely favoured the elites in Ghana. Universal education was pursued as a major socio-cultural development objective, after Ghana attained independence in 1957. The vision to create educational opportunities for all citizens of the nation is reflected in the Education Act of 1987 and the 1992 Constitution of Ghana.

Ghana has seen an appreciable growth in tertiary education in the last two decades, in terms of student enrolment and infrastructural development (Badu et al, 2018). Education is seen as having a critical and positive role in the national development agenda, as well as integrating international development goals. Ghana's Educational Strategic Plan (ESP) 2018-2030, recognises the need to create an inclusive educational system, through improved access and equity, as well as providing quality education.

2.6.2 Challenges facing Tertiary Education Sector in Ghana

While many opportunities abound in the tertiary education sector, there are notable challenges.

including:

- a. Threat of competitors
- b. Funding
- c. Infrastructural base

2.6.3 National and Regional Labour Market Trends

By the year 2035, the number of Africans who will join the ranks of the working age population (ages 15-64), will exceed that of the rest of the world combined. A Study conducted by the IMF indicates that, in the next 20 years, as both infant mortality and fertility rates decline, Sub-Saharan Africa will become the main source of new entrants into the global labour force. In *Regional Economic Outlook, Sub-Saharan Africa: Navigating Headwinds*, the IMF

(2015), concluded that, Sub-Saharan Africa will need to create jobs at a rapid rate—18 million jobs per year until 2035—to be able to absorb the growing labour force.

The African sub-continent will have to embark on economic transformation that will meet the employment needs of the growing population in the sub-region, of which 55 % is below the age of 20. There is the need to ensure that sectors are promoted that can absorb the greater part of the labour force. The youth will have average educational levels higher than that of the aged due to investments made in the educational sector in the past few years. There is the need for strategic thinking to create a link between current training systems and future needs of the youth.

2.7 Analysis (SWOT and PESTEL)

2.7.1 SWOT

| | |
|--|---|
| <p>Strengths</p> <ul style="list-style-type: none"> • Existence of Student Academic Support centre and services • Growing interest in ICT based education • Central locations of campus • International partnerships • Transnational education • Existence of diverse programmes • Existence of staff and faculty development • Strong Faculty with industry experience (e.g. Telecom Engineers) • The GCTU brand • Presence in five regions in Ghana | <p>Weaknesses</p> <ul style="list-style-type: none"> • Inadequate syndicate rooms and library for students. • Under resourced IT and Engineering laboratories • Inadequate classrooms and hostel facilities |
|--|---|

| Opportunities | Threats |
|--|---|
| <ul style="list-style-type: none"> • Availability of student exchange programmes • Setting up of the Business Development Directorate • Existence of scholarship opportunities • Opportunity for students to graduate with international partners abroad • Opportunity to partner with industry for student internship programmes • Technology transfer through COTVET • Opportunity to increase student intake through technology • Grant opportunities • University database • Establishment of a University clinic • Online teaching and learning resources • Having niche programmes on satellite campuses | <ul style="list-style-type: none"> • Competition from other Tertiary Institutions • Fluctuations of the Ghanaian cedi in relation to international currency |

2.7.2 PESTEL

In scanning the environment pertaining to the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) landscape, the University identifies the following factors as key elements that support change:

Political

As a public University,

- GCTU has the opportunity to partner with the government of Ghana (+)
- Government's political agenda on ICT distance education, digitisation, and STEM education in Ghana (+)

Economic

- High operating costs (-)
- High infrastructure and development costs (-)
- Interest and exchange rate volatility(-)

Social

- Youthful population in Ghana (+)
- Meeting the expectations of international students (+)
- Opportunity for transnational education (+)
- Increased internship opportunities (+)

- Social integration of international students (+)

Technology

- Increased demand for ICT related education (+)
- Increasing access to internet facilities (+)
- Increased use of mobile devices and smart phones (+)
- Digitisation agenda of the Government (+)
- Opportunities for virtual learning (+)

Environmental

- Green environment (+)

Legal

- Existence of higher education legal framework - GTEC Act 2020 (Act 1023) (+)
- The GCTU Act 2020 (Act 1022) (+)

2.8 Academic Programmes Portfolio

Currently, the University is operating a faculty system with three (3) Faculties and plans to expand this in the future with more Faculties, Departments, Institutes and Centres.



3.0 STRATEGIC FOCUS

After assessing our internal and external environments and taking into consideration the mandate of the University and vision of the Vice-Chancellor, the University intends to focus on the following goals.

3.1 Strategic Goals

1. Develop effective governance structures and systems
2. Develop a strong multifaceted student experience
3. Promote staff and faculty growth, welfare, and development
4. Enhance stakeholder engagement and develop strategic partnerships
5. Promote teaching and learning excellence
6. Promote research, intellectual creativity, and innovation in ICT
7. Enhance technology and physical infrastructural development
8. Promote the GCTU brand to gain international visibility and impact
9. Become an entrepreneurial and enterprise University
10. Ensure financial sustainability
11. Promote transnational, distance and virtual education
12. Promote diversity and social inclusiveness

3.2 Strategic Goals and Corresponding Objectives

Goal 1: Develop effective governance structures and systems

GCTU will create and sustain effective corporate governance structures and systems through the implementation of appropriate policies and administrative procedures, which will ensure compliance with relevant institutional processes and frameworks.

Strategic Objectives

1. To develop the Statutes, Policies, and the Governance Structure of the University
2. To develop and implement a supporting organisational design
3. To digitalize all administrative systems and processes

Goal 2: Develop a strong multifaceted student experience

GCTU will embark on student-oriented programmes and activities that will increase enrolment and empower students to participate effectively in University activities in ways that will ensure that they have fulfilling educational experiences that match their passion for learning and engagement.

Strategic Objectives

1. To provide an enabling environment for student learning
2. To provide sufficient resources to support deserving students
3. To provide career development opportunities
4. To enhance service delivery to students
5. To increase academic programmes and student enrolment

Goal 3: Promote staff and faculty growth, welfare, and development

GCTU will develop and implement HRM-based structures and systems for attracting and retaining competent, motivated, and productive faculty and staff, as well as providing them with the compensation, development, environment and culture necessary to enhance employee well-being during and after their working lives.

Strategic Objectives

1. To support employee academic and professional advancement
2. Support employee continuous professional development
3. To improve employee well-being and satisfaction
4. To enhance employee on-boarding, re-orientation, and engagement practices
5. To enhance customer care, performance management and career advancement

Goal 4: Enhance stakeholder engagement and develop strategic partnerships

GCTU will engage relevant stakeholders to form strategically beneficial partnerships and associations which will serve to leverage on the University's specific competences and areas of specialisation, while benefitting from relevant services, products, and expertise of targeted industry partners. In addition, the University will focus on strengthening

our alumni network. GCTU will continue to foster engagement with partners and collaborators, through a diverse range of public and community activities, and extend the reach of its educational programmes to faculty, staff, and students.

Strategic Objectives

1. Promote engagement with external stakeholders
2. Improve engagement with industry
3. Mobilise and strengthen the GCTU alumni network
4. Establish partnerships with Universities for transnational education
5. Explore and secure scholarship opportunities for faculty and staff
6. Promote staff and student exchange programmes
7. Establish linkage with industry for mutual benefits

Goal 5: Promote teaching and learning excellence

GCTU will promote excellence in teaching and learning across all levels. To achieve this, the University will continue to attract and retain top-quality faculty and staff dedicated to research, scholarship, and teaching that makes a positive impact on the lives of students. In addition, the institution will provide faculty and students with all the necessary teaching and learning resources. Further, the University will organise a series of workshops to help lecturers acquaint themselves with modern and innovative teaching methods.

Strategic Objectives

1. To enhance innovation in teaching and learning
2. To acquire state-of-the-art resources to improve teaching and learning
3. To standardise teaching methods

4. To train faculty members on the use of emerging instructional technologies
5. To facilitate professionalization of teaching staff.

Goal 6: Promote research, intellectual creativity, and innovation in ICT

GCTU will implement strategies that will empower its faculty, staff and students to engage in cutting edge research, scholarship, and creative endeavours that will positively impact society, make organisations and systems more efficient, and reduce the environmental impact of human activities.

Strategic Objectives

1. Establish the appropriate structures and policies to promote the seeking, creation and dissemination of new knowledge
2. Equip faculty, staff and students with the appropriate knowledge and skills to enable them to conduct meaningful and impactful research
3. Build an international reputation as a thought leader in ICT and Emerging Technologies research
4. Partner with industry and businesses to explore opportunities for collaborative research that will also provide experiential learning opportunities for students.

Goal 7: Enhance technology and physical infrastructural development

GCTU will embark on strategically focused, cost-effective enhancements to the physical and technological infrastructure to provide a conducive environment for optimal academic and social activities. Guided by standards and established best practices, some aspects of existing buildings will be remodelled to ensure safety and easy access. Lecture rooms, libraries and laboratories

will facilitate first-class teaching and scholarship.

Strategic Objectives

1. Enhance the visual appeal and functional performance of existing physical infrastructure on GCTU campuses
2. Expand the physical infrastructure to accommodate increasing demands
3. Provide cutting-edge technology infrastructure to support the teaching, research, and community service functions of the University.

Goal 8: Promote GCTU brand to gain international visibility and impact

GCTU will embark on traditional and digital strategies to promote its brand on the national and global stage.

Strategic Objectives

1. Develop and implement marketing communication strategy
2. Promote the GCTU brand to position GCTU as a leading ICT University in Ghana and the sub-region.

Goal 9: Become an entrepreneurial and enterprise University

GCTU will adopt strategies and critical activities that will provide an enabling environment in which the University Community can identify, explore, and evaluate ideas to provide solutions to real world problems which can be transformed into socio-economic value. The University will provide global consultancy services and reorganise its alternative revenue generating centres under one unit for effective control and improved revenue generation.

Strategic Objectives

1. To revise the existing curricula to incorporate entrepreneurial knowledge and skills acquisition

2. To create an ecosystem that supports entrepreneurial and enterprise development
3. To reorganise all strategic business units under one umbrella for effective coordination

Goal 10: Ensure financial sustainability

GCTU will strive to achieve financial sustainability to support its programmes and projects by expanding its range of services to increase its Internally Generated Funds (IGF). The University will implement prudent financial management strategies, improve budgeting and budgetary control systems, and adhere to financial regulations.

Strategic Objectives

1. To enhance revenue mobilisation
2. To achieve effective cost control
3. To ensure efficient management of financial resources
4. To minimise financial exposure of the University

Goal 11: Promote transnational distance and virtual education

GCTU will create flexible learning opportunities by providing the requisite technologies and resources to empower its faculty and students for effective online and blended teaching and learning. The University will also continue to leverage on the transnational education model to expand the delivery of education globally.

Strategic Objectives

1. To create learner-support systems
2. To build capacity of faculty to deliver virtual education
3. To develop online and blended teaching and learning programmes

Goal 12: Promote diversity and social inclusiveness

GCTU considers the issue of Diversity and Social Inclusiveness as very important, especially because of how it impacts on the social processes of inclusion and exclusion, and their interrelated demographics such as disability, religion, and ethnicity among others. The University seeks to ensure that social inclusion and diversity are incorporated into annual work plans in fulfilling the core mandate of the University.

Strategic Objectives

1. Promote supportive Equal Opportunity.
2. Develop facilities to support nursing mothers and mothers and parents with young children who are students/staff/faculty.
3. Gender mainstreaming



4.0 IMPLEMENTATION PLAN

| Strategic Goal 1: Develop Effective Governance Structures and Systems | | | | | | | | | | | | |
|---|---|---|---|---|--|---|--|------|------|------|------|---|
| Strategic Objectives | Activities/ Initiatives | Focal Offices | Deliverables/Duration/Targets | | | | | | | | | KPIs |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
| SO1: To develop statutes, Policies and the Governance structures of the University | 1. Develop Statutes in tandem with the GCTU Act (2020) | • Registrar | Ratify the University Statutes for adoption in 2022 | | | | | | | | | Ratified Statutes |
| | 2. Ratify University policies and procedures | | Ratify all administrative and academic policies | Ratify all administrative and academic policies | | | | | | | | No. of University Policies ratified and implemented |
| | 3. Develop Standard Operating Procedures | | Ratify the administrative operation manual, Academic Policy Manual, Faculty Manual, Deans and Heads of Departments Handbook and HR manual | Ratify the administrative operation manual, Academic Policy Manual, Faculty Manual, Deans and Heads of Departments Handbook and HR manual | | | | | | | | |
| SO2: Develop and implement a supporting organisational design | 1. Establish various Directorates, Institutes, Faculties, Centres, Departments and Units in line with GCTU Statutes | • Vice-Chancellor • Pro Vice-Chancellor • Deans and Directors • HODs | | Create 6 Faculties Create 3 Institutes, Create 1 School Create 10 Directorates Create 2 Centres Create 24 Departments | | | | | | | | No. of Institutes, Centres, Schools, faculties, and departments established. |
| SO3: Develop a Documentation Centre to digitise all University procedures and systems | 2. Operationalise the General Administration Directorate | • Registrar | Progressively digitise University systems (2022-2029) | Set up documentation of office and confidential registry | Develop the Information governance and data protection manual. | Develop the Records management and archive policy | Conduct buy-in training on information ownership access, data breaches, destruction etc. | | | | | No. of University systems digitised. Documentation Centre established. Documentation Policies ratified. |
| | 3. Create a Documentation Centre | | Establish a Documentation Centre in 2022 | | | | | | | | | |

Strategic Goal 2: Develop a Strong Multifaceted Student Experience

| Strategic Objectives | Activities | Focal Offices | Deliverables/Duration/Targets | | | | | | | | | KPIs | |
|--|--|--|--|-----------------------------------|------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|---|--|
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | | |
| SO 1: Provide an enabling environment for student learning | 1. Create and upgrade existing academic and co-curricular facilities | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar | Construction of new Lecture theatres (2022-2030) | | | | | | | | | No. of new recreational facilities built. No. of facilities upgraded per annum Percentage of completion Sports Centre Cultural and Drama Groups Created. | |
| | | | 50% Upgrade of ICT infrastructure | 75% Upgrade of ICT infrastructure | 100% Upgrade of ICT infrastructure | | | | | | | | |
| | | | Construction of Sports and Recreational Centre (2022- 2030) | | | | | | | | | | |
| | | | Creation of Cultural and Drama Groups (2022-2030) | | | | | | | | | | |
| | 2. Develop and promote University-wide best practices that provide collaborative and innovative student engagement in and out of the classroom | <ul style="list-style-type: none"> Dean of Student Affairs Deans HoDs | 2 field trips | 2 field trips | 2 field trips | 2 field trips | 2 field trips | 2 field trips | 2 field trips | 2 field trips | 2 field trips | Number of industry field trips Number of industry-related partnerships Number of student welfare-related partnerships Level of satisfaction of Students | |
| | | | 3 partnerships | 3 partnerships | 3 partnerships | 3 partnerships | 3 partnerships | 3 partnerships | 3 partnerships | 3 partnerships | 3 partnerships | | |
| | 3. Review policies and operations to enhance responsiveness to student needs | <ul style="list-style-type: none"> Pro Vice-Chancellor Registrar Dean of Student Affairs Deans HoDs | Review of Student Handbook (2022) | | | | | | | | | Number of approved policies. Hostel Maintenance Policy operationalised. | |
| | | | Review of Academic Policy Manual (2022) | | | | | | | | | | |
| | | | Review of SRC and GRASAG Constitutions in consonance with the University Statutes (2022) | | | | | | | | | | |
| | | | Draft and operationalise the Hostel Maintenance Policy (2022- 2029) | | | | | | | | | | |

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|---|--|--|---|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--|--|
| | 4. Identify students from less privileged communities and offer them educational opportunities in the University. | <ul style="list-style-type: none"> • Pro Vice-Chancellor • Dean of Students Affairs • Director/ University Relations | | | | | | | | | | | No. of students identified and supported. |
| SO 2: To provide sufficient resources to support deserving students | 1. Sign MoU with selected partners to provide opportunities for students to undertake internships and exchange programmes. | <ul style="list-style-type: none"> • Vice Chancellor | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Sign minimum 3 MoUs | Number of MoUs signed Number of beneficiaries |
| | 2. Organise industrial visits to help students interact with businessmen/women to enhance their experiences. | <ul style="list-style-type: none"> • Dean of Student Affairs • Head, Industrial Liaison Office • Deans • HoDs | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | At least 6 Industrial visits | Number of visits embarked on. |
| SO 4: Enhance service delivery to students | 1. Train frontline staff of the University on excellent service delivery and student centredness. | <ul style="list-style-type: none"> • Registrar • Director, HROD | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | At least 2 training sessions | Evidence and number of trainings held. Student satisfaction survey. |
| | 2. Develop systems to ensure smooth processing of student requests. | <ul style="list-style-type: none"> • Registrar • Dean of Student Affairs • Director, Academic Affairs • Deans • HoDs • Director, ICT | Progressively automate payment and request systems Procure School Management Systems | | | | | | | | | Level of student satisfaction School Management Systems acquired. | |

| Strategic Goal 3: Promote Staff and Faculty Growth, Welfare and Development | | | | | | | | | | | | |
|--|---|---|---|------|------|------|------|------|------|------|------|--------------------------|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | 2030 | KPIs |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | | |
| SO 1: To provide career development opportunities | 1. Support faculty academic advancement and staff professional development programmes | <ul style="list-style-type: none"> Pro Vice-Chancellor Registrar Deans and Directors | Develop Academic and Professional Development Policy Document | | | | | | | | | Approved Policy document |
| | | | Support minimum of 30 staff | | | | | | | | | No. staff supported |

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| SO 2: Support employee continuous professional development | 1. Provide and support professional development training and mentoring workshops for employees | <ul style="list-style-type: none"> Vice Chancellor Pro Vice Chancellor Registrar Director, HROD | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approve Annual Training Programme | Approved Annual Training Programme Document | |
| | <p>Eight (8) in-house workshops annually as follows:</p> <ul style="list-style-type: none"> Two (2) for Faculty Two (2) for Admin. Senior Members Two (2) for Senior Staff Two (2) for Junior Staff <p>Support 10 Faculty members to attend local workshops/ Conferences Support 10 Administrators to attend local workshops/Conference</p> | | | | | | | | | | No. of in-house workshops organised | | |
| | | | | | | | | | | | No. of external workshops participated | | |
| | | | | | | | | | | | Training Impact Assessment rate | | |
| | 2. Develop and implement a staff mentorship programme | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors HoDs | Review and approve a GCTU Mentorship Programme | | | | | | | | | | Approved mentorship programme |
| | | | | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | Establish (5) Mentor-Mentee relationships per Faculty | No. of successful mentorships carried out |
| | | | | At least 4 Knowledge sharing events per year | | | | | | | | | Mentorship Impact Assessment rate |
| | 3. Organise and encourage knowledge sharing Forums | | | | | | | | | | | Approved knowledge sharing programme | |
| | | | | Report on knowledge sharing programmes | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | At least 4 Knowledge sharing events per year | No. of knowledge sharing events organised |
| | | | | | | | | | | | | | Knowledge sharing event evaluation report |
| | | | Develop an Occupational Health and Safety Policy Document (2022) | | | | | | | | | Occupational Health and Safety Policy developed | |

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| SO 3: Improve employee wellbeing and satisfaction | 1. Design and implement an Occupational Health and Safety programme | <ul style="list-style-type: none"> Vice-Chancellor Registrar HoDs/Deans/Directors University Health Services Director/HROD | Establish a Clinic 10% complete | 15% complete | 20% complete | 30% complete | 40% complete | 50% complete | 70% complete | 80% complete | 100% complete | Clinic established | | |
| | | | Add at least two panel clinics to existing ones | | | | | | | | | | No. of panel clinics | |
| | | | Organise at least 1 annual basic health check for all employees each year | | | | | | | | | | No. of health checks organised | |
| | | | | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Compile Annual Staff Welfare report | Annual Staff Welfare Report submitted |
| | | | Approved Staff Orientation Manual | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Carry out employee satisfaction survey | Employee satisfaction rate |
| | | | Organize staff orientation at least two times a year | | | | | | | | | | Staff Orientation programmes organized | |

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| SO 4: Enhance employee on-boarding, re-orientation and engagement practices | 1. Develop and implement an effective on-boarding, and re-orientation manual | <ul style="list-style-type: none"> Office of the Registrar Deans and Directors HoDs | Organize staff re-orientation programmes for existing staff Organize at least 2 orientation programmes for Deans, HoDs and Directors. | Organize staff orientation at least two times a year |
| | | | Two (2) Staff engagement Programmes per year | Two (2) Staff engagement Programmes per year |
| | | | Implement approved calendar | Staff reward scheme document End-of-year awards programme organised |
| | 2. Develop and implement a performance-oriented reward scheme | | Two (2) promotion activities per year Develop a Reward Scheme | No. of promotion activities held |
| SO 5: Enhance customer care, performance management and career advancement | 1. Implement staff annual promotion and rotation calendar | | Implement one (1) rotation exercise each year | No. of rotation exercises carried out |

Strategic Goal 4: Enhance Stakeholder Engagement and Develop Strategic Partnerships

| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | 2030 KPIs | | |
|--|---|--|---|------|------|------|------|------|------|---------------------------------------|-----------------------------|--|
| | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | | | |
| SO 1: Promote engagement with external stakeholders 1. Engage with external stakeholders to form mutually beneficial partnerships | 1. Hold Strategic Stakeholder Engagement events | <ul style="list-style-type: none"> • Vice-Chancellor • Pro Vice-Chancellor • Registrar • Director, UR • Director, International Programmes and Institutional Advancement • Head, Industrial Liaison Office | Hold 4 events annually - 1 fundraising event - 1 networking event - 1 engagement with regulatory bodies - 1 engagement with international and local academic partners | | | | | | | No. of events held annually | | |
| | | Establish at least 5 stakeholder partnerships annually to benefit: <ul style="list-style-type: none"> - student welfare - faculty - administrative staff - brand engagement - infrastructural development No. of partnerships established | | | | | | | | | | |
| SO 2: Improve engagement with industry | 1. Organise industry relevant prestigious lectures for Undergraduates and Postgraduate students | | 4 Lectures annually (1 per quarter) - - 2 Undergraduate lectures - 2 Postgraduate lectures | | | | | | | No. of prestigious lectures organised | | |
| | 2. Engage stakeholders to participate in an Annual Science and Technology Fair | | Facilitate the participation of at least 30 stakeholders per fair | | | | | | | | No. of stakeholders engaged | |

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| SO 3 Mobilise and strengthen the GCTU alumni network | 1. Facilitate the formation and ensure sustenance of the GCTU Alumni Association | | Inaugurate substantive Alumni Executive body and officially launch Alumni Association (2022) | | Evidence of adopted GCTU Alumni Constitution | | | | |
| | | Hold Alumni networking events. | Hold 3 Alumni networking events annually | No. of Alumni networking events organized | SO 4: Establish partnerships with universities for transnational education | 1. Establish new mutual National partnerships and collaborations | <ul style="list-style-type: none"> • Vice-Chancellor • Pro Vice-Chancellor • Deans and Directors • HoDs | Five (5) new national partnerships and collaborations established | No. of National Partnerships established |
| | | 2. Establish new mutual International Partnerships and Collaborations | Two (2) new international partnerships and collaborations established | No. of International partnership established | | | | | |

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| SO 5: Explore and secure scholarship opportunities for students, faculty and staff members | 1. Secure Scholarships for students | <ul style="list-style-type: none"> • Vice-Chancellor • Pro Vice-Chancellor • Deans and Directors • HoDs | Support 20 student scholarship applications each year | No. of student scholarship applications supported |
| | 2. Secure Scholarships for faculty and staff members | | Support 5 faculty and staff scholarship applications and staff members each year | No. of Scholarships for faculty and staff members |
| SO 6: Promote student, faculty and staff exchange programmes | 1. Establish Students Exchange programmes | | Support 10 exchange programme applications for students annually | No. of exchange programmes applications supported annually |
| | 2. Establish Faculty and staff Exchange programmes | | Support 10 exchange programme applications for faculty and staff members annually - faculty exchange programmes and 5 staff exchange programmes - faculty exchange programmes and 5 staff exchange programmes | No. of exchange programme applications supported for faculty and staff members annually |
| SO 7: Establish linkage with industry for mutual benefits | 1. Link up students to embark on internships/ attachments with industries and corporate bodies | | Facilitate internship opportunities for at least 100 students per year Link up students with 30 industries and corporate bodies for internships/attachments annually | No. of internship opportunities facilitated. No. of students benefiting |

| Strategic Goal 5: Promote Teaching and Learning Excellence | | | | | | | | | | | | | |
|--|---|---|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------------------|---------------------------------------|---|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | 2030 | KPIs | |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | | | |
| SO1: To enhance innovation in teaching and learning | 1. Organise workshops to build capacity of faculty in course design and development of innovative teaching strategies | <ul style="list-style-type: none"> Pro Vice-Chancellor Registrar Deans and Directors HoDs | 2 Workshops | 2 Workshops | 2 Workshops | 2 Workshops | 2 Workshops | 2 Workshops | 2 Workshops | 2 Workshops | 2 Workshops | 2 workshops | No. of workshops organised Student-Faculty Evaluation Assessment |
| | 2. Organise training and mentoring support for early career academics to enhance teaching | | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars | 2 Seminars |
| SO2: Acquire state-of-the-art resources to improve teaching and learning | 1. Refurbish and upgrade all lecture rooms and laboratories with updated instructional and pedagogical technologies | | 20% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | No. of classrooms and facilities refurbished |
| | 2. Increase access and effective use of all relevant e-resources | | 20% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | No. of electronic database subscriptions |
| SO3: To standardise teaching methods for undergraduate and post-graduate teaching | 1. Develop policies on quality teaching and supervision | | Develop policy on teaching and supervision Organise two (2) quality teaching workshops Constitute the Faculty Quality Assurance Committees to supervise quality teaching | | | | | | | | Approved Quality Teaching Manual | | |
| | 2. Improve peer review of lecturers' teaching | | 50% | 60% | 65% | 70% | 75% | 80% | 85% | 90% | 95% | Percentage of lecturers peer reviewed | |
| | 3. Develop and implement teaching excellence award | | Develop an Award Scheme. | | | | | | | | Award Scheme in place | | |

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| SO4: Train faculty members on the use of emerging instructional technologies | 1. Organise series of workshops to update and equip faculty members of the use of emerging instructional technologies. | <ul style="list-style-type: none"> • Pro Vice-Chancellor • Registrar • Deans and Directors • HoDs | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | No. of workshops organised. |
| | | | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually | 60% of faculty using new instructional technologies annually |
| SO5: To facilitate professionalization of teaching by all academic staff. | 1. Establish partnership with relevant institutions to offer professional certification in teaching to faculty members. | | Sign MoUs with relevant institutions to offer professional certification in teaching to faculty members | | | | | | | | | Signed MoU No. of faculty supported to acquire professional certification |

Strategic Goal 6: Improve Research, Intellectual Creativity, and Innovation

| Strategic Objectives | Activities | Responsibility | Deliverables/Duration/Targets | | | | | | | | | KPIs |
|---|---|---|--|------|------|------|------|------|------|------|------|--|
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
| SO1: Establish the appropriate structures and policies to promote the seeking, creation and dissemination of key knowledge | 1. Restructure and strengthen the Directorate of Research Innovation and Consultancy (DRIC) | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar | Provide the staff and resource needs of DRIC by end of 2023: | | | | | | | | | Existence of a fully functional DRIC with clear mission and vision |
| | 2. Revise and implement the University's research policy framework and guidelines. | | Revise and launch the University's Research Policy document | | | | | | | | | University Research Policy is in place and operational |
| | 2. Establish an Institutional Review Board (IRB) to ensure adherence to research standards and ethics | | Establish a fully functional Institutional Review Board with a governing structure and Terms of Reference. | | | | | | | | | Institutional Review Board in place |
| SO2: Equip faculty, staff and students with the appropriate knowledge and skills to enable them to conduct meaningful and impactful research | 1. Establish an Online Research Administration System (ORAS) | <ul style="list-style-type: none"> Director, DRIC Director, ICT | 50% | 10% | 10% | 10% | 10% | 10% | | | | A functioning and responsive ORAS |
| | 2. Carry out periodic training activities for faculty and students on: | <ul style="list-style-type: none"> Pro Vice-Chancellor Deans and Directors | At least 3 training activities per year 1 Training session on Responsible Research Practices 1 Training session on Grant Proposal writing 1 Training session on Academic Publications | | | | | | | | | No. of training sessions organised each year No. of GCTU research publications in high impact journals. |

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| SO3: Build an international reputation as a thought leader in ICT and Emerging Technologies Research | 1. Set up a State-of-the-Art ICT Research and Innovation Centre/ laboratories to help improve the University's research output | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors | 10% complete | 20% complete | 50% complete | 20% complete | | | | | | | ICT Research and Innovation Centre established and operational |
| | 2. Organise annual international academic conferences on education, technology and entrepreneurship | <ul style="list-style-type: none"> Pro Vice-Chancellor Deans and Directors | Minimum of 1 conference per year | | | | | | | | | No. of Conferences organised | |
| | 3. Establish two journals to provide an avenue for faculty, staff to publish their research findings | <ul style="list-style-type: none"> Deans and Directors | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | Publish two editions (from the two journals) | No. of academic journals launched/ established | |
| | 4. Develop an online Institutional Repository and populate it with all the research output of the University | <ul style="list-style-type: none"> University Librarian | 25% Repository developed | 25% | 25% | 25% | | | | | | GCTU Online Institutional Repository in place and operational | |

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|--|---|---|---|--|--|--|---|---|--|--|--|--|
| SO4: Partner with industry and businesses to explore opportunities for collaborative research, that will also provide experiential learning opportunities for students | 1. Establish partnerships and MOUs with some external entities to formulate and carry out mutually beneficial research activities | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans/ Directors | Establish 2 research related partnerships and sign MOUs | Establish 2 re-research related partnerships and sign MOUs | Establish 2 re-research related partnerships and sign MOUs | Establish 2 re-research related partnerships and sign MOUs | Establish 2 research related partnerships and sign MOUs | Establish 2 research related partnerships and sign MOUs | Establish 2 re-research related partnerships and sign MOUs | Establish 2 re-research related partnerships and sign MOUs | Establish 2 re-research related partnerships and sign MOUs | No. of MOUs signed. No. of students benefiting from the initiatives |
|--|---|---|---|--|--|--|---|---|--|--|--|--|

| Strategic Goal 7: Enhance Infrastructural Development | | | | | | | | | | | | |
|---|---|---|---|------|------|------|------|------|------|------|------|---|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | | KPIs |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
| SO1: Enhance the visual appeal and functional performance of existing physical infrastructure on GCTU campuses | 1. Develop and implement a University infrastructure development and maintenance policy | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar | Policy document completed by end of 2023 | | | | | | | | | Policy Document approved and operational |
| | 2. Develop (or procure) and implement online Facilities Management System (FMS). | <ul style="list-style-type: none"> Director, Works and Physical Development Directorate Director, ICT Directorate | Online Facilities Management System in place by end of 2023 | | | | | | | | | Facility Management System procured and implemented |
| | Refurbish/remodel all existing structures | <ul style="list-style-type: none"> Director, Works and Physical Development Directorate | All physical infrastructures will have a new look and improved functionality by end of 2023 | | | | | | | | | Improved appearance of physical facilities |

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| SO 2: Expand the physical infrastructure to accommodate increasing demands | 1. Construct the main entrance to the Tesano Campus | • Vice-Chancellor | 100% Complete | | | | | | | | | Main entrance completed |
| | 2. Complete the Graduate School building | | Complete first phase of the Graduate School expansion project by end of 2022 | 20% of Expansion project (Phase two) completed | 60% Expansion project (Phase two) completed | 100% Expansion project (Phase two) completed | | | | | | Graduate School Building Phase two completed |
| | 3. Construct an 8-storey student hostel | • Vice-Chancellor | Complete feasibility studies | 20% of first phase (1000-bed accommodation) completed | 40% | 60% | 100% | 10% of second phase (2000-bed accommodation) completed | 30% | 60% | 100% | Percentage of Student Hostel completed |
| | 4. Construct a 6-storey office and classroom complex (frontage of main campus) | | Complete architectural design and bill of quantities of the building | 20% | 60% | 100% | | | | | | Percentage of Classroom complex completed |
| | 5. Construct a 6-storey Faculty of Computing and Technology Complex | | | Complete architectural design and bill of quantities of the building | 20% | 40% | 60% | 100% | | | | Percentage of Faculty of Computing and Technology Complex completed |
| | 6. Construct a 6-storey Faculty of Engineering Complex | | | | | | Complete architectural design and bill of quantities of the building | 20% | 40% | 60% | 100% | Percentage of Faculty of Engineering Complex completed |
| | 7. Construct a sports and recreational area. | | Complete architectural design and bill of quantities of the phase two of the multipurpose building | 100% completed | | | | | | | | The level phase of the Sports and Recreational Centre completed |

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| SO 3: Provide cutting-edge technology infrastructure to support the teaching, research and community service functions of the University. | 1. Build and maintain a robust Campus Network & Internet Access infrastructure | <ul style="list-style-type: none"> Director, ICT Director, Works & Physical Development Directorate | All staff and students have access to computers Local Area Networks (LANs) on all campuses Wide Area Network 20% each year | | | | | | | The percentage of the computer local area networks completed | | |
| | 2. Provide good, reliable and secure Internet services on all GCTU campuses | | 25% | 25% | 25% | 25% | | | | | Quality and security of internet services | |
| | 3. Provide the requisite ICT resources to support classroom and online teaching podiums, laboratory computers, laptops for faculty, Learning Management Systems etc. | | 25% | 50% | 100% | | | | | | | The percentage of the ICT resources provided The no. of lecture ICT workstation provided |
| | 4. Have in place, robust Internet based ERP/ School Management System | | 50% | 100% | | | | | | | | Internet based ERP/ School Management System in place |
| | 5. Establish a Reprographic and Documentation Centre | | 50% | 100% | | | | | | | | Documentation Centre established |
| | | | | | | | | | | | | |



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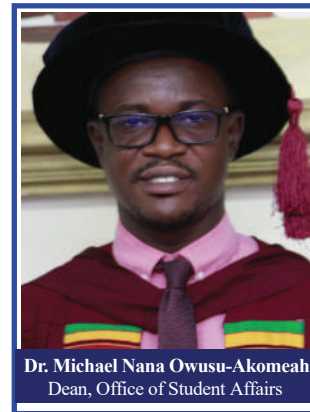
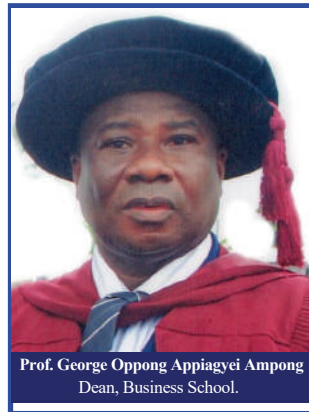
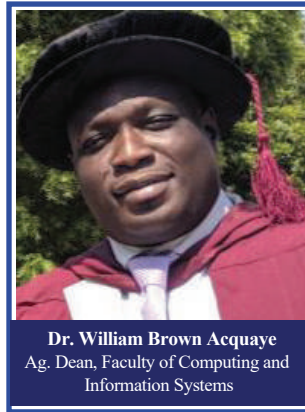
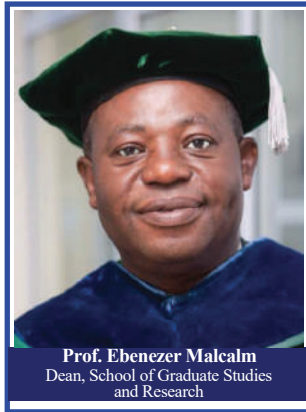
| Strategic Goal 8: Promote the GCTU Brand | | | | |
|--|---|---|---|--|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | |
| | | | 2022 | 2023 |
| SO 1: Develop and implement a marketing communication strategy | 1. Develop and publish the University Relations Manual which will guide both internal and external communication, comparative to branding standards | <ul style="list-style-type: none"> Registrar Director, UR | Conceptualisation, design and print of GCTU UR Manual Develop a Marketing and Communication Policy Design and production of key University Documents (Part 1) | Design and production of other key University Documents (Part 2) Consolidate the GCTU Radio Station |
| | | | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops |
| | | | | |
| SO 2: Promote the GCTU brand to position GCTU as a leading ICT University in Ghana and the African sub-region. | 1. Embark on an integrated marketing communications campaign to promote the GCTU brand | | Embark on an integrated marketing communications campaign to promote the GCTU brand 10 Campaigns over the Plan period | |
| | | | Facilitate 2 brand awareness and sensitisation seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff |
| | | | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country |
| | | | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities |
| | | | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% |
| | | | Brand all offices and classrooms with the Mission and Vision of GCTU GCTU Logo used on power points presentations and background by all Faculty Brand all vehicles with the GCTU Logo | |

| | | | | | | | | KPIs |
|--|--|--|--|--|--|--|--|--|
| 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | | |
| | | | | | | | | No of hard copies circulated |
| | | | | | | | | No. of dissemination workshops organised |
| 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | 4 internal dissemination workshops 4 external dissemination workshops | Attendance at the dissemination workshops |
| Review of manual every two years | | Review of manual every two years | | Review of manual every two years | | | | No. of reviews completed |
| | | | | | | | | No of Campaigns undertaken |
| | | | | | | | | No. of impressions |
| Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | Facilitate 2 brand awareness and sensitization seminars for staff | No. of sensitisation seminars held |
| Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | Design, print and hang 1000 GCTU Admission banners annually across the country | No. of banners hoisted |
| Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | Mount 20 GCTU Out of Home (OOH) displays in strategic locations across selected cities | No. of OOH displays undertaken |
| Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | Raise social media and website engagement by 20% | No of digital media engagement conducted |
| | | | | | | | | No. of offices and classrooms branded |
| | | | | | | | | No. of Lecturers using the GCTU PowerPoint template for their lecture slides |
| | | | | | | | | No. of vehicles and offices branded |

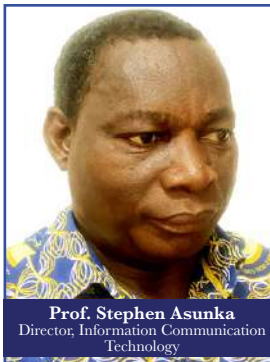
| | | | | |
|--|--|--|--|--|
| | <p>2. Redesign the GCTU website</p> <p>3. Create appropriate social media assets</p> | <ul style="list-style-type: none"> • Registrar • Director, • UR | <p>Populate and update separate website pages for each Faculty, Directorate and Units</p> | <p>Update separate website pages for each Faculty, Directorate and Units</p> |
| | | | <p>Specific sections will include-</p> <ul style="list-style-type: none"> - Overview of Unit/Faculty/Directorate - Organisational Structure of Unit/Faculty/Directorate - Mission and Vision statements - Profile of Unit Head/Director/Dean - Specific roles of the Unit/Faculty/Directorate | |

| Update separate website pages for each Faculty, Directorate and Units | Update separate website pages for each Faculty, Directorate and Units | Update separate website pages for each Faculty, Directorate and Units | Update separate website pages for each Faculty, Directorate and Units | Update separate website pages for each Faculty, Directorate and Units | Update separate website pages for each Faculty, Directorate and Units | No. of web pages created No. of updates undertaken | No. of respective web pages integrated into the Main GCTU website |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

DEANS



DIRECTORS



| Strategic Goal 9: Become an Entrepreneurial and Enterprise University | | | | | | | | | | | | |
|---|--|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|---------------------------|--|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | | KPIs |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | |
| SO1: Revise the existing curricula to incorporate entrepreneurial knowledge and skills acquisition. | 1. Redesign existing curricula to aid entrepreneurial thinking. | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors HoDs | 10% of Curricula revised | 20% of Curricula revised | 30% of Curricula revised | 40% of Curricula revised | 50% of Curricula revised | 60% of Curricula revised | 70% of Curricula revised | 80% of Curricula revised | 100% of Curricula revised | Approved revised curricula |
| | 2. Organise workshops to train faculty on the new curricula to be more industry-oriented | | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised | 2 Workshops organised |
| SO 2: Provide an ecosystem that supports entrepreneurial and enterprise development | 1. Establish business incubation centres | | 1 incubation centre on main campus | | | | | | 1 incubation centre on learning centres | | | No. of centres established and functioning |
| | 2. Organise business ideas contests / competition | | 1 Business ideas contest held annually | | | | | | | | | No. of business ideas contests held. No. of business ideas funded through partnership support. Existence of working policy |
| SO 3: Reorganise all strategic business units under one umbrella for effective coordination. | 3. Develop a business policy on University enterprise | | Develop GCTU Business Policy | | | | | | | | | Business Policy Developed |

| Strategic Goal 10: Enhance Financial Sustainability | | | | | | | | | | | | | |
|---|--|--|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------|------|--|--|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | | KPIs | |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | | |
| SO1: To enhance revenue mobilisation | 1. Develop new and relevant programmes to increase Internally Generated Fund contribution | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors HoDs | 30% | 30% | 30% | 30% | 30% | 30% | 30% | 30% | 40% | <p>The no. of new programmes established</p> <p>Percentage of tuition fees in relation to budget</p> | |
| | 2. Increase student enrolment by at least 100% by the end of plan period | <ul style="list-style-type: none"> Vice Chancellor Pro Vice-Chancellor Registrar Deans and Directors HoDs | 10% | 15% | 15% | 15% | 20% | 20% | 20% | 20% | 20% | percentage increment in yearly student enrolment | |
| | 3. Expand and improve Strategic Business Units to increase revenue | <ul style="list-style-type: none"> Vice-Chancellor Registrar | 20% in non-core revenue | 10% in non-core revenue | 10% in non-core revenue | 10% in non-core revenue | 10% in non-core revenue | 10% in non-core revenue | 10% in non-core revenue | 10% | 10% | Percentage of returns from Supplementary Income generating activities | |
| | 4. Support faculties and centres to raise funds for their departments | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors HoDs | 10% Increase in revenue from fund-raising | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | Percentage of revenue generated from fund-raising activities |
| | 5. Competitively promote the use and renting of GCTU facilities within a regulated framework | <ul style="list-style-type: none"> Registrar Director, UR Director, Works and Physical Development Director, SBPD Director, General Administration and Operations | 20% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | Percentage of revenue generated from facility rentals |
| | 6. Expand the GCTU Endowment Fund to mobilise resources | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors | 20% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | Percentage of revenue generated from GCTU Endowment fund |

| | | | | | | | | | | | | |
|---|---|--|---|------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|---|---|
| SO 2: To achieve effective cost control | 1. Ensure adherence to budgetary provisions | <ul style="list-style-type: none"> Director, Finance Director, Internal Audit | 90% compliance | 92% compliance | 93% compliance | 94% compliance | 95% compliance | 96% compliance | 97% compliance | 98% compliance | 99% Compliance | Percentage of adherence to budget at all levels |
| | 2. Enhance procurement policies and procedures in line with regulatory framework | <ul style="list-style-type: none"> Vice-Chancellor Registrar Director, Finance Head, Procurement Director, Internal Audit | 100% relevant policies and procedures ratified | Implement ratified policies. | | | | | | | | Ratified Policies |
| SO 3: To ensure efficient management of financial resources | 1. Develop relevant policy document on acquisition, funding, and allocation of all assets of the University | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Deans and Directors | Policy Document developed | | | | | | | | | Relevant policy and operational manual developed. |
| | 2. Develop a good data base for all University assets | | Develop the relevant data base in two (2) years after the approval of this strategic plan | | | | | | | | Existence of Effective Financial MIS | |
| | 3. Enforce compliance with Acts and regulations | <ul style="list-style-type: none"> Vice-Chancellor Registrar Director, Finance Director, Internal Audit Head, Procurement | Ensure compliance with Acts and Regulations | | | | | | | | Compliance rate of Acts and Regulations | |
| | 4. Develop and implement a robust system of collecting fees | <ul style="list-style-type: none"> Vice-Chancellor Registrar Director, Finance Director, Internal Audit | Yearly compliance percentages of fees collected | | | | | | | | Percentage of fees collected | |
| SO 4: To minimise financial exposure of the University | 1. Develop risk management tools, systems and policy to be used at the University | <ul style="list-style-type: none"> Vice-Chancellor Pro Vice-Chancellor Registrar Director, Finance Director, Internal Audit | Develop relevant tools systems and policies in first year and ensure implementation in all subsequent years | | | | | | | | The development of tools and systems in existence | |
| | 2. Ensure sound treasury management practices | <ul style="list-style-type: none"> Vice-Chancellor Director, Finance Director, Internal Audit | Yearly compliance of treasury management practices | | | | | | | | Percentage of compliance of treasury management practices | |

Strategic Goal 11: Promote Transnational, Distance and Virtual Learning

| Strategic Objectives | Activities/Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | | |
|---|---|--|--|---|---------------------------------|---------------------------------|--|--|--|--|---|--|
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | KPIs |
| SO 1: To create learners support systems | 1. Review all TNE partnership agreements with mutual interest periodically | <ul style="list-style-type: none"> Vice -Chancellor Pro Vice-Chancellor Director, UR Head, Legal Office | Review 2 partnership programmes | Review 2 partnership programmes | Review 2 partnership programmes | Review 2 partnership programmes | Review existing TNE partnership agreements | Review existing TNE partnership agreements | Review existing TNE partnership agreements | Review existing TNE partnership agreements | Review existing TNE partnership agreements | No. of TNE partnerships agreements reviewed and signed |
| | 2. Develop effective dual TNE model academic programmes | | Develop at least one dual TNE model in each year | | | | | | | | | No. of dual model TNE Partnership agreement established |
| SO 2 To build capacity to deliver virtual education | 1. Sensitize students on emerging online/ distance/ blended teaching and learning | <ul style="list-style-type: none"> Pro Vice-Chancellor Registrar Director, UR Deans SRC/ GRASAG | Organise at least three training sessions for students | | | | Periodic training workshops organized | | | | No. of training programmes organised | |
| | 2. Organise training workshops and refresher training for faculty members on emerging Online/ blended teaching and learning | | <ul style="list-style-type: none"> Pro Vice-Chancellor Deans and Directors | Organise two training sessions for faculty members | | | | Periodic training workshops organised | | | | No. of workshops organised |
| | 1. Provide learner support services to faculty and students | Learner support system provided throughout the period | | | | | | | | | No. of students who benefited from support services | |
| | 2. Provide students with tablet and data plans | <ul style="list-style-type: none"> Pro Vice-Chancellor Deans and Directors HoDs | | Progressive plans to provide students with Tablets and data plans | | | | | | | | |
| | 1. Develop online/Blended/ distance Learning programmes | | Develop at least two online/ distance/ blended programmes each year | | | | | | | | | No of Online/ Blended programme deployed No. of Students enrolled and graduated |

| Strategic Goal 12: Promote Diversity and Inclusiveness | | | | | | | | | | | | |
|--|--|---|---|---|--|------|------|------|------|------------------------------------|---|--------------------------------------|
| Strategic Objectives | Activities/ Initiatives | Responsibility | Deliverables/Duration/Targets | | | | | | | | | |
| | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | KPIs |
| SO 1 To develop and implement a supportive Equal opportunity | 1. Develop and implement an Equal Opportunity Policy | <ul style="list-style-type: none"> Pro Vice-Chancellor Registrar Deans and Directors | Develop the Equal Opportunity Policy | Implement the Equal Opportunity Policy | | | | | | | Approval of the Equal Opportunity Policy and Ratio of Survey Report | |
| SO 2 Provide child-care facilities for staff, faculty and students | 1. Set up a facility for childcare support. | <ul style="list-style-type: none"> Registrar Director, Works and Physical Development | Allocate space for the child-care facility | 20% furnishing of the facility | 20% up-grade of facilities | 20% | 20% | 20% | | | | GCTU Child-care facility established |
| SO 3 Gender Mainstreaming | 1. Establish a Gender Desk | <ul style="list-style-type: none"> Registrar | | Establish a GCTU Gender Desk with a Manager | | | | | | | Gender Desk established | |
| | 2. Introduce Gender courses as elective at the Undergraduate level | <ul style="list-style-type: none"> Pro Vice-Chancellor Deans HoDs | | Develop the Gender related elective courses | Implement Gender course curricula at Undergraduate level | | | | | | Gender elective courses mounted and implemented | |
| | 3. Introduce Gender Workshops for Staff and Students | <ul style="list-style-type: none"> Pro Vice-Chancellor Registrar Deans and Directors | At least 2 workshops each year 1 Gender Workshop for Students 1 Gender workshop for Staff | | | | | | | No. of Gender Workshops organized. | | |

5.0 MONITORING AND EVALUATION

The GCTU Strategic Plan 2022-2030 has a framework for monitoring and evaluating the progress of the implementation plan through:

- a. multiple measures for a given objective
- b. combining quantitative metrics and qualitative indicators and
- c. minimising the staff time devoted to such measurements.

The monitoring and evaluation plan specifies key performance indicators (KPIs) for assessing institutional progress toward key goals. Quantitative metrics need to be supplemented with qualitative assessments and regular reviews to ensure compliance.

5.1 Strategic Plan Monitoring and Evaluation Committee

The Strategic Plan Monitoring and Evaluation (SPM&E) Committee will focus on performance and outcomes on the ground. Through participatory strategic planning, review, and evaluation processes, the SPM&E Committee provides guidance, advice, and technical support to integrate results-based planning, monitoring and evaluation across all our work so that we can produce impactful results together.

The monitoring and evaluation processes shall include the following:

1. The Lead Focal Offices shall be responsible for implementing and reporting the progress of work towards achieving the set goals and objectives outlined in the Strategic Plan. They shall develop annual work plans detailing specific actions and programmes for each year as approved by the related Key Officers.

2. A Strategic Plan Monitoring and Evaluation (SPM&E) Committee shall be created, and a coordinator appointed to be responsible for coordinating the approval of the annual plans and monitoring and evaluation of the respective implementation plans.
3. The SPM&E Committee shall monitor the implementation of the Plan and receive the quarterly, half year and full year reports from the Lead Focal Offices.
4. A mid-term review of the Strategic Plan
5. The SPM&E Committee shall compile, analyse and submit the Monitoring and Evaluation reports to the Office of the Registrar.
6. The Monitoring and Evaluation Report should contain clear recommendations on addressing any gaps identified.
7. An end of period assessment to inform the next strategic plan.

6.0 CONCLUSION

As GCTU celebrates its achievement of becoming a vibrant public University, it is strategically positioning itself to deliver better value to society through its core functions of teaching, research, and community service. This Strategic Plan (2022-2030) will serve as a blueprint for such transformation. Consequently, all human, physical and financial resources of the University will be aligned to meet the goals identified in this Plan.

The plan will be reviewed annually so that appropriate adjustments to some of the goals and/or activities can be made to accommodate any such exigencies, whilst ensuring that the strategic focus is maintained.

Success to GCTU will mean, state-of-the-art physical and virtual teaching and learning infrastructure, an innovative and resourceful workforce, very satisfied students who are hungry for more knowledge and new discoveries that advance human well-being.

This will reflect in an increase in the productivity of academic and non-academic staff, a continued stream of outstanding undergraduates and postgraduates who go on to equally outstanding careers that reflect the high value of a GCTU degree, and make GCTU an enterprise University that is making an impact globally, and occupies a first position in the global ranking of Universities in Ghana, and indeed all of Africa.

Thus, with the support of dedicated Management, faculty and staff, talented and creative students, committed alumni, parents, and friends coupled with the meticulous implementation of the Strategic Plan, GCTU will set itself on a path of increasing academic excellence and societal importance.

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- BSc. Computer Engineering
- BSc. Electrical and Electronics Engineering
- BSc. Mathematics

DIPLOMA PROGRAMMES (2 YEARS)

- Diploma in Telecommunications Engineering

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DEGREE PROGRAMMES (4 YEARS)

- BSc. Information Technology
- BSc. Mobile Computing
- BSc. Computer Science
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- BSc. Information Systems
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- BSc. Computer Science (Cyber Security option)

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