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# DEBUB UNIVERSITY

## Ten Years Strategic Plan

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## List of Abbreviations used

ACA	: Awassa College of Agriculture
AIDS	: Acquired Immune Deficiency Syndrome
BA	: Bachelor of Arts
BEd	: Bachelor of Education
BSc	: Bachelor of Science
DCTEHS	: Dilla College of Teachers' Education & Health Sciences
DU	: Debub University
EARO	: Ethiopian Agricultural Research Organization
ENHI	: Ethiopian Nutrition and Health Institute
ESTC	: Ethiopian Science and Technology Commission
EU	: European Union
FNS	: Faculty of Natural Sciences
FSS	: Faculty of Social Sciences
HIV	: Human Immune-deficiency Virus
IBCR	: Institute of Biodiversity Research and Conservation
ICT	: Information and Communication Technology
IFS	: International Foundation of Science
ILRI	: International Livestock Research Institute
MA	: Master of Arts
MBA	: Master of Business Administration
MoE	: Ministry of Education
MPH	: Master of Public Health
MSc	: Master of Science
MVS	: Master of Veterinary Science
NORAD	: Norwegian Agency for Development and Cooperation
PhD	: Doctor of Philosophy
SAREC	: Swedish Agency for Research Cooperation with Developing Country
SIDA	: Swedish International Development Cooperation Agency
SWOT	: Strengths Weaknesses Opportunities Threats Analysis
UNESCO	: United Nations Educational Social and Cultural Organization
WAN	: Wide Area Networking
WGCF	: Wondo Genet College of Forestry

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## Executive Summary

The policies of the Ethiopian government and the globalisation process have not only created a great demand for the university graduates but also made the operating environment of the university quite dynamic. Therefore, it has become necessary for DU to build and enhance its internal strengths and overcome the limitations to utilize the opportunities in the best way and to cope up with the emerging challenges. Hence, the University President formed a taskforce, which in turn formed committees at the faculty level to develop a strategic plan that could show the future direction of development for the university.

**The vision of the Debu University is to be an institution of higher learning with its own self-sustaining system and a centre of excellence in teaching, research, extension and consultancy services, contributing to sustained development and improved livelihood of the society.**

The missions of the University are to promote DU activities in terms of knowledge and technology creation and transfer, skill development and effective entrepreneurship, and inculcate responsible attitude for the betterment of the society; and to contribute towards the development of the country at various levels through teaching, research, extension, communication and consultancy services.

The major core values include integrity, gender sensitivity, quality, efficiency and effectiveness, equity responsibility, accountability, democratisation and openness/transparency.

The main goals of the university are to produce well-qualified human resources, promote client oriented technology skill and attitude through research, training and to develop self-reliance.

Internal strength and limitations and external opportunities were analysed with a view to investigating the operating environment of Debu University. Internally, the range of strengths and limitations related to administration and management, academic and research capacities and facilities were identified. Similarly, external opportunities and threats were analysed in relation to government policy environment, donors' collaboration and partnership, globalisation and various socio-economic problems. Based on these analyses (SWOT) the most important critical issues were identified.

These critical issues need to be tackled to achieve the afore-mentioned university vision, mission and goals. Therefore, based on the critical issues obtained on vision, mission and goals of the university, ten objectives were set and strategies were designed to achieve the objectives.

The major objectives are to produce qualified and competent professionals, expand the capacity of the university, employ adequate number of competent academic staff, cover substantial part of the education cost from internally generated revenues, enhance efficient and equitable resource utilization system, and provide educational assistance for female and physically challenged students and to the students of disadvantaged regions of the country.

The strategies to achieve the afore-mentioned objectives are stated in the document

The University management, and a monitoring team that will be established within the University system will closely monitor the implementation of strategic plan. The team will report its findings and recommendations to the appropriate organs of the University. Evaluation of implementation of the strategic plan will be undertaken at appropriate intervals i.e., annually to see if early and gradual impacts are being observed so that lessons for improvement could be drawn.

Milestones and expected changes and impacts will be identified and, based on these, improvements will be determined throughout the implementation. Through out the implementation process the University will actively involve all the relevant stakeholders.

# 1. INTRODUCTION

## 1.1 Policy Premises

Ethiopia is at the bottom of the least developed countries. Deep-rooted poverty and problems arising there-from are the main characteristics of the least developed countries in general and Ethiopia in particular. The per capita income of Ethiopia is among the lowest of the least-developed countries, and its reliance on agriculture among the highest in the group. According to the Interim Poverty Reduction Strategy Paper 2000/01-2002/03, measured mainly in terms of food consumption, 45.5 % of the population was below the poverty line. Socio-economic indicators also reflect poverty to be widespread in the country.

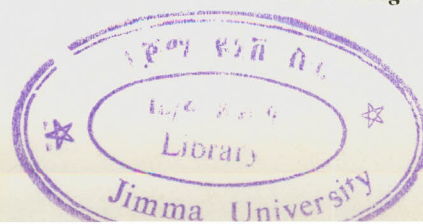
Experience demonstrates that countries that have adequately invested on education and aggressively engaged in research have been at the forefront of development. On the contrary, those countries whose commitment in terms of promoting and investing on higher education and research has been limited have failed to bring about observable development. According to the document on "Higher Education Capacity Building Programme (MOE 2002:4)", the higher education participation level of the relevant age group (17-23 years) in Ethiopia is around one percent, which is one of the lowest even in countries in the sub-Saharan Africa. This points to the fact that it is imperative to pay much more attention to the promotion of higher education sector to ensure sustainable development.

Reduction of poverty will continue to be the core of the agenda of the country's development, among others, which consists of capacity building in public and private sector as one of the building blocks. In order to accelerate socio-economic development, availability of skilled and competent human capital is a key factor.

A major difference between industrialized and developing countries is the ability of the industrialized world to create, select, and use scientific knowledge. Due to the recent fast technological development, industry, agriculture, and health in a country may benefit greatly from the efficiency of scientific knowledge. Scientific Knowledge is often internationally available at no cost. The problem many developing countries face, and which prevents them from taking advantage of opportunities offered by science-based technology, is a severe shortage of trained manpower and science and technology institutions, which are able to develop, select, modify, apply and disseminate science-based knowledge.

The higher education training capacity building program should be part of the development efforts of the federal government, regional states and the private sector. In addition, it is expected to improve the research capacity and address the critical issues of the country. In general, the higher education capacity building strategy aims at creating countrywide sustainable human resource capacity that is responsive to changing circumstances.

The government of the Federal Democratic Republic of Ethiopia has recently defined its sustainable development and poverty reduction strategies in the Poverty Reduction Strategy Paper (PRSP). The PRSP focuses on rural development because that is where the opportunities for change are found with possible impact on the poor. A related policy of the government is what is



known as Agricultural Development Led Industrialization (ADLI). ADLI is a strategy in which agriculture and industry are brought into a single framework of development wherein the development of agriculture is viewed as an important vehicle for industrialization by providing raw materials, a market base, and surplus labour and capital accumulation. It depends on, among other things, improved agricultural packages, proper use of land and water resources, access to improved rural finance, better functioning markets, pastoral development, better roads, basic health care and education and improvement in the nations capacity to make these changes.

The development of higher education is therefore among the highest national priorities and is seen as the major instrument in achieving food security and alleviating poverty and other social and technological problems the country is facing. Hence capacity building is the cornerstone of sustainable development in Ethiopia. By capacity building it is meant: the development of human resources, institution building and establishment of effective policies and practices

Apart from local and regional factors, development of higher education sector is necessitated as a question of survival in the world of globalisation. The world in the 21<sup>st</sup> century is treading towards creating single economic and political space. In this fast changing world, the level of our active involvement and participation in the global economic and political space so as to get our fair share can only justify our survival. It is from this perspective that the capacity building document of the Ministry of Education (MOE 2002:5) referring to the UNESCO/World Bank report of 2000, has stressed that a country that continues to neglect higher education will tend to become increasingly marginalized in the world economy, suffer from relatively slow social and political progress and find it ever more difficult to catch up. The document further notes that the world economy is changing as knowledge takes the place of physical capital as a source of present and future wealth. Technology is driving much of this process, with information technology, biotechnology, and other innovations leading to remarkable changes in the way we live and work.

As knowledge becomes more important so does higher education. Thus, as a country, we need to educate more of our young people to a high standard, because the quality of knowledge generated within higher education institutions and its accessibility to the wider economy are becoming increasingly critical to national and international competitiveness. Cognizant of the critical role higher education plays in producing critical mass for nation building as well as for coping up with the dynamics of changes regionally and globally, the Ethiopian government has been carrying out massive establishment and expansion programmes of higher education institutions in the country. Debu University (DU) is one of the higher education institutions recently born with the hope of achieving the articulated visions of the government and the society.

Irrespective of the fact that it is young, the responsibilities DU shoulders and the challenges it should endure are enormous. The university is quite determined to do its level best to live up to the expectations of the government and the society at large.

Sustainable development can be possible only in a country where democracy and peace prevail. These, however, do not just happen. They entail the availability of well-educated, skilled and committed individuals who uphold and cherish democratic values and regard the prevalence of

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peace as absolute necessity, not as an optional extra. Producing such personnel is the primary task of higher education institutions.

## **1.2 Why Strategic Plan?**

Over the past years, our country has witnessed changes in the political and socio-economic sectors. Because of this, the environment in which higher learning institutions operate has changed on many fronts. As is the case with many developing countries, the scarcity of resources in Ethiopia is acute and critical for there are many competing priorities that need attention. To use these limited resources effectively and efficiently and prevail in this competitive atmosphere, educational institutions should make their systems result-oriented, participatory, and team-based. They need to have strategic thinking which shows the directions and mechanisms as to how they are going to properly function in a dynamic environment.

Strategic plan is, thus, required to have a clear focal point and be flexible as well as competitive for institutional environment by which the university can easily adapt to changes and by doing so live up to the demands and expectations of the socio-economic and political systems of the country.

## **1.3 Steps Taken to Prepare the Strategic Plan**

The strategic plan for the Debu University was prepared by a taskforce formed by the office of the university President. The main taskforce had three committees representing the three colleges that form the university. Each committee was made up of sub-committees from each faculty and department.

The taskforce started its work

- By organizing start-up workshops for the task force members which took place at Wondo Genet College of Forestry.

- By integrating the vision, mission, and values set by each committee into the university vision, mission and values.

- By identifying stakeholders.

- By assessing the internal and external environments through SWOT analysis (distributing questionnaires to students, academic & administrative staff)

- By identifying critical issues based on the results of the SWOT analysis

- By conducting a series of workshops to incorporate different comments, views and ideas from the stakeholders

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## Method of Data Collection

The data needed to prepare the Strategic Plan document of the university were collected by adopting the following three methods: Questionnaire, interview and conducting a series of workshops

**Questionnaire:** Different types of questionnaire were designed and administered for different types of respondents. The respondents were divided into four categories viz., academic staff, administrative staff, management members and students. All the academic staff and 30 % of the administrative staff were asked to fill the questionnaire. The respondents in the management category included Heads Departments and higher office holders. Stratified Random Sampling method was applied to collect information from students. The total number of students of the university was divided into different strata on the basis of the degree and diploma programs and departments. Students were then selected at random from these strata and 150 questionnaires were administered to them to collect the data.

**Interview:** In this method, the data were collected by conducting interviews with Vice Presidents, Officers, Faculty Deans, Administrative department heads and the student council chairman.

**Workshops:** The third method of data collection was through conducting a series of workshops. Three colleges under the Debu University – Awassa College of Agriculture, Wondo Genet College of Forestry and Dilla College of Teachers' Education & Health Sciences conducted these workshops independently and collected the data needed for developing the Strategic Plan.

The data collected by these three methods were then analysed by applying different techniques of Descriptive Statistics. The results of those analyses were taken into consideration and accordingly the Strategic Plan for the university was developed.

## 2. BACKGROUND

Debu University is a young institution which was inaugurated on 25<sup>th</sup> of April 2000. It was formed by bringing together three already existing colleges in the Southern Ethiopia: Awassa College of Agriculture (ACA), Dilla College of Teachers Education & Health Sciences (DCTEHS), and Wondo Genet College of Forestry (WGCF). Before the university came into existence, these three colleges were operating independently and had their own historical background.

**The Awassa College of Agriculture (ACA)** was first established in July 1976 as a Junior College of Agriculture under the Addis Ababa University to offer a 2-year diploma with specializations in Plant Science, Animal Science, Agricultural Engineering and Home



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Economics. The main objective of the college was to train agricultural professionals with strong and relevant practical skills required for bringing about changes in Ethiopian agriculture.

In the 1990-91 academic year, the three departments launched a four-year degree programme in Plant Production and Dry-Land Farming, Animal Production and Rangeland Management and a five-year programme in Agricultural Engineering and Mechanization. Besides, the teaching staff of the college has actively been engaged in conducting research and offering consultancy services to various governmental and non-governmental organizations.

ACA has endeavoured over the last two decades towards building academic excellence. It has trained about 6500 medium-level and top-level specialized agricultural personnel, many of whom have pursued their studies for higher degrees in more specialized areas to serve the nation as educators, researchers, policy makers, etc. ACA has collaborated with many national and international academic establishments and produced many publications on basic and advanced agricultural sciences.

**The Wondo Genet College of Forestry (WGCF)** was established as Forestry Resources Institute in January 1978 to train forest technicians in a two-year diploma programme. The main objective set for the college then was training of forest technicians in a two-year diploma programme. This objective continued to be the primary engagement of the college for nearly 20 years until it included a BSc and a Sandwich MSc programme from the mid- 1990's. In the 1996-97 academic year, the college was upgraded to offer a four-year degree programme following the transfer of the Forestry Faculty from Alemaya University of Agriculture to WGCF. Currently, the college has three departments that run education and training programs at diploma, BSc and MSc levels.

From 1978 up until 2002, WGCF has altogether produced over 1600 trained personnel in forestry (1407 with Diploma, 178 with BSc and 27 with MSc Degree) in its regular and summer and evening extension programs. Nearly 5 % of them are females. These products of the college constitute the major portion of the trained manpower that handle the technical as well as the managerial tasks of forestry development and environmental protection in the regional and federal government institutions as well as non-governmental organizations.

Initially, WGCF started from very limited resources and institutional capacity-infrastructure, and teaching facilities, and local staff. The diploma curriculum was adapted from East African Institutions. Through sustained effort and support provided by Swedish International Development Cooperation Agency (Sida) over the past 2.5 decades, the college has reached milestones in establishing successful training programs as well as in building essential infrastructure, teaching facilities, staff and overall institutional capacity.

**The Dilla College of Teachers' Education and Health Sciences (DCTEHS)** was established in the Gedeo zone of the Southern Nations Nationalities' and Peoples' Region in 1996 (1989 E.C.) by combining two faculties: Faculty of Teachers' Education (FTE) and Faculty of Health Sciences (FHS). It is situated on the suburb of Dilla town, which is about 360 km south of Addis Ababa on the main highway heading towards Kenya.

The establishment of the college is the necessary outcome of the Federal Democratic Republic of Ethiopia's conscious and diligent efforts to make education a truly liberating and democratising force to the training of mid and high-level manpower in the Health and Education professions.

The principal objective of the college is to train secondary school teachers and mid-level health professionals. The college offers bachelor degrees and diplomas in various fields of Education and Health Sciences.

Currently, the college has 14 departments, 9 under the Faculty of Teachers Education (8 degree offering and 1 service giving) and 5 under the Health Science Faculty (1 degree offering, 3 diploma offering and 1 service giving).

As part of the globalisation of education, the college launched the weekend extension, upgrading and summer programs from 1997 (1990 E.C.) under the CEP in addition to the regular programme in order to give community service and to generate internal revenue.

From 1996 up until 2002, the college has trained over 2059 trained personnel in teacher education and health sciences, 858 with BEd, 163 with BSc, and 1038 with Diploma in its regular, SKIP, weekend extension and upgrading programs.

Following the establishment of Debu University, the Faculties of Social Sciences, Natural Sciences and Technology came into existence at Awassa. These Faculties have already started offering a four-year degree programme in various fields related to social sciences and applied sciences. Besides, both Faculties have completed preparations to commence new programs in various fields of study in the near future.

The university is also undertaking a range of research projects in collaboration with national and international research and education organizations. About 46 research projects at ACA are being implemented, funded by seven agencies with focus on food production, rural development, environmental protection, family welfare and improved productivity of arid and semi-arid zones. Likewise, DCTEHS is undertaking 4 research projects – 2 of them are being funded by Ethiopian Science and Technology Commission (ESTC). Wondo Genet College of forestry has 30 on-going projects funded by the Swedish International Development Agency (SIDA), ESTC and the International Foundation of Science (IFS).

The colleges under the university have their own Research and Extension offices that coordinate the various basic and applied research activities of their staff and create conditions necessary for the dissemination of research results to the beneficiaries. Furthermore, they have Continuing Education Programme coordinating offices which coordinate the evening, Kiremt in-service training and computer skills training programmes. Some have already started distance education programs and others are preparing to commence the programme very soon.

Due to its geographical location, proximity and other advantages, Awassa was chosen as the administrative centre for the university.

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### 3. VISION, MISSION AND VALUES

#### 3.1 Vision Statement

Be an institution of higher learning with its own self-sustaining system and a centre of excellence in teaching, research, extension and consultancy services, contributing to sustainable development and improved livelihood of the society.

#### 3.2 Mission

- Promote DU activities in terms of knowledge and technology creation and transfer, skill development and effective entrepreneurship, and inculcate responsible attitude for the betterment of the society
- Contribute towards the development of the country at various levels through teaching, research, extension, and consultancy services

#### 3.3 Core Values

The university values

- **Integrity:** It values honesty and respect for ethical codes required by a University, institutional regulations and social norms.
- **Gender Sensitivity:** By giving special support to females to ensure their sound representation in the university community with respect to every activity carried out in the DU system.
- **Relevance:** To provide outputs and services that best satisfy the needs of the society.
- **Quality:** To generate and deliver a high standard output in education, research and consultancy to the clients/society.
- **Originality/Innovation:** To be creative/innovative and original in teaching, research and other academic activities.
- **Participatory Approach:** To encourage active participation of the clients in educational development and outreach activities of the university.
- **Teamwork and Interdisciplinary Approach:** To promote inter and multidisciplinary approach towards realization of the institutional goals.
- **Efficiency and Effectiveness:** To maximize the utilization of knowledge and skills for cost effective conversion of the university resources into relevant outputs.

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- **Transparency:** To make information available to bodies concerned regarding the academic and administrative activities both before and after decisions are made.
  - **Environment Friendly Development:** To perform university activities within the framework of environment friendly policies in a sustained manner
  - **Diversification:** To have a flexible and competent provision of various programs, services, products and research activities within the DU system in line with the development trends of the society
  - **Equity:** To render equal and fair opportunities and services regardless of sex, race, ethnicity, religion, or any other differences among people
  - **Responsibility/Accountability:** Strive to discharge individual and institutional responsibilities of the university in fulfilling obligations with full capacity
  - **Cost Effectiveness:** To promote a system whereby the limited resources of the university in particular and the country in general could be used for teaching, learning and research activities efficiently
  - **Democratisation:** To create the necessary conducive conditions for students, academic and administrative workers to take part in the making of decisions. To promote fair and equal treatment of students, academic and administrative staff without any social or ethnic divisions. To make sure that democratic culture is cultivated and practiced in all the aspects of the university affairs.

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## 4. GOALS

The major goals of the university are to:

- Produce well-qualified human resources in different disciplines
- Generate and promote client-oriented knowledge and technology, skills and attitude through research, training and communication
- Provide diversified services to the society
- Develop self-reliance through covering part of the costs from internally generated revenue

## 5. STAKEHOLDER ANALYSIS

Debu University cannot be an exception in this regard and should identify and categorize its stakeholders affecting its activities.

Stakeholders are categorized based on the following criteria:

- Degree of influence they exert upon the institute (because of political or social authority they have)
- Degree of attachment to employees/graduates (employing organizations)
- The resources they provide to the institute
- Level of involvement with the faculties, colleges and the university at large

### 5.1. Primary Stakeholder Analysis

DU activities are directly or indirectly influenced by its stakeholders, which have decision-making powers on policy issues and resource allocation. Other stakeholders are benefiting from the services of the university i.e., consultancy and advisory services, graduates etc. The primary stakeholders of DU are clustered according to their functions and are mentioned below:

#### 5.1.1 Potential Employers and Research Collaborators

Ministry of Education, Ministry of Water Resources, Ministry of Energy and Mines, Ministry of Agriculture, Ministry of Trade and Industry, Ministry of Health, Regional Government Bureaus, National Meteorology, Environmental Protection Authority, Quality and Standardization Authority, Ministry of Infrastructure, Central Statistics Authority, Ethiopian Agricultural Research Organization (EARO), Institute of Biodiversity Research and Conservation (IBCR) and others are under this category.

These organizations are potential employers of DU graduates. Their collaboration is also needed in the expansion of the activities of the university. They can also have some inputs in the curriculum

design and staff development of the envisaged departments. Besides, the ministries are good collaborators for research and consultancy services.

### **5.1.2 Potential Employers and Funding Institutions**

Under this category are Ministry of Education, Ethiopian Science and Technology Commission, Ministry of Finance and Economic Development, Ministry of Capacity Building, and various non-governmental organizations.

DU is expected to implement the policies, regulations and guidelines issued by the group of these afore-mentioned governmental and non-governmental organizations. These institutions are also potential employers of graduates of the university. Moreover, the funds and many of the scholarship opportunities come through these institutions.

### **5.1.3 Para Institutions**

Under this category are hospitals and health centres, high schools, local and overseas universities, various research institutes, small-scale industries, religious organizations, etc. These institutions are important in creating exchanges of experiences in teaching, research, and securing scholarships for the staff.

### **5.1.4 Direct Beneficiaries**

Students, parents, peasant associations and the community are the important primary stakeholders under this category.

The communities at large are the prime stakeholders that affect the service rendered by the university. Education is supposed to be student-centered whereby students should not only be recipients in the teaching-learning process but also participate in all activities of the university including education, research and outreach activities.

### **5.1.5 Internal University Organs**

Under this category are the university internal staff including the academic and administrative staff, faculties and colleges of the university, and the university management. The staff plays significant role in creating and sharing knowledge and technology. Effective and efficient performance of the university can only be realized if and only if efficient and effective administration is in place. The management also plays a key role by producing conducive work conditions and motivation for the staff.

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- ***Growing Entrepreneurship and Investment Opportunities and Rising Demand for Skilled Manpower***

There is a rapid increase in the provision of services by different public and private sectors. This is creating demand for trained manpower. This entails a growing demand for trained skilful graduates, consultancy services, short-term trainings, and collaborations in research from business communities and public sectors. There is also a growing demand for entrepreneurship in creating self-employed graduates. This requires, however, frequent review of curriculum and training programs to cater to the ongoing market demand for skill and knowledge.

- ***Favourable Potential for Research Funding***

There is growing willingness from different donor organizations such as, UNDP, EU, NORAD, ESTC, EARO, SAREC and others to provide research fund in the priority areas of their interest.

- ***Collaboration and Networking with National and International Organizations***

There is a positive response from different governmental and non-governmental, national and international organizations. This enhances capacity building, infrastructure development, training and research endeavours of the university.

- ***Democracy and Peace***

They guarantee the certainty and stability of the environment to implement the envisaged and streamlined activities of the university

- ***Availability of ICT (Information Communication Technology)***

This provides better access to information for research and training and facilitates communication for collaboration and partnership.

- ***Commitment and Dedication of the Government and the Society for Sustainable Development***

There is an increasing public investment in higher education as part of commitment to achieve sustainable development goals, which is an opportunity for universities to compete, grow and become centres of excellence.

- ***Student Cost-sharing***

In the current education policy cost-sharing (graduate tax) scheme is envisaged. An implementation of this scheme will foster state capacity to finance higher education, better payoff for staff, infrastructure development etc.

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- ***Wide Range of Research Problems***

The existence of various social, economic, technological and environmental problems in the country provides an opportunity for the staff and students to get involved in various research activities. This will also give opportunity to attract funds from different agencies for research and training and to render consultancy services.

- ***Strategic Location of DU***

DU is strategically situated in the southern part of the country where anthropological (diversity of nations and nationalities), environmental/ecological (variety of natural resource, water, soil types, biodiversity etc.) and ethno-biological studies can be undertaken.

- ***Globalisation***

The competition among firms and the need for knowledge production and innovation could be an opportunity, provided that DU strategically plans and implements its research, training and consultancy activities in such a way that it can better attract the demand for innovation and skills. Moreover, the growing collaboration and partnership with overseas universities, companies and donor agencies offer the opportunity for the growth of the university.

## ***6.2.2 Threats***

- ***Globalisation***

Globalisation will become a threat to the university if it fails to act strategically and strengthen its capacity to better compete with other universities for funds, collaboration, partnership and technology transfer.

- ***Lack of Enforcement of Policies***

This undermines the capacity of the university on effective and regular grounds.

- ***HIV/AIDS and Other Killer Diseases***

These entail great loss of trained manpower of the university whose substitution is very costly. In addition, it strands economic growth of the country owing to high cost of prevention and loss of productive labour force. This results in lessened public fund allocation for service sector in general and universities in particular.

- ***Natural Calamities***

Ethiopia has come to the world attention because of the occurrence of repeated drought. Draught in Ethiopia, a fact of limited rainfall, is enormously complicated by economic,



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political and environmental factors. Moreover there are enormous natural resource degradation and sporadic floods.

- ***Population Pressure***

There is population explosion in the country. If not wisely managed, this population pressure may lead to further impoverishment of the nation that can translate into low state capacity to finance higher education.

- ***Brain Drain***

There is a continuous migration of high professional personnel looking for better prospects. This threatens the human capacity of the university.

- ***Poverty***

The magnitude and rate of poverty has been increasing in the country. This can force the government to withdraw its commitment from financing higher education institutions.

- ***Unpredictable Changes in Government Policy***

This entails uncertainty to implement planned activities.

- ***Possible Decline of Donor Agencies***

DU obtains almost all funds for staff-training, research, and infrastructure development from donor agencies. With declining number of donor agencies, the university is likely to scale down these activities.

- ***Loosening of Social Norms***

The DU strategic plan operates within the framework of accepted social values and norms. The degradation of the social values and expansion of delinquencies (such as drug addiction, violation of laws, adultery, corruption etc.) may affect the university in implementing the strategic plan.

- ***Lack of Institutional Autonomy***

The institution does not have academic freedom to exercise. This may undermine effective performance of various activities.

- ***Competitive Environment***

DU competes with other public and private universities for funds, student intake, collaboration and partnership. The capacity and the strength of the university, however, determine the possibility to win or lose in the competition.

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## 5.2 Secondary Stakeholder Analysis

These include former graduates, part-time instructors, Vocational Training Centres, Professional Associations, Banks and Insurance companies, Business Community and Investors, Ministry of Labour and Social Affairs, Transport and Communication Authority, Private Higher Learning Institutions, Police and Defense Forces, Family Guidance Association, Ministry of Information/Media, International Organizations, Regional Organizations, Tourism Commission, Ministry of Foreign Affairs, Ministry of Internal Affairs, Ethiopian Electric Power Authority, Non Governmental Organizations, Ethiopian Nutrition and Health Institute (ENHI), International Livestock Research Institute (ILRI), Population Bureau, Transport and Road Authority, etc.

These institutions are responsible for the development of different sectors and analysis and dissemination of information for various consumptions. These institutions have a stake in the University as they provide the necessary information and also utilize the services and products of the university. They also provide feedback to improve the quality of teaching and research activities. They may also collaborate in areas of common interest for the utilization of resources.

## 6. OPERATING ENVIRONMENT

An organization, in order to develop a strategic plan, first needs to understand its own strengths and limitations and be able to examine the opportunities available and threats posed in the area in which it intends to work.

Debu University is influenced by various internal and external environments, the analysis of which is of paramount importance in designing strategic plan. Thus, the impact of various government policies and influences of the donor agencies on the development of the university is analysed. Accordingly, various government policies that directly or indirectly influence the operation of the university are stated below.

### 6.1 Internal Environment

#### 6.1.1 Strengths

##### 6.1.1.1 Academic and Research

###### ▪ *Capable, Dedicated and Self-motivated Staff*

The university has capable staff whose qualification enables them to undertake multi-disciplinary and interdisciplinary research projects. Most of the university staff members are highly dedicated and committed to their work. Of course, working extra hours at night over the weekends and on public holidays is commonly practiced among most staff members.

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- ***Diversified Fields of Specialization***

The diversity of the fields of specialization of the staff will enable the university to expand its programs more in the future.

- ***Healthy Working Relationship***

The working relationship between the management, academic staff and students is generally positive. As a result of this, there is an encouraging rapid development since the establishment of the university.

Although the three colleges that are now united to form DU had their own traditions and working systems previously, the university is not facing serious problems in their working relationship and harmony. There is an encouraging positive and growing working relationship between the faculties and the colleges.

- ***Good Research and Teaching Experience***

The research experience the staff has accumulated in the past is one of the greatest assets DU can claim to have, especially in some of the previously established colleges.

### **6.1.1.2 Administration and Management**

- ***Capable of Working under Difficult Conditions***

Since Debu University is one of the newly established universities of the country, there are problems specially concerning infrastructure, skilled manpower and inputs required for the teaching-learning process. Despite all these challenges, the university Administration and Management body are actively and tirelessly working to strengthen the university.

- ***Supports and Facilitates Academic Excellence***

The university has a tradition of checking the academic standards and qualities of its programs by conducting periodic curriculum review and collecting feedback from relevant stakeholders. The university Administration and Management plays a leading role in supporting this effort.

- ***Healthy Working Relationship***

The university management body has a friendly and congenial relationship with the academic staff. This spirit of friendship has made possible free exchange of information between the administration and management and the academic staff.

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### 6.1.1.3 Collaboration

- ***Strong but Limited National and International Relationship***

The university has created strong linkages with national and international universities, research institutions and donor agencies. These collaborations have been very important to the university especially in terms of capacity building.

### 6.1.2 Limitations

#### 6.1.2.1 Academic and Research

- ***Unbalanced Workload Distribution***

Some academic staff members are over-burdened with so many committee assignments on top of the heavy teaching load and administrative responsibilities they shoulder. This does not allow the staff to discharge their teaching and research responsibilities efficiently.

- ***High Staff Turnover***

Although, most of the staff has proved its commitment by working hard, there is no established remunerating system within the university to motivate the staff. Besides, no effort has been made by the management to introduce a new incentive system. As a result, there is high staff discontentment in the university because of poor incentives and lack of fringe benefits.

- ***Lack of Updated Disciplinary Rules and their Enforcement***

Owing to absence of updated stringent rules and their enforcement, the number of misbehaving students has been increasing from time to time in the university in the past few years. The rules and regulations set to correct students' undesirable behaviour are not strong as a result of which, there are frequent violations of academic, social and administrative rules.

- ***Inadequate Library Space and Facilities***

The existing library buildings do not have enough space to accommodate thousands of students since these were built to accommodate a maximum of about 200 – 300 students at each campus. The collection of books, journals and other reading materials in the libraries is also not sufficient in terms of quantity and diversity. And on top of this scarcity, most of the literatures available in the library are outdated. In fact, most publications are from the 1970's and 1980's.

- ***Lack of Sufficient Laboratory Facilities and Technical Support***

The equipment and laboratory facilities used for practical training and the technical support facilities are inadequate. This is a scarcity that calls for prompt attention.

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- ***Inadequate Access to ICT***

Owing to limited resources of the university, the staff and students do not have free access to Internet, telephone and fax services. As a result, the staff and students are not yet beneficiaries of the wealth of information available in their fields of specialization from these facilities.

- ***Insufficient Research Facilities***

The scarcity of laboratory equipment, shortage of materials and transportation problems are the major problems that researchers face.

- ***Inadequate Research Fund***

Although the university staff develops different research proposals focused on various problem areas of the society, the fund available is very limited for all the research projects.

- ***Lack of Strong Database***

Reports of previously conducted research are not available centrally for the staff and students. Only a limited number of research reports are available for reference.

- ***Limited Emphasis on Interdisciplinary and Client-oriented Research***

The multidisciplinary, interdisciplinary and client-oriented research and extension activities need to be greatly strengthened in the Debu University so that development needs of the community can be met effectively.

- ***Inadequate Teaching Material***

The textbooks and other teaching materials available in the university libraries are inadequate and mostly do not suit the Ethiopian context.

- ***Inadequate Incentive and Reward System***

There is lack of incentive and reward system that encourages both the academic and administrative workers to be more creative, dedicated and efficient in their career. The current system has not been developed to make distinctions between the talented, hardworking and sluggish staff members.

- ***Shortage of Qualified Staff***

There is a growing need for qualified academic staff since the university has launched many new programs. The current staff profile of Debu University is poor, especially in the newly opened faculties in terms of the number and proportion of higher professionals to run the administration as well as to conduct undergraduate and the envisaged graduate programs effectively. In addition to this, there is only limited opportunity to train administrative staff.

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### 6.1.2.2 Management and Administration

#### ▪ *Lengthy Bureaucratic Procedures*

The administrative bureaucracy is a serious problem in the working environment. The lengthy procedures of the system do not allow things to be done on time. Much as the system problem exists, there is also lack of cooperation and flexibility among the administrative staff to facilitate the work. This is basically because of lack of experience.

#### ▪ *Reduced Efficiency Due to Low Levels of Centralized Resource Administration*

The resource administration system of the university is not a decentralized one. As a result there is poorer delegation of responsibilities among administrative offices. Moreover, some of the academic heads are not empowered to have a say in resource administration.

#### ▪ *Inefficient Purchasing and Finance System*

The lengthy bureaucratic administrative and finance chain makes purchasing of materials very difficult and complicated. The problem academic departments face in connection with purchases of materials has become much more serious than ever before. And in some cases there seems to be lack of sense of responsibility in selecting the right items.

#### ▪ *Poor Organizational Set up*

The new university organizational structure does not take into account the type of qualifications and the skills workers should possess to qualify for certain posts. The effect of this mismatch has already become clearly observable in some of the offices.

#### ▪ *Inadequate Social Services and Facilities*

The university does not provide social services such as health, transportation and credit services to the staff. The housing allowance provided is not realistic. Generally the university does not have social services that enable it to maintain the existing staff or attract new ones.

Transportation facility is a major problem in the university. Due to this problem, practical training of students and the research activities that require travel are seriously affected.

#### ▪ *Inadequate Information Flow*

There is limited transparency as to how decisions are made and certain issues are dealt with by the administration. This has created lack of confidence and trust among the university community.

#### ▪ *Process-oriented rather than Result-oriented Working, Monitoring and Evaluation System*

The system of evaluation and monitoring is one that gives more attention to the process and formalities observed in the working environment than to the performance. Due to this fact,

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some of the administration employees seem to care much for observing rules and regulations but not for what they have to accomplish.

- ***Physical Distance between Colleges***

The two colleges, College of Teachers Education and College of Forestry are 95 and 42 kms far from the head office of the University, respectively. This large physical distance between the colleges and the main office slows down communication and comes in the way of making the administration inefficient.

### **6.1.2.3 Infrastructure**

- ***Low Quality Infrastructure***

The buildings, roads, water and electricity systems in the university are below standard. Though the university has properly worked out master plan, which shows the existing and future infrastructure development, a number of constructions have been made without involving the staff and other bodies concerned. This may result in faulty planning and designing that cannot be rectified at a later stage.

### **6.1.2.4 Collaboration**

- ***Little Community Involvement***

Little effort is made to involve the community and regional governments in planning, implementing, evaluating and monitoring academic, research and outreach programs.

## **6.2 External Environment**

### **6.2.1 Opportunities**

- ***Favourable Government Policies and Strategies***

There are a number of favourable policies and strategies that serve as a platform for DU activities. These include: agricultural-led industrialization, science and technology, environmental policy, population policy, rural development policy, poverty reduction strategy, food security policy, natural resource conservation strategy, health policy, civil reform programme, education policy, family policy, water policy, investment and privatisation policy, energy policy, and urban development. All these policy measures set forth the need for trained manpower and research in service and different production sectors of the economy. At the same time, civil reform programme improves the efficiency and effectiveness of service sector in general and universities in particular.

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## 8. OBJECTIVES

In order to attain the Vision and Mission of the university and to resolve the critical issues, the following objectives have been set:

1. *Produce highly qualified and competent professionals at undergraduate, graduate and postgraduate levels with developed personalities.*
2. *Expand the capacity of the university; improve its infrastructure step-by-step in providing adequate and quality training, research & extension, communication and other services.*
3. *Create conducive work environment for the university community.*
4. *Establish new collaborations with government, non-government, national and international organizations and strengthen the existing ones.*
5. *Employ and retain adequate number of competent academic staff.*
6. *Improve the efficiency of the administration and finance functions.*
7. *Provide consultancy/advisory services on HIV/AIDS, intoxicating drugs, Natural Resource Management and other pertinent areas at regional, national and international levels.*
8. *Cover substantial part of the costs from internally generated revenues and strive for self-reliance.*
9. *Enhance efficient and equitable resource utilization system.*
10. *Provide educational assistance for females and physically challenged students and to the students of disadvantaged regions of the country.*



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- **Centralized and Inefficient Administration & Management**

Administrative procedures in the university often make it difficult to procure teaching and research inputs on time. Some administrative and academic heads lack management skills. These, no doubt, these contribute to administration inefficiency. Whenever there is more centralized authority and less devolution of power, the decision-making process becomes less participatory.

**Natural Resources Management**

Implementation and enforcement of policies with regard to natural resources management is very weak. This results in an enormous soil and environmental degradation all over the country.

**Insufficient female participation**

The attrition rate of female students from the university is very high as they are less active and self-confident which is very important in higher education. As a result, the participation of females in higher education decision-making is very low. Development can hardly be achieved without the participation of 50 % of the population.



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and multidisciplinary. The research results are also not well disseminated to the community owing to poor extension service.

- **Information and Communication Technology**

There is very limited information and communication service available for both staff and students. The absence of information centre in some departments that provides integrated services like Internet, fax, telephone, printing, scanning and photocopy is a serious limitation. Academic departments in some colleges have limited Internet and telephone access, which makes networking among the colleges/faculties of the university extremely difficult. The offices like Finance, Registrar, Library, and Administration are not computerized.

- **Practical Training Oriented Curricula**

The existing curricula in different programs of the university mainly focus on the theoretical aspect of the training. Periodic curricula review that invites the participation of stakeholders is very limited. The absence of practicing attachment programs also contributes to the challenges our graduates face in effectively addressing societal problems.

- **Income Generation**

There are no systematically designed comprehensive projects geared towards income generation. On top of that, absence of performance-based incentive system discourages the staff in aggressively engaging in income generation activities. Less empowerment of departments in terms of project planning, implementation and utilization also contributes to poor performance in the income generation schemes.

- **External Relations**

Efforts to create links with national and international higher learning and research institutions, donor agencies and professional associations are limited. There is also weak publicity with respect to available outputs, major activities and achievements of the university. Moreover, the university has not paid significant attention to being proactive in sharing its experience with others and thereby contributing to national and global debates.

- **Budget and Resource Allocation and Utilization**

The lack of proper planning in purchasing and resource allocation among the faculties and colleges coupled with poor maintenance of buildings, vehicles, and equipment results in inefficient utilization of the available budget and resources.

- **Student Services**

The university provides lodging, food, health and other services to the students. However, these provisions are poor both qualitatively and quantitatively. Furthermore, counseling and guidance services in the university are not properly organized and developed.

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## 7. CRITICAL ISSUES

- **Lengthy Bureaucratic Chains and Procedures**

The Administrative structure is not compatible with the fast development plan of the university. The structure is old, complex and hardly adapted to situations so as to facilitate the activities in the university. There are no modern and flexible administrative and financial procedures and manuals.

- **Staff Development Plan**

There is no well-worked-out staff development plan in the university. The scholarship opportunities for staff are very limited and no special scholarship fund is made available for outstanding graduates within the university. These, in turn, lead to poor academic staff profile. In addition, the existing staff evaluation criteria and procedures are defective.

- **Lack of Clear and Comprehensive Academic Regulations**

The DU has no clear and comprehensive academic regulations. At present the rules and regulations that are being used are not standardized and lack clarity. There is a need to develop senate legislation that includes clear and comprehensive academic rules and regulations.

- **Shortage of Library and Laboratory Facilities**

The Colleges in Debu University have no adequate libraries and laboratories. The facilities in the libraries and laboratories are also far from complete. Even the already available ones are very old. There is a need to upgrade the library facilities like textbooks, reference books, magazines, etc. Furthermore, it is imperative to computerize the university library system as soon as possible.

- **Working and Living Environment**

The low salaries and lack of fringe benefits such as housing and medical allowance, insurance, transport, etc., make the work environment unattractive for the staff.

The relatively poor working relationships between academic and administrative staff affect efficient facilitation of activities. Besides, poor social and recreational facilities also contribute to the unattractiveness of the working and living environment. These situations make it difficult to retain highly qualified academic and administrative staff.

- **Research and Extension**

The quality and the undertaking of research are not equally well developed in the colleges of the university. The existing research outputs are not adequately client-oriented, participatory

## 9. STRATEGIES

In order to achieve the Goals & Objectives and thus the Mission & Vision, and to resolve the critical issues the following strategies have been formulated:

**Objective 1:** *Produce highly qualified and competent professionals at undergraduate, graduate and postgraduate levels with developed personalities.*

**Strategy 1.1** Introduce new and relevant academic programs at undergraduate, graduate and postgraduate levels and strengthen the existing ones.

**Strategy 1.2** Develop and implement regular programme reviews and evaluation systems

**Strategy 1.3** Introduce a revised curriculum incorporated with the latest developments in knowledge at global level which has a practical orientation and which meets the requirement of the industry and society.

**Strategy 1.4** Develop and offer continuing education programs that meet the requirements of the job market for individuals at different levels of their career and in different fields by introducing open-university system like distance education, on-line learning, etc.

**Strategy 1.5** Strive for all-round development of the students by conducting Personality Development programs like Presentations, Seminars, Workshops, English Language Communication Drills in Labs, Mock Interviews, Role-plays, Group Discussions and other extra-curricular activities.

**Strategy 1.6** Make Computer Education compulsory for students of all the disciplines and departments.

**Strategy 1.7** Place the students in organizations engaged in activities related to their fields for a certain time so that they have hands-on experience; provide project placements and research facilities.

**Strategy 1.8** Attract the best students possible by developing and implementing a competitive, merit-based admission procedure.

**Strategy 1.9** Minimize dropout and failure rates by providing tutorial classes, guidance and counseling services.

**Strategy 1.10** Develop and implement student reward and incentive system to acknowledge their academic and other achievements.

**Strategy 1.11** Inculcate in the students a strong sense of responsibility towards the society and nation and respect for humanity at large.

Strategy 1.12 Undertake entrepreneurship development and training.

Strategy 1.13 Improve the skill of the instructors through pedagogical training.

**Objective 2: Expand the capacity of the university; improve its infrastructure step-by-step in providing adequate and quality training, research & extension, communication and other services.**

Strategy 2.1 Establish new laboratories (for teaching, research and testing purposes), classrooms and offices; develop the existing ones with all the necessary sophisticated equipment to facilitate research.

Strategy 2.2 Subscribe for relevant, important and reputed national and international Journals and Magazines to facilitate research.

Strategy 2.3 Establish libraries with latest books and other literatures

Strategy 2.4 Establish a research committee, recognize experienced researchers/scholars as research supervisors, introduce PhD programme in all the major departments, and encourage the university academic staff, students and others to pursue research work.

Strategy 2.5 Provide Internet access for the staff and students.

Strategy 2.6 Establish research journals that are identified with the university

Strategy 2.7 Develop and implement publishing policies and guidelines and establish a printing press.

Strategy 2.8 Make use of the collaborations with reputed national and international organizations and universities to facilitate research for both the staff and the students.

Strategy 2.9 Create and disseminate knowledge, technologies and innovations (including in local languages) that contribute to the scientific advancement of the nation, development of the economy, alleviation and eradication of socio-economic problems and betterment of the society.

Strategy 2.10 Provide client-oriented technology and skills through participatory approach

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**Objective 3: Create conducive work environment for the university community.**

- Strategy 3.1* Introduce a fair and attractive salary structure; provide fringe benefits like housing, medical services, insurance for academic and supportive staff etc.
- Strategy 3.2* Develop and implement a reward system to acknowledge outstanding performance, innovation and creativity and offer financial and non-financial incentives to motivate them.
- Strategy 3.3* Create university alumni association to maintain a continued relationship with the graduates of the university
- Strategy 3.4* Maintain and enhance the staff and student campus facilities.
- Strategy 3.5* Provide better services and recreation facilities for staff and students such as sports facilities, gymnasium, swimming pool etc

**Objective 4: Establish new collaborations with government, non-government, national and international organizations and strengthen the existing ones.**

- Strategy 4.1* Strengthen the capacity of the Research and Extension Office, Public Relations Office, Planning Office and Academic Programme Office in manpower and facilities to coordinate collaborations in different areas.
- Strategy 4.2* Encourage researchers to prepare joint research projects with researchers in other national and international institutions.
- Strategy 4.3* Initiate and conduct international workshops and training programs.
- Strategy 4.4* Establish Wide Area Networking (WAN) with reputed national and international universities, research organizations, business firms and industries.
- Strategy 4.5* Attract students from abroad to pursue studies and research in our university
- Strategy 4.6* Strengthen collaboration with regional government in training, research and consultancy services
- Strategy 4.7* Establish and maintain better relations with community organizations and civic societies.

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**Objective 5: Employ and retain adequate number of competent academic staff.**

- Strategy 5.1** Implement equitable (clear and fair) recruitment, selection and promotion policies for the academic staff
- Strategy 5.2** Develop standards of performance and implement an equitable and continuous staff evaluation and monitoring system
- Strategy 5.3** Develop the academic staff by providing adequate research facilities, encourage them to execute research.
- Strategy 5.4** Develop Staff Development Plan and organize short and long-term training programs.
- Strategy 5.5** Provide sufficient facilities so that the academic staff of the university can interact with the academic and research staff of other reputed national and international universities and research organizations to share their knowledge and experiences; organize staff exchange programs, symposiums, workshops, etc.
- Strategy 5.6** Promote joint appointments of competent professionals from other institutions
- Strategy 5.7** Encourage employment of female applicants as academic staff

**Objective 6: Improve the efficiency of the administration and finance functions.**

- Strategy 6.1** Restructure the existing organizational structure and provide clarity of role, responsibilities, duties and power for each position and office.
- Strategy 6.2** Lay down clear and simple procedures and regulations to improve administrative, bureaucratic and management processes.
- Strategy 6.3** Devise result-oriented working, monitoring and evaluation system
- Strategy 6.4** Decentralize authority and responsibility to the faculty and department levels
- Strategy 6.5** Continuously upgrade administrative staff's capacity by long-term training, on-job training, experience sharing, seminars and workshops
- Strategy 6.6** Ensure the participation of Administration and Finance Departments in the planning, decision-making and evaluation process of the university.
- Strategy 6.7** Have an equitable appraisal, promotion and compensation system for the Administration and Finance Departments.

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Strategy 6.8 Formulate a need-based human resource plan.

Strategy 6.9 Establish efficient budgeting, financial planning and reporting systems.

**Objective 7: Provide consultancy/advisory services in HIV/AIDS, intoxicating drugs, Natural Resources Management and other pertinent areas at regional, national and international levels.**

Strategy 7.1 Establish a separate Consultancy Division in the university as a business centre and set-up rules and regulations to offer efficient services.

Strategy 7.2 Encourage staff participation in consultation services

Strategy 7.3 Promote better management of natural resources by offering consultancy and advisory services in rainwater harvesting and minimizing air, water and environmental pollution, etc.

Strategy 7.4 Offer consultation services to business establishments in solving their problems or improving the efficiency and effectiveness of their operations or manpower; offer services like project report preparation, conducting a feasibility study, etc.

Strategy 7.5 Provide education and consultancy services to the university community to fight HIV/AIDS

Strategy 7.6 Devise a mechanism to create awareness among the university community to fight against intoxicating drugs including Chat leaves, Hashish etc.

**Objective 8: Cover substantial part of the costs from internally generated revenues and strive for self-reliance.**

Strategy 8.1 Strengthen existing continuing education programme and open other new programs

Strategy 8.2 Develop and offer short-term, self-financing, specialized and need-based training programs in the campus.

Strategy 8.3 Establish a centre for distance education and offer programs in different areas of specialization.

Strategy 8.4 Provide research guidance and consultancy, medical, rental, and other services



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- Strategy 8.5* Organize workshops, seminars, conferences etc., charge fees for participants and generate revenue in the form of advertisements by attracting sponsors.
- Strategy 8.6* Increase utilization of cost sharing schemes in students fees.
- Strategy 8.7* Strengthen existing income-generating projects of faculties/departments and develop new ones.
- Strategy 8.8* Attract research funds from government, non-government and business organizations at Regional, National and International levels by promoting the quality and relevance of programs offered, research, consultancy and other services.
- Strategy 8.9* Identify and tap other non-revenue resources like inviting voluntary teachers, promoting faculty exchange programs, etc.
- Strategy 8.10* Empower project planning, implementation and utilization of the generated income and resources of colleges concerned and faculties/departments
- Strategy 8.11* Establish training centres with conference rooms and hotel services.
- Strategy 8.12* Establish a system whereby by-products from teaching and research activities can generate income.
- Strategy 8.13* Establish an independent and specialized unit in the university that works on commercialisation of research outputs.
- Strategy 8.14* Attract international students to increase the income of the university from tuition fee

**Objective 9: Enhance efficient and equitable resource utilization system.**

- Strategy 9.1* Promote equitable budget and resource allocation and utilization among the faculties and programs and among academic, research, consultancy and administrative services
- Strategy 9.2* Develop and implement an efficient resource management system by determining proper resource planning.
- Strategy 9.3* Standardize the university activities and operations with manuals and guidelines.
- Strategy 9.4* Train the employees on optimum resource utilization, waste and overheads minimization.

Strategy 9.5 Introduce a computerized standardized costing and variance analysis and control system.

Strategy 9.6 Develop a system of making people accountable for resource utilization.

**Objective 10: Provide educational assistance for females and physically challenged students and to the students of disadvantaged regions of the country.**

Strategy 10.1 Devise a system to increase awareness about the importance of positive discrimination in behaviour of female, physically challenged, and disadvantaged students.

Strategy 10.2 Support/promote enrolment of female students, physically challenged students, and the students of disadvantaged regions of the country.

Strategy 10.3 Introduce courses that provide self-employment opportunities and help in career development of physically challenged students.

Strategy 10.4 Provide special guidance and assistance to physically challenged and female students and those from disadvantaged regions.

Strategy 10.5 Support female students by strengthening the existing Female Student Affairs Office and establish new ones; offer remedial and tutorial classes, assertiveness training, guidance and counseling services.

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## 10. IMPLEMENTATION, MONITORING AND EVALUATION

### 10.1 Implementation

The strategic plan of the university will be implemented within the specified ten years period. A detailed implementation plan for the first phase (five years) has been prepared and will be worked out with the necessary resources and schedule of activities. Indicative activity plan on staff development, infrastructure, and expansion of different programs for the remaining five years is proposed. The content and the implementation plan of strategic plan will be subject to periodic revision based on priorities of the university in particular and the needs of the nation at large, which will be implanted as the need arises.

### 10.2 Monitoring and Evaluation

The university management will closely monitor the implementation of strategic plan and a monitoring team/group will be established within the university system. The team/group will develop monitoring tools and schedules. It will report its findings and recommendations for improvement to the respective organs of the university. Evaluation of implementation of the strategic plan will be undertaken at appropriate intervals i.e., annually to see if early and gradual impacts are being observed and lessons for improvement could be drawn.

Monitoring and evaluation indicators will be developed, milestones and expected changes and impacts will be identified against which results will be measured and basis for improvement will be determined. In all of the implementation process, the university will actively involve all the relevant stakeholders.

## Annexes

**Table 1. General Implementation Plan**

S. No.	Strategic Issue	Phase –I (2003-2008)	Phase –II (2009-2013)
1	Organizational structure review and development of rules and regulations, manuals and guidelines	To be completed by 2005	Update the rules and regulations
2	Staff development plan		
	• Academic staff profile		
	1. Technical assistants	10%	
	2. Graduate assistants	20%	10%
	3. Lecturer	55%	70%
	4. Assistant Prof. And above	15%	20%
	• Administrative staff profile		
	1. 12 <sup>th</sup> complete	60%	40%
	2. Diploma	30%	40%
	3. B.A/BSc	8%	15%
	4. MA/MSc	2%	5%
	• Staff student ratio	1:20	1:15
3	Infrastructure/ building development (library, laboratory, offices, dormitory, guest house, etc)	Building infrastructure	Improve/develop infrastructure
4	Create enabling environment for the academic staff, administrative staff, and students	Improve salary, fringe benefits and recreational places	Improve salary, fringe benefits and recreational places
5	Research centres and institutes	Strengthen the existing research centres and establish new ones	Strengthen the existing research centres and establish new ones
6	Networking	All colleges will be networked (within and between)	Improve the access and networking services
7	Practical training through attachment programs	Each department shall identify and establish linkage with institutions /organizations for practical attachment	Strong linkage of departments to organizations for collaborative work
8	Income generation	Strengthen the existing income generation activities, establish consultancy offices, new income generation activities	Strengthen the existing income generation activities and diversify business centres
9	Links with national, regions and international institutions	Strengthen the existing linkages and create new linkages	Strengthen the existing linkages and create strong collaborative linkages
10	Initiate and strengthen undergraduate and graduate programme		
	Undergraduate		
	• Regular	13310 students	33121 students
	• Continuing and distance education		
	1. Evening	8000 students	11000 students
	2. Kiremt	2000 students	4000 students
	3. Distance	2000 students	4000 students
	Graduate	389 students	1274 students
11	Promote fair and equitable budget and resource allocation and utilization	To be completed by 2005	Revise and maintain

**Table 2. A, Current Academic Staff Profile of Debub University (2003)**

Faculty/ College	Diploma	BA/BSc/ BEd	MSc/MA/ MEd/MVS /MPH	MD + Specialization	PhD	TOTAL
ACA	24	14	35		16	87
Natural Science	10	6	25		3	45
Social Science	-	16	11		0	27
Dilla Teachers' Education	-	14	34		2	50
Health Science	13	20	15	5	0	53
WGCF	5	16	19		9	49
Total	48	84	139		24	302

**Table 2. B. Current Expatriate Teaching staff of Debub University (2003)**

Faculty/ College	Diploma	BA/BSc/ BEd	MSc/MA/ MEd/MVS /MPH	MD + Specialization	PhD	TOTAL
ACA		2	1		4	8
Natural Science			3		4	7
Social Science	-	2	13		7	22
Dilla Teachers' Education	-		4		8	12
Health Science	4		5	3	0	12
WGCF		2	2		-	4
Total	4	6	28	3	23	65

**Table 3. Projection of Academic Staff Profile**

Faculty/ College	2002/2003 (Base Year)			2003/2004			2004/2005			2005/2006			2006/2007			2007/2008			2008/2009			2009/2010			2010/2011			2011/2012			2012/2013		
	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD	BA /BSc	MSc /MA	PhD
ACA	14	35	14	18	70	24	22	105	33	26	140	43	30	176	53	35	211	62	39	246	72	43	281	81	47	316	91	51	351	101	55	386	110
FNS	19	29	3	13	43	9	15	62	14	17	80	20	19	98	26	20	117	31	22	135	37	24	153	43	26	172	48	28	190	54	30	209	60
FSS	16	11		17	26	5	18	42	9	18	57	14	19	73	19	20	88	24	21	104	28	21	119	33	22	135	38	23	150	43	24	166	47
DFTE	14	34	2	17	61	11	20	89	19	23	116	28	26	143	36	29	170	45	32	198	53	35	225	62	38	252	70	41	279	79	44	307	88
DFHS	20	20		22	43	7	23	65	14	25	88	21	26	110	28	28	133	35	29	155	42	31	178	49	32	200	56	34	223	63	35	245	70
WGCF	14	19	5	16	40	11	18	62	17	20	83	23	22	105	30	24	126	36	26	147	42	28	169	48	29	190	54	31	212	60	33	233	67
<b>Sum</b>	<b>89</b>	<b>148</b>	<b>24</b>	<b>162</b>	<b>284</b>	<b>66</b>	<b>115</b>	<b>424</b>	<b>108</b>	<b>129</b>	<b>564</b>	<b>149</b>	<b>142</b>	<b>705</b>	<b>191</b>	<b>155</b>	<b>845</b>	<b>233</b>	<b>168</b>	<b>985</b>	<b>275</b>	<b>181</b>	<b>1125</b>	<b>316</b>	<b>194</b>	<b>1265</b>	<b>368</b>	<b>208</b>	<b>1405</b>	<b>400</b>	<b>221</b>	<b>1546</b>	<b>442</b>
%	34	53.33	5.85	22.6	62.8	15	17.8	65.5	17	15	67	18	14	67	16	13	69	19	12	69	19	11	69.4	19	10.7	69.6	19.7	10	69.8	20	10	70	20

**Table 4. Current List of All Areas of Specialization by Level (2002/2003)**

S. No.	Name of Specialization/Colleges	2002/2003		2003/2004
		Diploma	1 <sup>st</sup> Degree	Degree
	<b>Awassa College of Agriculture</b>			
1	Plant Production and Dry Land Farming		✓	✓
2	Animal Production and Range Science		✓	✓
3	Rural Development and Family Sciences	✓	✓	✓
4	General Agriculture	✓	✓	X
5	Agricultural Resource and Economics Management		✓	✓
6	Veterinary Science		✓	✓
7	Hotel Management		✓	✓
8	Food Science and Post harvest Technology		✓	✓
	<b>Faculty of Natural Sciences, Awassa</b>			
9	Applied Biology		✓	✓
10	Applied Chemistry		✓	✓
11	Applied Mathematics		✓	✓
12	Applied Physics		✓	✓
13	Computer Sciences		✓	✓
14	Statistics			✓
	<b>Faculty of Social Sciences, Awassa</b>			
15	Accounting		✓	✓
16	Economics		✓	✓
17	English (BA)		✓	✓
18	Management		✓	✓
19	Law	✓		✓
20	Cooperatives			✓
	<b>Faculty of Technology, Awassa</b>			
21	Agricultural Engineering and Mechanization		✓	✓
22	Civil Engineering			✓
23	Electrical Engineering			✓
24	Soil and Water management			✓
	<b>Wondo Genet College of Forestry</b>			✓
25	Forestry	✓	✓	✓
26	Natural Resource Management			✓
	<b>Dilla College of Teachers' Education &amp; Health Sciences</b>			
27	Health Officer		✓	✓
28	Public Health Nursing	✓		✓
29	Environmental Health	✓		✓
30	Medical Laboratory Technology	✓		✓
31	Medical Doctor			✓
32	Amharic		✓	✓
33	Biology (BEd)		✓	✓
34	Chemistry (BEd)		✓	✓
35	English (BEd)		✓	✓
36	Geography		✓	✓
37	History		✓	✓
38	Mathematics (BEd)		✓	✓
39	Physics (BEd)		✓	✓
	<b>Total</b>	<b>8</b>	<b>28</b>	<b>39</b>

College/ Faculty	Name of the Programme	MSc/MA		PhD	
		Phase I (2004- 2008)	Phase-II (2009- 2013)	Phase I (2003- 2008)	Phase-II (2009- 2013)
ACA	<b>Plant Science</b> specializations in Agronomy, Horticulture, Soil Sciences, Pathology, Entomology and Agro Forestry	X	X		X
	<b>Animal Sciences</b> specializations in Animal Nutrition, Animal Production, Fisheries and Limnology, Animal Breeding, Range Sciences, Poultry Sciences and Dairy	X	X		X
	<b>Food Sciences and Post Harvest Technology</b>		X		
	<b>Processing and Post Harvest Technology</b>		X		
	<b>Rural Development and Family Sciences</b>		X		
	<b>Cooperatives</b>		X		
FSS	<b>Accounting</b> specializations in Finance and Accounting, Cost and Taxation, Auditing		X		
	<b>Management</b> specializations in Personnel Management, Marketing Management, Human Resource Management, and Management and Business Administration		X		
	<b>Economics</b> specializations in Human Resource Development, Development Economics, Rural Economics, Statistics and Economics Banking and Finance, Applied Economics, Trade and International Economics		X		
	<b>Law</b> specializations in Constitutional Law, International Law		X		
	<b>Foreign Language and Literature</b> specializations in Literature, English as a Foreign Language and Linguistics		X		
	<b>Media and Communication</b> specializations in Speech Communication, Mass Communication, Advertising, Public Relations, Journalism and Communication, Media, Democracy and Development		X		
	<b>Applied Biology</b> specializations in Systematic Botany, Ecology and Conservation Biology, Systematic Zoology and Wild Life, Molecular Biology, Applied Genetics, Applied Microbiology and Parasitology		X		
FNS	<b>Applied Chemistry</b> specializations in Inorganic Chemistry, Organic Chemistry, Analytical Chemistry, Industrial Chemistry and Environmental Chemistry		X		
	<b>Applied Mathematics</b> specializations in Optimization, Numerical Analysis and Industrial Mathematics		X		
	<b>Applied Physics</b> specializations in Polymer Physics, Laser Spectroscopy		X		
	<b>Computer Sciences &amp; Information Technology</b> specializations in Computer Science, Software Engineering		X		
	<b>Environmental Sciences and Technology</b>		X		
			X		



**Table 5. Planned MSc/MA and PhD Programs of the DU for the Next Ten Years**

Table Continued

College/Faculty	Name of the Programme	MSc/MA/MEd		PhD	
		Phase I (2004- 2008)	Phase-II (2009- 2013)	Phase I (2003- 2008)	Phase- II (2009- 2013)
Dilla Teacher's Education	Educational Management & Planning		X		
	Curriculum and Instruction		X		
	Educational Psychology		X		
	Methods of Teaching Mathematics		X		
	Numerical Analysis		X		
	Ethiopian History		X		
	Civic Education and Teaching History		X		
	Urban Management and Planning		X		
	Teaching Geography		X		
	English Language Teaching Methodology		X		
	Amharic specialization Literature, or Linguistics		X		
Health College	Public Health		X		
	Public Health Nursing		X		
	Environmental Health		X		
	Medical Laboratory Technology		X		
	Medical Doctor		X		
WGCF	Farm Forestry	X			
	Production Forestry	X			
	Natural Resource Management	X			
Technology & Agricultural Engineering	Civil Engineering		X		
	Electrical Engineering		X		
	Farm Mechanization		X		

**Table 6. Planned DU Field of studies, Departments/ Sections and Research Institutes in the Next 10 Years**

Field of Studies	Departments/Sections	Phase I (2004-2008)	Phase II (2009-2013)
<b>AWASSA COLLEGE OF AGRICULTURE</b>			
Plant Sciences	Agronomy	X	
	Horticulture		
	Soil and Water Management		
	Agro Forestry		
Animal and Range Sciences	Animal Nutrition		
	Range Science		
	Animal Breeding		
	Dairy		
	Animal Production		
	Fishers and Aquaculture		
	Poultry		
Veterinary Medicine			
Rural Development and Natural Resource Management	Rural Development and Family Sciences	X	
	Agricultural Resource Economics and Management		
Institute of Food Science and Technology		X	
Root and Tuber Crops Research Institute		X	
Range Land Research Institute		X	
Hotel Management		X	
<b>SOCIAL SCIENCES, BUSINESS AND ECONOMICS, AWASSA</b>			
Social Sciences	Psychology		X
	Sociology and Social Anthropology		
	Political Science and Diplomacy		
School of Law	Constitutional Law		X
	International Law		
Business and Economics	Economics		X
	Management		
	Accounting		
	Business Education		
Language Media and Communication Studies	Journalism and Communication		X
	Foreign Languages and Literature		
	Theatrical Arts		
	Linguistics		
<b>NATURAL SCIENCES, AWASSA</b>			
Natural Sciences	Applied Biology	X	
	Applied Chemistry		
	Applied Mathematics		
	Applied Physics		
	Computer Science and Information Technology		
	Statistics		
	Geology		
	Instrumental Technology		
	Environmental Sciences & Technology		
Institute of Rift Valley lakes Studies			

Table 6 continued . . .

Field of Studies	Departments/sections	Phase I (2004-2008)	Phase II (2009-2013)
Technology and Agricultural Engineering	Architecture	X	
	Building Technology		
	Civil Engineering		
	Electrical and Computer Engineering		
	Mechanical Engineering		
	Bio-Mechanical and Environmental Engineering		
	Irrigation Engineering		
	Soil and Water Engineering		
	Electromechanical Engineering		
School of Pharmacy	Pharmacy		X
<b>WONDO GENET COLLEGE OF FORESTRY</b>			
Wondo Genet University College	Farm Forestry		X
	Production Forestry		
	Natural Resource Management		
<b>DILLA UNIVERSITY</b>			
Language Studies	Ethiopian Languages and Literature (teaching and non- teaching) English (teaching and non- teaching) Linguistics Journalism and Public Relations		X
Natural Sciences	Biology (teaching and non- teaching) Chemistry (teaching and non- teaching) Mathematics (teaching and non- teaching) Physics (teaching and non teaching)		X
Social Sciences	History (teaching and non teaching) Geography (teaching and non teaching) Geography and Environmental Science GIS and Remote Sensing Anthropology Business Education Civics Education		X
Pedagogical Sciences	Educational Psychology School of Educational Management and Planning Curriculum and Instruction Testing Centre Pedagogical Centre Counseling and Consultancy Services		X

**Table 7. Projection of Student Enrolment by Faculty for the Next 10 Years**

College/Faculty	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13
ACA	1507	1808	2170	2604	3125	3750	4500	5400	6480	7776
FNS	961	1153	1384	1661	1993	2391	2870	3443	4132	4959
FSS	835	1002	1202	1443	1731	2078	2493	2992	3590	4308
WGCF	576	691	829	995	1194	1433	1720	2064	2477	2972
Dilla Teachers' Education	1614	1937	2324	2789	3347	4016	4819	5783	6940	8328
Health Science	566	679	815	978	1174	1408	1690	2028	2434	2920
Faculty of Technology	360	432	518	622	746	896	1075	1290	1548	1858
<b>TOTAL</b>	<b>6419</b>	<b>7703</b>	<b>9243</b>	<b>11092</b>	<b>13310</b>	<b>15973</b>	<b>19167</b>	<b>23000</b>	<b>27601</b>	<b>33121</b>



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