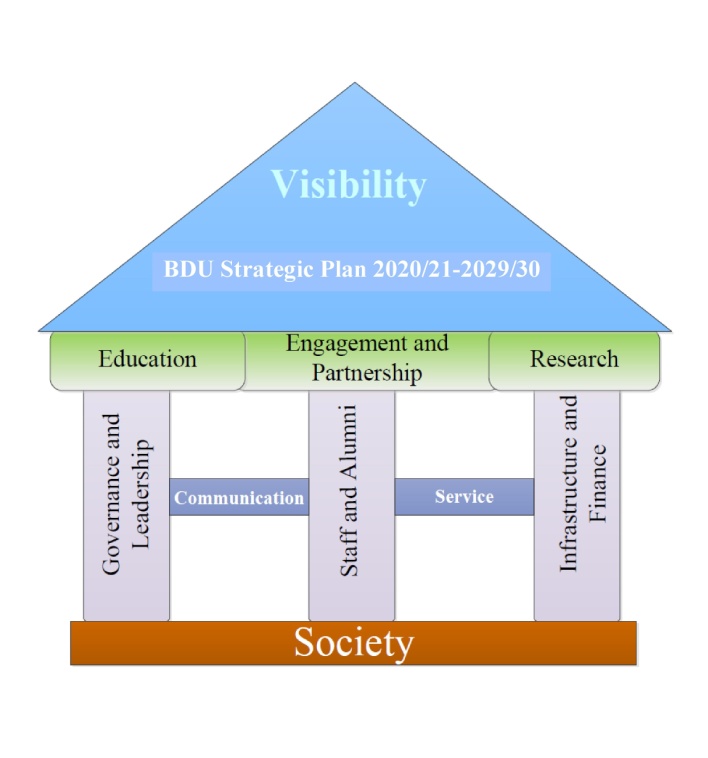


**Strategic Plan 2020/21-2029/30**

***Transforming BDU into a Research-Intensive University***



August 2020

Bahir Dar, Ethiopia

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[**ACRONYMS AND ABBREVIATIONS**](#_Toc459986767)

BDU Bahir Dar University

BiT Bahir Dar Institute of Technology

BSc Bachelor of Science

CoBE College of Business and Economics

EiTEX Ethiopian Institute of Textile and Fashion Technology

e-Learning electronic-Learning

ESDP Education Sector Development Strategy

FDRE Federal Democratic Republic of Ethiopia

GO/NGO Governmental Organization/Non-governmental Organization

GTP Growth and Transformation Plan

HEI Higher Education Institution

HERQA Higher Education Relevance and Quality Agency

HRD Human Resource Development

ICT Information and Communication Technology

IT Information Technology

IDTD Interdisciplinary Trans-disciplinary

MA/MSc Master of Arts/Sciences

MoFED Ministry of Finance and Economic Development

MoSHE Ministry of Science and Higher Education

MoU Memorandum of Understanding

ODeL Open Distance e-Learning

PG Postgraduate

PhD Doctor of Philosophy

RCS Research and Community Services

RCSVP Research and Community Service Vice President

RIMS Research Information Management System

RPL Recognition of Prior Learning

SCI Science Indexed

SDGs Sustainable Development Goals

SNSs Social Networking Sites (SNSs)

SO Strategic Objective

SP Strategic Plan

STEM Science, Technology, Engineering, and Mathematics

SWOT Strength, Weakness, Opportunity, and Threat

tL teaching and Learning

UG Undergraduate

UPE Universal Primary Education

USD United Sates Dollar

VP Vice President

**Foreword**

It is with great delight and optimism Bahir Dar University (BDU) presents its ten-year (2020/21-2029/30) Strategic Plan (SP): *Transforming BDU into a Research-intensive University*. BDU was the first Higher Education Institution (HEI) in Ethiopia to spearhead differentiation of universities by declaring its ambitious vision of becoming one of the top ten research universities in Africa by 2025. This vision, though not achieved, paid off because BDU has recently been ranked first among the potential Ethiopian research universities, according to the differentiation study by Ministry of Science and Higher Education (MoSHE), Federal Democratic Republic of Ethiopia (FDRE). This time, BDU aims to transform into a research-intensive university with the vision of becoming *one of the leading research-intensive universities in Africa and the first choice in Ethiopia by 2030.*

The envisaged transformation targets a paradigm shift in vision and missions emanating from the University’s aspiration and MoSHE’s decision to change the comprehensive university into a research university. In addition to expanding postgraduate programs and strengthening and establishing research centers on priority areas (water, energy, biotechnology, education, and textile and fashion design), the differentiation has far reaching implications. BDU promotes innovative projects in teaching and Learning (tL) including evidence-based and technology-assisted education commensurate with the digital era. The modular approach spearheaded by BDU is being implemented in all Ethiopian public universities. As a pioneer of distance education in Ethiopia, BDU is embarking on online education and will expand education beyond boarders.

As a public HEI of a country with ancient civilization and wisdom, BDU puts ‘pursuit of wisdom’ as one of its core values. This value emanates from BDU’s motto “Wisdom at the Source of the Blue Nile”. BDU is privileged to be located in Bahir Dar, a UNESCO registered learning city and the third healthiest city in Africa. In line with this, BDU has ambitious blue project on Lake Tana and green partnership project to save Lake Tana and thereby Blue Nile, which has regional and global implications.

BDU learns from the history of Ethiopian religious education, be it Christian or Muslim, that disciples were wandering from place to place for zeal to wisdom because only “first-class” people could attract their likes. This shall guide BDU’s strategy for talent cultivation, a pre-requisite for a research university. Capitalizing on wisdom obtained from unlocking indigenous knowledge, balancing indigenous and Western-dominated contemporary knowledge, and taking internationalization as an overarching value to implement this strategy, BDU will embark on “back to the future” project and serve as a bridge between civilizations and continents. Accreditation of academic programs and certification of labs are key initiatives which will be benchmarked and scaled-up. Also, creating platforms for alumni and knowledge diaspora to take part in the University’s strategic activities will enable BDU to change the threat of brain drain into an opportunity of brain gain which ultimately enables BDU to gain a world-class reputation via world class departments.

In relative terms, BDU is leading in terms of technology-assisted tL and services, and has been launching innovative academic programs, which are the first of their type in Ethiopia and/or Eastern Africa and hence serving as centers of excellence. These include Disaster Risk Management and Food Security Studies, Fisheries and Wetlands Management, Maritime and Electro-technical Officers training, Land Administration, Fashion Design, and STEM. The flexibility and innovativeness in curricula development enables BDU and its strategic partners to jointly open academic programs relevant for the labor market as today’s jobs will be obsolete tomorrow!

Ethiopia is blessed with rich cultural, ethnic, social, religious etc diversities which, if properly managed, is a unique asset for development and an attraction to international staff and students. To that end, *Bahir Dar My Home* project, which BDU pioneered, will involve international staff and students. Moreover, BDU is committed to have attributes of a research-intensive university: favorable governance, enough resources, and concentration of talent. One of the promises by the Ethiopian government to give more autonomy for research-intensive universities to recruit their students and staff is highly encouraging. Properly implementing the SP presented herewith, BDU will build an ecosystem of world-class research and contextualized learning. These will ultimately show visible change towards becoming a research-intensive university.

Firew Tegegne (PhD)

*President, Bahir Dar University*

**Preface**

Bahir Dar University (BDU) which is now among the largest Higher Education Institutions (HEIs) in Ethiopia looks to the future with a blend of confidence and carefulness. The University’s proud accomplishments so far in the areas of research, teaching-learning (particularly in graduate programs), and community engagement have undoubtedly become sources of confidence to aim even for further excellence. However, as a problem-solving institution BDU needs to examine many opportunities the future holds with much carefulness as there is the need to leverage the remarkable glimmer of hope seen in the country over enormous shadowing uncertainties.

Due to the dramatic changes in the country and the world at large, there are issues that BDU needs to consider and accordingly update itself to explore opportunities and respond to threats in its next strategic directions. If we take education, for example; together with a multitude of advantages, education in the 21st century is bringing a new set of challenges and expectations to HEIs. Among key concerns facing all institutions of higher learning are *what students know* and *how they learn* since the way students learn and what constitutes learning are now going in continuous dynamism. Furthermore, the kinds of programs launched together with the required resources and actual contexts should be considered in terms of the needs and expectations of the learners. In this regard, the University must examine how faculty and academic support systems should go in line with this dynamics.The preparation of this strategic plan (SP), thus, has taken these and other related issues into consideration.

While BDU keeps on responding to challenges, its unique and far-sighted vision of becoming a research university much earlier than the introduction of the scheme of differentiation of Ethiopian universities in the whole higher education system in the country and the relentless efforts it has made to achieve this vision have ostensively branded BDU *first ranked among potential research universities in Ethiopia* which it is determined to build up on. For BDU, the future is only bright. This, however, entails looking back and re-examining the strategic directions that have been taken, the level of their implementation, strategies designed and implemented to redress challenges that have been emerging in the strategic plan implementation period and designing improved ones that would guarantee success in the attainment of the University’s set vision and missions.

Working towards the vision of becoming one of the ten premier research universities in Africa by 2025 has so far made BDU to record considerable achievements which mainly include expansion of graduate programs, significant increase in the number of qualified staff, improvement in research infrastructure and establishment of research centres. Against this background of success however, internal and external circumstances and the dynamic nature of the context in which the University is functioning require the University not to slumber on its glories but to explore its future prospects and potentials in transforming itself into a research-intensive University, a move yet to be fully realized in the coming decade.

Hence, building on these foundations BDU intends to reorganize and recreate itself, modernize and capacitate its campuses with state-of-the-art infrastructures such as ICT, classrooms, research grade laboratories, advance its business processes and find better ways to effectively and efficiently manage administrative functions. BDU also needs to upgrade its research capability via building the capacity of its staff and creating international academic and research collaborations to raise standards of programs and research which will in turn attract competent staff and students as well as research grants.

The aim of this *Strategic Plan 2020/21 – 2029/30*: *Transforming BDU into a Research-Intensive University* is, thus; to delineate the strategic directions of the University in research, teaching, and community engagement and other essential supporting processes in the transformation of BDU to a research-intensive university in the indicated SP implementation period. More specifically, it intends to comprehensively provide the results of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, the strategic objectives, indicators, baseline data with respect to indicators, targets distributed to the first five years of the SP implementation period, strategic initiatives, and instruments to implement the strategic plan.

This SP document is organized in six sections. Section One, the Introduction, addresses information related to BDU’s organizational history, purposes of the SP, the methodology used to prepare the SP, and BDU’s key achievements during the implementation of the previous SP (2015/16 – 2019/20). Section Two presents results of the SWOT analysis, policies and strategies which have implications to the preparation of the SP as well as emerging issues of importance for the University. Vision, missions and core values of BDU which are thoroughly discussed among students, staff and faculty and determined are outlined in Section Three. The core ideas of this SP, i.e strategic themes, strategic objectives, outcome indicators, baselines, and targets, are presented in-depth in Section Four. Section Five and Section Six of this document respectively highlight various instruments utilized in implementing the SP and annexes used to prepare the SP.

**Executive Summary**

This ten-year Strategic Plan (SP) aims to set the strategic directions of Bahir Dar University (BDU) in research, teaching-learning, and community engagement and other essential supporting processes to realize the University’s vision of *becoming one of the leading research-intensive universities in Africa and the first choice in Ethiopia by 2030.* The work of realizing this vision integrates four-pronged missions: promoting advanced research and innovation on the basis of the country’s requirements, producing graduates with relevant professions and necessary competences (knowledge, skills and attitude) to respond to the national labor market requirements and eventually ascertain the global competitiveness of the country, improving lives through evidence-based and transformative community engagement, and enhancing demand-driven and problem-solving technology transfer. The pursuance of these missions is set to be guided by seven mutually inclusive core values: quality, pursuit of wisdom, excellence, innovation, social responsibility, diversity, and internationalization. In so doing, the plan has incorporated strategies that address national reforms and international prospects while lifting-up the effort to improve existing institutional achievements.

The preparation of this SP has duly considered recent developments and initiatives in national, continental and international higher education contexts. In addition to policy assessments and document analyses conducted to back the SP with timely and strong rationales, the University’s previous strategic plan was thoroughly evaluated in view of achievements obtained in educational excellence, academic staff development, research and community services, excellence in governance and management, infrastructure development, and communication and partnership. A critical analysis of BDU’s Strengths, Weaknesses, Opportunities and Threats (SWOT) was made to identify strategic themes that lay foundations to the realization of the University’s vision.

This SP consists of 7 strategic themes, 31 strategic objectives, 322 indicators, and a number of initiatives and/or projects. Each strategic objective is evaluated against a set of indicators each of which has a baseline and target distributed over the first half of the years of the ten-year strategic period.

The first strategic theme is **excellence in teaching and learning.** With this theme, BDU aims to bring together a range of academic interests that are hugely sought after in the contemporary era, which policy makers and HEIs across the globe are increasingly focusing on. This offers a way of harmonizing and meeting individual and national needs for access, efficiency, quality, and relevance in education. As such, students’ understanding and forging connections between what is known and what is new, delivering necessary concern and respect for students and their learning, using a variety of appropriate assessment and feedback techniques, setting clear goals and high learning standards, teachers’ and students’ independent and active engagement, and learning from students are all prioritized. As BDU intends to become a research-intensive University during the strategic period, excellence in teaching and learning will focus mainly on expanding postgraduate enrolments (preferably PhD) of best students, ensuring employability of graduates (especially undergraduates), obtaining program accreditations to attract talented students from inland and abroad, and offering joint degree programs with well-recognized universities. This theme of the SP will be viewed through six strategic objectives: (1) *expanding enrolment with particular emphasis to graduate programs,* (2) *ensuring program relevance and quality across academic units,* (3) *strengthening the postgraduate program,* (4) *implementing contemporary instructional and assessment practices,* (5) *integrating indigenous knowledge use, and* (6) *strengthening online learning*.

**Excellence in research** is the second strategic theme. BDU, in tandem with its goal to transform itself into a research-intensive university, has set optimistic targets that could enable its staff and students to achieve greater outputs in research and excel both at national and continental levels. This will primarily consider addressing the society’s pressing issues and unmet demands pertinent to pursuing research for development. This requires building a system of integrating experienced and emerging young researchers with enabling environments and setting well-defined research priorities, rigorous approval systems, efficient research administration, proper resource allocation, and enhanced capacity generation. Recruitment of postdoctoral students is believed to leverage mentoring of postgraduate students and publication counts in recognized Science Indexed (SCI) journals. Supporting research centers to grow up as centers of excellence addressing pertinent thematic areas and generating research funds remain important for research managers. End products of research (knowledge and technologies) will be disseminated for utility levels or commercial purposes, and the University could generate resources through patenting and opening of spin-off companies that could enhance the budget for research. Four strategic objectives have made up this strategic theme. These are (1) *enhancing research cycle from initiation to completion, output and outcome,* (2) *strengthening research centers and promoting research groups into center of excellence*, (3) *enhancing knowledge generation and dissemination of research findings*, and (4) *encouraging interdisciplinary and trans-disciplinary research.*

BDU also aims to achieve **excellence in community engagement**, the third strategic theme. This theme entertains the relationship between the University’s missions and the roles of the community as a two-way process. Understanding the challenges facing the community shall base research, technology transfer and practical training. Thus, working with the community requires planning at the level of each academic unit, for which documenting the community’s indigenous knowledge will be an important entry point for both teaching-learning and research. BDU shall not involve in direct cash transfer to the community rather introduce techniques, tools, practices/technologies and development approaches, quantify impacts by generating data and synthesize lessons for wider up-scaling. The strategic objectives under this theme are (1) *establishing and strengthening integrated community development projects and technology transfer centers*, (2) *strengthening university-industrial linkage*, (3) *fostering the culture of innovation and technology transfer*, and (4) *advancing social responsibility through professional services*.

**Advancing in human resource development** is the fourth strategic theme. This includes all the activities that are done to improve the knowledge, skills and attitude of both academic and administrative staffs of the University. It intends to meet the standards set by the government, for example, the 0:70:30 first degree, second degree and PhD ratio for the academic staff proportion. Fulfilling the requirements of a research university through human resource development (raising the proportion of PhD staff and expanding postgraduate programs) is also one of the major focuses of this theme. Furthermore, this theme emphasizes creating an advanced system of human resource development with a viable plan for each academic and administrative unit, recruitment of talented staff, provision of short-term and long-term trainings and experience sharing from best institutions. Also, bringing about fundamental shift in the working culture of the staff and installing robust policies, procedures, directives and bylaws that guide the major HRD activities will be addressed as further aspects of this strategic theme. The strategic objectives included under this theme are: (1) *improving availability and implementation capacity of the academic and the administrative staff*, (2) *maintaining gender and diversity inclusiveness,* (3) *improving the performance appraisal system of the academic and administrative staffs, and* (4) *enhancing the reward system and staffs’ motivation and cohesion.*

The fifth strategic theme is **enhancing good governance and leadership.** This SP has identified the principles of good governance and leadership (accountability, transparency, informed governance, and effectiveness) that could be successfully applied in a university environment which has several constituencies. In such a context, the University is accountable for shared decision making by the Board, the President and the Senate. The University structure will be revisited in a way that ensures continuity of work and reduces overburdening of the academic staff. Providing operational autonomy of academic and research units is the hallmark of a research-intensive university. Academic and research units shall adhere to the University’s rules and regulations while they manage their academic and administrative affairs by themselves. Meanwhile, creating a standalone as well as integrated database system is a felt need and a long overdue requirement in the University. Overall, this strategic theme will be viewed in terms of three strategic objectives: (1) *building institutional capability,* (2) *enhancing organizational efficacy,* and (3) *strengthening institutional internal control system*.

As the sixth strategic theme, BDU aims to **advance in communication and partnership**. This will be done through valuing national, regional and international partnerships and collaborations to create a reliable system of information management and communication with both internal and external stakeholders. Effective communication and partnership are the key to create opportunities for working with internationally accredited institutions, thereby increasing the University’s visibility and competitiveness through research and academic programs that meet international standards. This will in turn enhance BDU’s engagements in research, education and outreach services by amalgamating a range of perspectives, expertise and insights and creating platforms for joint research and knowledge exchange as well as student and staff mobility. Six strategic objectives will be intermingled for BDU to advance in communication and partnership. These are: (1) *branding BDU as a leading research-intensive university,* (2) *creating a robust information management system,* (3) *establishing a system of internal and external communication,* (4) *enhancing the system of internationalization and partnership,* (5) *enhancing the visibility of BDU through integrated communication approach and platforms,* and (6) *establishing a system for alumni and knowledge Diaspora engagement in the university*.

**Improving infrastructure and resources** is the last, but not least, strategic theme of BDU’s ten-year SP. Despite the steady rise in both students and staff numbers at BDU over the last years along with the expansion of academic programs and research activities, the available infrastructures are still limited and incompatible with the demand in terms of quality, quantity, access and coverage. Therefore, provision of adequate infrastructures and a steady flow of finance remain determinant factors to enhance the effectiveness of research engagement, teaching-learning and community outreach. This calls for investments in the short and medium terms to improve the development and management of infrastructures and financial resources. Pertinently, this strategic theme will address the concerns through its four strategic objectives: (1) *ensuring the supply of adequate, reliable and sustainable electricity and drinking water; and safe collection and disposal of wastes,* (2) *enhancing the development and utilization of digital information technologies,* (3) *improving the development and utilization physical infrastructures,* and (4) *building strong bases for steady flows of adequate income.*

In addition to the abovementioned seven strategic themes, this SP has set out strategic initiatives that guide the effective implementation of each of the strategic themes. The initiatives range from preparing manuals and developing guidelines to launching programs and expanding services. Apart from this, in order to deal with uncertainties that could come as a result of developments beyond the scope of this SP, implementation instruments including risk assessment and monitoring and evaluation have been indicated.

1. **INTRODUCTION**

1.1[. Brief Organizational History and Structure](#_Toc459986774) of BDU

Bahir Dar University (BDU) is located in the beautiful city of Bahir Dar and at the shore of Lake Tana, the largest freshwater body reserved by UNESCO biosphere. The establishment of BDU is associated with the beginning of Bahir Dar Polytechnic Institute and Bahir Dar Teachers’ College in 1963 and 1972 respectively. The two institutions were merged to form BDU following the Council of Ministers’ regulation no. 60/1999. BDU was then inaugurated on May 6, 2000.

BDU is now one of the largest universities in the Federal Democratic Republic of Ethiopia. Its enrolment capacity has reached 48,115 by 2019/20. BDU is offering educational opportunities through regular, evening, summer, distance and e-learning programs. The university has now a total of 366 programs, of which 104 are first degree, 180 second degree, 68 PhD, 8 Specialty and 6 certificate programs. Of all the programs, 16 are e-learning programs. Through its 2,481 academic and 5,431 administrative staff working in 8 campuses located in the different directions of Bahir Dar city, BDU strives to contribute substantially to the nation and beyond through high quality research, education, and community engagements.

1.2.  [Purpose of the Strategic Plan](#_Toc459986771) (SP)

Universities find themselves in a competitive environment where they always need to work hard to increase their visibility and reputation and to realize their aspirations. In such environment, universities take strategic planning as a tool to maintain stability and remain competitive. In light of these realities, BDU has acquired long years of experience in implementing SPs as an integral part of the management tools. Since 2010, BDU has developed and implemented two successive SPs, each having a planning period of five years. Maintaining the periodicity of an SP has now become a tradition in BDU. The latest SP ended in June 2020 signifying the need to prepare the next one. In addition to this, the newly introduced reform on Ethiopia’s education system and the changes made in the top management have brought new priorities, which further justify the need and urgency to develop the current SP. This SP thus incorporates strategies that address the national reforms and international prospects while maintaining the effort to improve and enhance further existing institutional achievements.

1.3. [Strategic Planning Methodology](#_Toc459986772)

In order to prepare this SP, a committee comprising of seven members from across varying academic units was established in February 2018 with the goal of introducing the SP in July 2020. Conceptualizing the planning work of the SP was the beginning of the assignment. In this regard, a briefing was given to the committee by the president and vice presidents of BDU. Following the briefing, the committee held frequent meetings to develop a conceptual planning framework.

Understanding the context in which BDU is operating along with the planning process was underscored and made center of the conceptualization process. The current context of higher education and its future prospects were assessed from national, regional and global perspectives. In view of this, sustentative desk reviews were conducted to appraise existing national and international documents (policies, plans, strategies, practices) such as the UN Sustainable Development Goals, Africa Union Agenda 2063, Ethiopia’s Education Sector Development Program Five (ESDP V), Growth and Transformation Plan (GTP), Science, Technology and Innovation Policy (2012), Ethiopian Education Development Roadmap (2018-30), Development Plan of Ministry of Science and Higher Education (2013-2022), Education and Training Policy (1994), documents from Higher Education Relevance and Quality Agency (HERQA) and also BDU’s Second Five Year (2015/16 - 2019/20) SP for *Vision of Wisdom*. Moreover, relevant policies from other sectors such as Agriculture and Rural Development Strategy, Health Policy (MoH, 1993), and Industry Development Strategy (MoI, 2002) were made part of the desk review.

Following the series of desk reviews, a thorough assessment was conducted using interviews and focus group discussions to assess the overall strengths and weaknesses of BDU. In the assessment, key internal and external stakeholders including students and BDU board members participated in various ways. Additionally, international experiences were gained through document review and a visit to University of Cape Town, South Africa.

* 1. [**BDU’s Key Achievements in the Previous SP (2015/16 – 2019/20)**](#_Toc459986776) **Implementation**

BDU’s second strategic period lasted between 2015/16 and 2019/20. The SP aimed at achieving six strategic themes: excellence in education, academic staff development, excellence in research and community services, excellence in governance and management, infrastructure development, and communication and partnership.

**Excellence in Education**

Giving priority to ensuing quality, relevance, and accessibility, BDU has been striving to achieve excellence in education. Inputs, processes and outputs were set to be measured with the aim to improve the quality, relevance, and accessibility of education. The University has expanded its programs and increased the number of students and staffs from year to year. Over the strategic period, the number of second degree teachers has increased from 958 to 1,532 and PhD holder teachers from 169 to 369. Teacher-to-student ratio decreased from 1:25 to 1:20. The ratio of first degree, second degree and third degree teachers has shown an improvement from 26:63:11 to 4:58:38. From this academic level ratio, the percentage of female teachers has become 18%. To achieve 5:45:50 ratio among first degree, second degree, and PhD holder teachers, BDU has created short-term and long-term capacity building opportunities for its staff.

In the past five years, accessibility has expanded significantly by increasing the mode of delivery, number of curricula and enrolment capacity of the University. Currently, BDU is offering 366 educational programs through regular, evening, summer, distance and e-learning modalities. The enrolment capacity of BDU has increased from 45,157 to 48,115.

Quality assurance and enhancement office has been established at University level. Its structures have been extended to each academic unit. To ensure relevance of education, the Office conducts need assessments prior to the design and approval of new curricula and module evaluations of programs and courses. Additionally, tracer studies have been regularly conducted since 2017. For instance, according to the 2017 tracer study, the employability rate of the 2016 graduates of BDU was 77%, and employers’ attitude towards the effectiveness BDU graduates was reported as high.

**Academic Staff Development**

BDU has been investing on developing the capacity of its academic staff through which hundreds have attended master’s and PhD programs. Currently, 793 teachers are on study leave. Apart from that, BDU has scaled-up its staff capacity through transferring teachers with outstanding achievements and hunting promising ones. The cumulative effect of these academic staff development initiatives has resulted in availing qualified and well trained professionals across the University’s various academic programs. Also, over the strategic period, HDP training has been given for more than 700 teachers and other training opportunities have been offered to enhance teachers’ professional excellence.

**Excellence in Research and Community Services**

The other focus area of the previous SP was achieving excellence in research and community services. Currently, BDU has eight research journals. Weekly seminars are conducted in each academic program. The University has established 12 research centers and allocated 4% of its total budget for research. Eight international and 12 national conferences are conducted annually. Nearly 1000 publications have been completed per year. Eighty business enterprises have been created for 580 youngsters, and 20 technologies have been transferred to the community. Four model schools are supported by BDU. Nine consultancy services and legal support have been delivered. Altogether, more than 2,200 community services have been given to 9,300 people per year.

**Excellence in Governance and Management**

During the past strategic period, university leaders have been elected through participatory approaches. Criteria and procedures were used to hold merit-based fair election of the university management and leaders at different levels. Leaders’ capacity building opportunities were offered through training and experience sharing programs. Change tools like BSC, Kaizen, and Citizens’ Charter (Service Standards) etc are implemented to improve the University’s performances. In addition, Anti-corruption and Ethics Office and Grievance Handling Committee are established to enhance good governance. Efforts have been made to address crosscutting agenda such as gender, disability, and HIV/AIDS. The establishment of children’s day-care centers and the coming of female staff into the University’s management positions are among the efforts towards addressing crosscutting issues.

**Infrastructure Development**

BDU has maintained the old infrastructures and built additional physical and ICT facilities. Three new campuses have been built, i.e. College of Medicine and Health Sciences, Ethiopian Institute of Textile and Fashion Technology, and Maritime Academy. Classrooms, laboratories and offices are built in different campuses. Some of these are Sport Academy phase II project, CoBE administrative building, BiT-classrooms, laboratory and office complex etc. As a result, the student-to-classroom ratio has improved to 1:24. To upgrade the functions of ICT facilities, servers are installed in different campuses, wired and wireless networks are built, and 40 websites are updated. Also, hardware equipment such as laptops, printers, desktops and photocopiers have been maintained.

**Communication and Partnership**

As regards to internationalization, BDU has intensified its efforts to strike partnerships with many institutions and to become a member of international associations and consortia. Accordingly, to date BDU has maintained partnerships of various degrees with well over 160 international institutions in more than 41 countries in five continents while it has also been affiliated with nine major international associations. These partnerships have created multifarious opportunities in education and joint research for academic staff and graduate students. The partnerships have also helped expand dual programs and enrol international students. Currently, BDU has 19 dual undergraduate and postgraduate programs and 324 international students from the Sudan, South Sudan, Eritrea, Somalia, Somaliland, and Spain.

BDU has taken different measures to build the image of the university and improve its visibility by using print and broadcast media as well as Social Networking Sites (SNSs). Currently, the university has *Nile Newspaper* published monthly. *Meskote Tibeb* television program is broadcasted weekly by Amhara Mass Media Agency (AMMA). The magazine *Tibebe Abay* is also published twice a year. These media have helped the University to disseminate its contributions in teaching, research and community engagement to the community. A newly starting community radio is also expected to add some more values to the visibility and communication efforts of the University.

1. [**ENVIRONMENTAL SCAN**](#_Toc459986777)

**2.1.** [**Analysis of BDU’s Strengths, Weakness, Opportunities and Threats**](#_Toc459986778)

Analysing the strengths, weaknesses, opportunities, and threats (SWOT) of BDU was a major prerequisite to formulate strategic objectives and directions. The analysis has helped to identify and highlight major areas BDU has been doing well on and the deficits that need attention in the new SP. The results of the SWOT analysis are aggregated, grouped into common themes, and presented below.

**2.1.1. Strengths of BDU**

**Strengths in Teaching and Learning**

The strengths of the teaching and learning segment are analysed through the lenses of inputs, processes, outputs, and relevance. With regard to **inputs**, BDU has shown improvements in enrolment, retention, and completion of students. Enrolment rate has increased for both undergraduate and postgraduate students. Efforts are shown to retain and increase students’ completion rate by minimizing the withdrawal/ dismissal rates. The undergraduate-postgraduate students’ ratio has become 80:20. Rates of female students’ enrolment and study completion have also shown improvement. In 2018, 32% of the undergraduates and 19% of postgraduates were females. While there is a room for improvement in both persistence and completion, there is a significant growth in enrolment and retention which is a reflection of an improvement in the academic excellence of the university.

As regards enhancing **quality of education**, BDU has exerted efforts to fulfil the minimum expected staff composition that contributes to the improvement in the quality of education. Experienced and qualified professionals are joining the university through transfer and recruitment. The University has implemented a student–centred learning approach so that the continuous assessment shares 60% of the evaluation system. Though it needs to be further strengthened, there has been an initiation to offer tutorials for female students and students with disabilities.

In terms of **outputs**, the number of BDU graduates is increasing from time to time. For example, in 2017, the Fifth Educational Development Action Plan set a goal of 95% of first year students to pass to second year and 70% to graduate. In the planned year, 98.5% of BDU students graduated which could be taken as a good indicator of BDU’s favorable internal efficiency. However, this could not be a guarantee for the performance and competence of graduates.

**External efficiency** is measured based on the contribution of the graduates to their respective employer organizations and communities. In this regard, the issue of whether or not graduates of the University are getting jobs and being benefited in their respective fields of training is given priority. The Fifth Educational Development Action Plan set a goal of 80% of graduates to get employed within 12 months of their graduation. In this regard, BDU has scored a promising performance, particularly in the employment level of its postgraduate students.

In relation to **relevance**, BDU has started to conduct tracer studies to assess the job market prior to the opening of new programs. The University has been receiving particular recognition for competence in the fields of education and engineering. This is an evidence for the University to have a well-established name and recognition across employing agents. This can also be taken as an indicator for the University’s consideration of relevance in its teaching-learning process.

**Strengths in Research**

BDU’s vision to become a research university has greatly contributed to increased awareness among staffs about an improved culture of research. Although weak, BDU’s commitment to put research administration structures at different levels is highly commended. The increasing trend of budget allocation to research has been encouraging and is hoped to further augment as BDU is intending to become a research-intensive university in the coming decade. The presence of externally funded research projects/grants demonstrates that there is a promising trend of integrating the already existing research initiatives with the internationalization efforts of the University. Increased academic platforms such as international and national conferences, seminars, guest presentations etc created opportunities for the emergence and communication of research ideas and their execution. Additionally, there is an increased number of post-graduate programs and students across the University’s academic programs.

**Strengths in Community Engagement**

The existence of a functional unit under the RCSVP office which is responsible to coordinate the University’s community engagement and technology transfer endeavors is a well-recognized effort. In addition, research centres are taking the community engagement as part of their core responsibility. Also, guidelines are prepared to facilitate the university-community engagements and technology transfer. The number of academic staffs’ involvement in community engagements has been increasing from time to time. There are efforts of consulting potential stakeholders to explore areas for collaborative engagement in service provisions. There are initiatives to redirect the fragmented service provision activity into a splinted mega project that would bring great and visible impact in the community.

Community engagements are becoming diverse in terms of quality and quantity. So far, they are provided in the areas of capacity building, job creation, technology transfer, awareness raising training programs, model village development, environmental protection and so on. Some of the exemplary efforts are the Papyrus project along Lake Tana and the river crossing BDU, the model cites for integrated the irrigation project at Birr Adama, model village development at Kolela, feeding programs in selected schools, model school building, and job creation training for selected families at SOS Children’s Village. Such efforts show BDU’s commitment to invest in community engagements.

**Strengths in Human and Resource Development**

Human resource is an indispensible ingredient for the success of any organization. As an internal strength, BDU has a relatively stable workforce and adequate number of qualified staff, both academic and administrative. There are opportunities for provision of short and long term training programs for the staff and efforts to decentralize the finance management system. The completion of BPR on the HRD process and availability of academic units to consult and improve the HRD system of the University are encouraging efforts. BDU has shown progress in developing information management systems that support both the administration of students’ registration and grading, and the University’s financial management. Availability of income generation programs (e.g. continuing education, dairy products) are among the notable strengths pertaining to resource development.

**Strengths in Governance and Leadership**

One of the crucial components for the success of a university is the very existence of institutional set-ups such as policies, guidelines, and administrative bodies. In this regard, BDU is putting efforts to establish a defined hierarchal and structural relationship governed by rules and regulations. As regards ensuring good governance and leadership, BDU has exhibited considerable efforts to ensure academic freedom. Moreover, the availability of a change management and consultation offices, collegial leadership culture of the top management, use of technology to support decisions and communications, efforts to decentralize the university power and structure, commitment of leaders to change the University system, and readiness of the management to focus on strategic issues are all encouraging moves and efforts. In relation to students, there are efforts to ensure good governance through strengthening the Students’ Union and the participation of students in the University decision making processes. Guidance and Counselling and Gender Directorate offices are established to support females and students with disability.

**Strengths in Communication and Partnership**

Effective communication with internal and external stakeholders of the University is no doubt crucial to create cohesion among staff, to help the University’s community hold a shared vision, to raise the visibility of the University, and to ultimately build and maintain its good images. BDU has created a system of internal and external communication through print and electronic media (websites and different social media, weekly TV program, community radio with fully equipped studio and newspaper). Moreover, BDU has established over 160 partnerships of varied degree and area all over the world. These partnerships are with organizations and HEIs from across different countries in Africa, Americas, Asia, Europe and Australia. The University is also a member of nine international associations, networks, alliances and consortia. It has now 19 dual programs and 324 international students from other countries.

**Strengths in Physical Infrastructure and Environmental Built**

Physical infrastructures and the surrounding environment have crucial impact on the overall success of a university. Since its establishment, BDU has made tremendous investment in expanding and upgrading its infrastructures. New campuses are built and expansions are made. The capital budget allocation for physical facilities is showing improvements. Efforts are observed to equip academic units with required learning facilities and modifications of basic educational infrastructures (classrooms, ICT, libraries, laboratories, sport fields, cafeterias etc.) and avail housing services for University staff and a property disposal mechanism. BDU has shown promising efforts in diversifying and increasing its own income through the production of goods, grand research projects, Poly-Peda Enterprise, and BiT trading.

**2.1.2. Weaknesses of BDU**

**Weaknesses in Teaching and Learning**

The SWOT analysis revealed that BDU has challenges in relation to teaching and learning. In terms of inputs, for example, since MoSHE does students’ placement throughout all HEIs in Ethiopia, many universities admit students beyond their capacities and BDU is not an exception. This has been one of the challenges for BDU to realize its vision of becoming one of the premier research universities in Africa. To accommodate the high student enrolment rate, quality of recruited teachers is being compromised. The quality of professionalism is declining from time to time. The problem worsens in some programs such as engineering and technology where large proportions of students are assigned. There are limited opportunities for capacity building for the staff, and it has become a source of dissatisfaction. The parallel promotion option, which allows staffs without PhD to get promoted to professorship with publications, is demotivating the staff to pursue their PhD study. This, in turn, has impacted the quality of postgraduate programs.

The Education Sector Development Program V (ESDP V) has a goal to reach 25% of female academic staff proportion. The proportion of first, second, and third degree holders was planned to be 5:68:27 by 2018. However, BDU currently has 15.3% female academics and the proportion of different level degree holders is at 19.8:60.6:19.6. Despite the efforts, females have remained under-represented in the BDU academic staff composition. The other challenge is facility and equipment related. This constraint has impacted the teaching-learning process and many programs are forced to be delivered without a support of practical sessions. Thus, students’ could not develop a problem-solving skill that would make them ready for the real life context.

In addition to inputs and capacity of staffs and students, the teaching learning process is the other component which plays a key role for the quality of education. The teaching-learning program has its own constraints. Particularly, the quality of the distance and continuing education program has been compromised for long. Apart from being a means of promotion for the employees, source of income for the university, and alternative means to support the staff, the program is producing low-profile graduates. Thus, there need to be strong quality and relevance controlling mechanisms.

The academic staffs’ and students’ motivation is declining. Classroom teaching is not supported by technologies that could help students to become problem solvers and solution focused. Use of LCD contributes for the rush to complete course contents in short period of time without helping students to comprehensively understand the lessons.

Course contents are not designed and delivered by considering the available employing agencies, industries, technologies and facilities. Theoretical concepts dominate classroom teaching and students miss the link to get connected with the real job environment. In addition, the laboratory technicians and academicians in the field of science are not well equipped with the skills required to manipulate laboratory and workshop equipment. Thus, they become challenged in supporting students in practical sessions.

Students are overburdened with continuous assignments without receiving proper evaluation and timely feedback. Plagiarism and academic theft seem to intensify due to lack of a strong system of follow-up. Students who need support such as those with low academic performance, females with different socio-cultural challenges, and students with special needs are not getting proper guidance and support.

Teachers are demotivated due to unattractive salary and absence of other basic benefit schemes. There is minimum collaboration, coordination, and interdisciplinary team work sprit among staffs. There is a high tendency of magnifying misdeeds instead of appreciating positive ones.

In terms of outputs, graduates seem to lack the required level of competence and basic life skills which stem from the theory-dominated approach of teaching. Limited opportunities are available for students in the areas of creating jobs and becoming creative during their university stays. Thus, accounted for further multifarious reasons, graduates usually struggle to get jobs especially in their field of study.

Efficiency which is categorized into *internal* and *external* contributes a significant share for quality of education. Indicators of internal efficiency focus on dropout, repetition, and dismissals. For instance, postgraduate students, particularly PhD students, are often lagging behind the schedule to complete their study. Other indicators of internal efficiency include commitment to the appointed tasks and different ratio such as teacher-student, classroom-students, reference book-student, academic staff-administration staff. In this regard, academic staff: administration staff ratio was found to be 1:3. In relation to external efficiency, though there is an encouraging rate of employability (77%) of BDU graduates according to the 2017 tracer study, there is still a lot to as there is a significant number of unemployed and job seeking graduates mainly from undergraduate programs.

With regard to relevance, there are course curricula designed without considering job market demands. Some programs are launched without the proper needs assessment. Little effort is exerted in conducting continuous job market demand assessment, stakeholder analysis, curriculum revision and network and linkage creation. This seems to be among the contributing factors for graduates’ un-employability.

**Weaknesses in Research**

Following are weaknesses that have been identified in the research wing of BDU.

**Fragmented nature of research**: The research tradition of BDU which allows short-term (1-3 years) investigations more than long-term (more than 3 years) ones has contributed to the fragmented and inconsistent natures of conducting research. Proposals are not often evaluated in a strong peer-review system. Additionally, there is no strong system of multidisciplinary research which hinders the comprehensive accumulation of knowledge in specific problem areas. This largely inhibits efforts of developing centres of excellence in the region and beyond and proposing tangible recommendations to pressing societal issues. The impact of the research conducted by the University on stakeholders seems to lack clarity.

**Absence of transparent, consistent, and efficient system:** Timing of research initiations and review and approval processes of research projects are not communicated to the academic staffs well ahead of time. On top of this, annual research plans are often prepared with unclear purposes in which research proposals might pass without rigorous evaluations of their methodological setups, data analysis tools, budgeting and others.

There is no database that serves as a repository for all research conducted by BDU. The evaluation of research processes and outputs is less satisfactory and lacks organized follow-up as it might not at times be scrutinized for continuity and culmination in publication. Also, more has to be done to ensure that researchers communicate findings from their studies to concerned stakeholders, or design community engagement and other interventions based on the insights gained. The designs of seminars and conferences should be made in a way that could strengthen academic discourse. Thus, there is a need to be attentive and responsive for the capacity building needs of the staff to achieve BDU’s vision of becoming a prominent research institute and centre of excellence.

**Limited funding opportunities and management issues**: The achievements of a university’s mission largely depend on the funding mechanism put in place. The SWOT analysis, however, showed that BDU allocates insufficient budget to research. Even more, the bureaucratic issues associated with managing research budgets are rigid that often toil researchers with lengthy processes of fund release, procurement and settlement. Also, research budget allocations to academic units do not seem to be adequate and matching with the number of staff, number of postgraduate and graduate students, and previous research outputs. Apart from this, lack of approved incentive mechanisms for researchers who generate external funding sources discourage those who secure additional funds for research in the university.

**Lack of well-equipped research facilities**: The SWOT analysis also indicated that BDU lacks well equipped research facility (lab equipment and supplies, greenhouses, workshops, maintenance and troubleshooting personnel, experienced lab technicians, fast internet connections, journal subscriptions, etc). Without having these facilities in place, BDU’s commitment for research will face a great deal of challenges. In addition, ineffective use of scientific instruments (duplications), lack of regulations for lab management, instrument purchase and maintenance are main long-standing problems. Lab safety regulations are not institutionalized to the level they should be whereas lab technicians are not sufficiently skilled in lab analysis and instrumentation.

**Research administration challenge**: BDU’s research administration should be improved. The existing administration and management system requires due attention in carefully following up and correcting both government and external funded research projects, the financial administration, the database of completed and incomplete research projects, the system of monitoring and evaluation of funded projects, procurement administrations, and the allocation of research funding.

**Weaknesses in Community Engagements**

**Conceptualization of community engagement**: In Ethiopian universities, the two core pillars of higher education, teaching and research, have been given priority over service provision for many years. Unfortunately, community service has been the missing link in the university agenda for long. One of the persistent weaknesses in this regard emerges from lack of conceptual clarity about what community engagement entails. For long, community engagement has been referred to as “*services provided to the community for free and born out of the intentions of contributing good for the community*.” As a result, community engagements so far have been very much aligned with volunteerism and charitable acts. Due to such distorted version, community engagement projects have not usually been designed in line with providers’ professional expertise. Such a narrow conceptualization of service provision has created damage on the basic essence of service provisions and its linkage with higher academic institution as one of the pillars.

**Weak teaching-research-community engagement linkage**: The community engagements provided for years have been practiced mainly focusing on capacity building through training, experimental model cites building, and some efforts in the area of consultancy services and technology transfer. A broader scope mega project which connects the three core missions of teaching-learning, research, and community engagements has been a recent phenomenon. There is weak integration and linkage of teaching and research findings to the community through university-industry linkage. Connecting students to their communities through field placements and other possible opportunities would enhance students’ exposure to get first-hand experiences about societal problems and link those problems with classroom learning. Internship programs can enhance student retention, career selection, academic performance, and employment opportunities at government and community-based settings that host students.

**Limited participation of staffs and students**: Academicians and students do not usually consider community engagement as one opportunity to develop their professionalism and to contribute for the public good. Instead, it is considered as a secondary task to be carried out with little effort. There is low motivation to engage with service provision. Majority of the staffs have concentrated on teaching, and are not participating actively in community engagements and development endeavors as expected. Particularly, the role of students in service provision has been a neglected opportunity for BDU.

**Lack of reciprocal and mutual relationship with stakeholders**: The usual trend of community engagement has been practiced through the temporary plan set out by the faculty, based on the interest of the academic staff. Though there have been improvements in the past, much has to be done with regard to assessing stakeholders’ strengths through identifying the role of stakeholders in the service provision which will help to come up with a holistic intervention plan. Service beneficiaries do not have to be passive recipients. This in turn makes the sustainability of such services to be left on the shoulder of BDU only. The other challenge was the demands of stakeholders to engage BDU in community-based infrastructure development and funding. Community engagement should adopt participatory approach with a foundation of reciprocal partnership and mutual benefit**.** However, efforts of grasping and utilizing stakeholders’ resources have been overlooked.

**Improvised financial and logistic issues:** The amount of budget allocated for community service projects is showing increment from time to time. However, discrepancies are observed in budget allocation to design mega projects in the area of innovation and technology transfer. Moreover, the bureaucracy of the university financial management system is one of the bottlenecks that discourage staff engagement in service provision. In addition, lack of responsive and convenient procurement system, lack of transportation arrangement for field work, and insufficient per-diem and accommodation for field visits are additional challenges which force the staffs to refrain further from service provision.

**Unorganized documentation and dissemination mechanism:** There is lack of well-established system to document and disseminate community engagement projects. Impact assessments have not been conducted periodically to examine the overall progress and effect of the services provided as opposed to the fact that community engagement projects should be built upon the review of success and challenges of previous projects. Community-based projects should be staged and disseminated in seminars and conference presentations, journals, book publications and mass media.

**Unfair rewarding system:** Community engagement needs heartfelt commitment and costs academicians’ time and energy while they try to link the teaching-learning and research for the public good. Such efforts need to get proportional recognition and rewards. So far, less weight has been given for service provision during promotion and other rewarding systems. Unlike that of engaging in research, there is no course load reduction and incentive allocation for professionals who invest their time and knowledge in their community. The community engagement is also given unfair proportional weight during staffs’ application for career promotion, leadership posts, and staff residence housing competition.

**Weaknesses in Human Resource Development**

The weaknesses found through the SWOT analysis pertinent to human resource development can be categorized into HR planning, management, capacity building, motivation, and rewarding systems. In terms of **planning**, BDU requires a comprehensive, carefully prepared, and shared academic staff development and human resource plan. Rules, regulations, policies and procedures in HRM functions such as recruitment, orientation, placement, job descriptions, training and development, performance appraisal, promotion, separation, and audit have be more clear. There are also inconsistencies in handling up-to-date staffs’ and students’ profiles.

A clear talent-hunting mechanism has to be put in place. There is sub-optimal ratio of PhD holder teachers and researchers as compared to masters and first degree holders. Recruitment of expatriate staffs and placement systems lack clarity and common consensuses, and most of expatriate staffs seem underutilized. There is misplacement of human power and mismatch in assigning staffs and top, middle and operational level leaders/managers according to their talents and experiences.

In relation to **resources management,** it is reported that the system is incompetent and out-dated. Staffs are facing improper handling in terms of providing office, office facilities and the like. Improving the working culture of the staff and their habits of resource handling, time management, and customer handling needs due attention.

In terms of **financial resource management**, there is insufficient allocation and poor budget and resources management. Lack of empowerment to academic units on financial resource management has further implications on the overall autonomy and responsibility of the management staffs over the limited resources. The University is often challenged by its rigid procurement procedures, purchase of low quality materials, tight regulations and procedures, bureaucratic procurement system as well as weak internal auditing and monitoring and evaluation.

With regard to staff **coordination and collaboration**, there is weak social cohesion. Particularly there is accumulated grievance between the academic and administrative staffs. Services offered by support offices are not mostly adequate. There are unaddressed issues in getting support for writing grants, addressing compliance issues, completing building repairs in a timely and cost effective manner, addressing problems with workstations and the information network, etc.

With regard to staff **motivation and capacity building**, staffs lack capacity to cope up with rapid technological obsolescence. There is inadequate ICT awareness, utilization, access, and support. Training opportunities to capacitate and strength staffs are still at stake. Most training programs do not come out of needs analysis. Withholding of academic certificates is an obstacle to further hunt opportunities for scholarships. Lack of proper compensation and benefit systems/poor reward and incentive system causes low level of job satisfaction and motivation.

Regarding the staff **monitoring and evaluation**, there is a limitation in the area of performance appraisal system and in checking the efficiency and effectiveness of the university in terms achieving the formulated objectives. There is inconsistency in adhering to rules and regulations to make staffs and students accountable for their poor performance and disciplinary problems.

**Weaknesses in Governance and Leadership**

**Instable organizational structure and continuity in change**: Lack of inspiring and shared vision, missions and values among the University community has been found one of the limitations related to governance and leadership. In addition, goals are not mutually set while monitoring and evaluation is not conducted pertinent to the plan. There is lack of informed legislative document, inadequate policy implementation guidelines, and adherence to the University rules and regulations which in turn creates poor institutionalization of reforms. There is also the issue of clarity about the roles and responsibilities of some of the leadership posts such as board management and executive directors, vice president advisories etc. There is poor communication and preservation of institutional memory, for example minutes, circulars, reform documents etc.

**Gender representativeness**: Lack of empowerment and leadership competence among female staffs is another concern of BDU. Despite all the efforts, females are still underrepresented in the University leadership structure. There is substandard sensitivity to gender and related diversity issues.

**Indecisive leadership for different misdeeds:** There is a lack of clearly stated rules, policies and procedures on reporting and accountability of leaders and staffs. There is also a perceived favoritism of the University leadership to some facilities and individual in terms of staff recruitment, transfer, and resource allocation.

**Staffs refraining from leadership matters**: The roles of staffs in participating in formulation and approval of rules, guidelines and regulations are limited. Decisions are sometimes made without giving sufficient time for staffs’ discussion. Staffs lack of willingness to assume administrative and academic responsibilities causes the leadership posts to be taken with junior and less experienced staffs. Absence of staffs’ direct participation to select leaders has made the leadership nomination and selection process seemingly susceptible for bias.

**Poor complaint handling system: A**ny kind of impressive vision and attractive goal could not be realized unless the academic and administrative staffs get along to work hand in hand. According to the SWOT analysis, the weak relationship between the academic staff, administrative staff, and the leaders is a source of grievance. The very presence of non-functional teachers association adds another burden to address staffs complaints. From the side of students, there is a perceived vulnerability of students’ association to political interest. There should be a critical and responsive system to accommodate the complaints and give constructive timely feedback.

**Weaknesses in Communication and Partnership**

**Limited flow of information within and outside the university system**: Although the system of communication (internal and external) is already established at BDU and there are now alternative communication channels, the university has not reached the level where all these opportunities are integratively used to tell where the university exactly is. There is also no enough evidence to say different segments of the university community (e.g., academic and administrative staff) are sharing the university vision. Within BDU, up-to-date information in terms of number and rank of faculty, number of students by different categories, number and names of programs, active research projects, functional partnership and networks etc, are rarely available at finger tips for managers, staff members and external stakeholders.

**Limited networking and partnership**: There is a need for networking and partnership with local as well international universities if BDU is to really become a research university. BDU has not capitalized on its geographical location (i.e. its proximity to Lake Tana and Abay River), which would have otherwise afforded comparative advantage in attracting partners from near and afar. On top of this, lack of clear partnership and networking strategies at institutional level has allegedly hampered individual attempts in striking partnerships and networks with researchers in other institutions. A university that aspires to be a research university cannot afford to be a self-absorbed and hermetic institution that sees only inward. There is also a tendency to measure success in terms of the number of MoUs signed rather than the benefits gained out of them; much attention is not also given to matching the partnerships made with the strategic directions of the University. What is more, there is a loose link between the main internationalization and partnership office at the university level and the end users of the partnerships made (academic units/departments). There is also a gap between the expectations associated with the main internationalization and partnership office and the actual shape of the office (e.g. in terms of resources- human and material). Due to lack of proper strategy, structure and staffing, the existing staff of the office of international affairs or external relations are consumed by routine tasks rather than by strategic ones that would otherwise elevate the university to a higher possible position in terms of internationalization and consequently to better visibility and recognition. On top of this, the apparent skewed attitude among academic units and the university community at large in wanting to achieve internationalization through one single office (i.e. lack of such alternative orientations of internationalization as comprehensive internationalization, campus internationalization, etc which essentially require decentralization of internationalization across academic units) has not helped in translating ambitions and visions into meaningful results in internationalization at BDU.

**Weaknesses in Physical Built and the Environment**

BDU’s infrastructure development is mainly financed by the Ministry of Finance and Economic Development (MoFED) of the Federal Government of Ethiopia. The government may not continue its generosity in supporting the development and expansion of physical infrastructure in the future. Reduction in capital budget allocation is already started. Hence, relying so much on government fund alone will not be a feasible strategy. Instead, looking for diversified alternative financial sources needs to be considered.

The available infrastructures are still limited in quality, quantity, access and coverage to offer the required services. There are still serious shortages in campuses like College of Business and Economics (CoBE), BiT and Peda. Improvements in infrastructure and facilities have not yet reached the expected standard. The available facilities were designed years ago where the University was accepting considerable number of students. Besides, some of BDU’s infrastructures are old that require major investments to renovate and modernize. In addition to the shortage and quality of the infrastructures, there are also deficiencies in using the existing resources properly in an optimal manner.

Buildings and offices are not equipped well with relevant resources and equipment necessary for the staff. Facilities such as classrooms, libraries, staff offices, laboratory equipment, workshops, and ICT in each campus are not yet fulfilled. Available classrooms and workshops could not accommodate students accepted every year. Thus, students are forced to attend their workshops in low qualified and poorly organized privately owned workshops. In addition, there is a limitation in residence for academic staffs, provisions of cafeteria services, school for children, and recreation spaces for staff and students.

There is also unfair distribution and utilization of resources. Inequity is reported in physical infrastructure development and distribution across colleges and faculties (e.g. Peda, CoBE, Maritime Academy). Also, misallocation and misuse of materials are widely observed. Expired laboratory chemicals and unfriendly equipment are affecting the quality of practical teaching-learning process.

Moreover, the management of physical expansion and unfinished development projects has to be strengthened. Inaccessibility of physical buildings for persons with disability is another challenge. Safety and security issues are there to use libraries and dormitories during late night. Inadequate maintenance system for equipment and building and inefficiency in property disposal mechanism is part of the sophisticated problem in relation to physical buildings.

2.1.3. Opportunities and Threats of BDU

BDU is one of the largest universities in Ethiopia with huge number of staff and students as well as teaching and research facilities which are **opportunities** to capitalize on. In the very recent exercise of differentiating Ethiopian universities by MoSHE, BDU ranked first which is an opportunity to attract resources, talented students and faculty. BDU’s location (i.e. its proximity to Lake Tana and Abay River) is also an important comparative advantage in attracting partners from near and afar. BDU has also a global advancement in information and communication technology which facilitates easy access and fast share of information; e-Learning is started in 15 academic units while there are digital library, video conference facilities, and automated workflows and communications. Moreover, BDU has given national, continental, and global focuses to its research directions. In this regard, the establishment of MoSHE and HERQA, the development of a new national roadmap on education, and the availability of AU 2063 vision and the UN 2030 Sustainable Development Goals (SDGs) are potential opportunities to be exploited as fundamental frameworks for the advantage of BDU. There is also an increased interest of international institutions to collaborate with BDU on research and education. Furthermore, the existence of the regional universities’ forum and experiences shared with other African and international research universities are possible opportunities to be utilized for the success of BDU.

As far as **threats** are concerned, inflations and socio-political conditions of the country that induce instabilities in the teaching-learning and research environment of the university have been identified. Additional threats include insufficient government funding for universities which has been a bottleneck to expand/upgrade physical infrastructures and enhance research and staff training programs. Rigid government policies, rules, regulations, and taxation systems, high rate of graduate unemployment in the country, poor quality of education in lower grade levels, capacity limitations of local business units and industries to offer quality products and services, stakeholders’ lack of interest in and reluctance on university-industry linkage and institutional cooperation in the local industries and business units, local institutions’ and stakeholders’ high expectations of finance and other resource donations from the university, competition for limited resources, and shortage of foreign currency are also additional threats which worsen the operations of the University.

**2.1.4. Measures Taken to Redress the Weaknesses**

Although the stated weaknesses have been observed in terms of the teaching-learning, research and community engagement activities as well as supporting systems of the University, different measures have also been taken to redress these weaknesses. They include:

* A strong Total Quality Management (TQM) unit is established to make continuous follow up on the quality of teaching learning, programs and curriculum. Periodic quality audit is done and corrective measures are taken based on findings.
* All curricula pass through a rigorous review system before they are approved.
* Teaching and research capacity building interventions are always given to academic and administrative staff.
* Academic Writing is given as a preparatory course to all PhD candidates before they go to their specializations.
* Higher Diploma Program (HDP) training is used as one means of improving the teaching skills of academic staff of the university.
* Tracer studies have also been conducted to see the rate of employability of graduates.
* The University’s graduate program office has been restructured and strengthened.
* A strong system of research proposal review is established at academic units.
* Research groups are created to encourage team research and multidisciplinary research. Team research is given priority when it comes to financial support from the university.
* Research Centres (RCs) are established to encourage research on selected areas of priority for the University.
* A Project Coordination Directorate is established to manage all project issues in the university.
* A Research Information Management System (RIMS) has been launched to create a database for research conducted at the university.
* Various research capacity building trainings are given to researchers and academic staff. The Grant Writing workshop organized by the University and AfRIE (Alliance for Research, Innovation and Education) which is a group of researchers in the USA and Europe is one of them.
* Special attention is given to upgrading the capacity of laboratories in different academic units. Some research grade labs are also installed. Some laboratories in Bahir Dar institute of Technology (BiT)- BDU are in the process of accreditation.
* An Incentive and Reward guideline is formulated to encourage research and community engagement activities of staff.
* A free medical support provision guideline has been recently approved to motivate the staff and create ownership to the university.
* A decentralised financial system which gives financial authority to academic units is created in the university.
* To address complaints, mal-practices and related matters an Ethics and Anti-Corruption Directorate is established.
* Basic Information about academic units, programs, research activities and daily events are disseminated through the main University Website and other child websites and social media.
* A policy for Internationalization and partnership has been prepared.
* There have been significant improvements in the provision of offices (with internet facilities), accommodations (housing) to create motivation and ownership in the staff.
  + 1. **Conditions to Determine the University’s Strategic Issues**

Through enhanced knowledge, skills and attitude of its human resources, Bahir Dar University strives to contribute to the nation and beyond in teaching and learning, research, and community engagement. In so doing, BDU shall consider the following conditions to determine its strategic issues:

* The rapidly changing global realities;
* The country’s economic, social, and political pathways that set structural transformation from agriculture-led to industry-led economy;
* Graduates’ competence, knowledge, skills and attitude that focus on problem-solving and societal transformation;
* Accessibility, equity, quality, relevance, and technology transfer of higher education that align with the strategic issues incorporated in both the Second Growth and Transformation Plan (GTP II) and the fifth Education Development Program;
* The multifarious challenges that are facing higher education in Ethiopia, and
* The newly introduced differentiation scheme in the Ethiopian higher education system in which BDU belongs to the category of Research Universities.
  + 1. **Required Human and Material Resources**

In line with the expectation that higher education institutions should ensure proper utilization of human and material capitals for the development of the nation, BDU works to attain quality, relevant and equitable education through well capacitated human and material resources. This entails a big investment on students, teachers, administrative staff, and the university management as well as on material resources. Hence, BDU shall integrate and use these resources for the realization of its vision.

**Human resources**

* Students
* Teachers
* Administrative staff
* University leadership
* Researchers
* The community
* Partners and stakeholders

**Material resources**

* Classrooms
* Laboratories
* Libraries
* Offices
* ICT and technology facilities
* Sport facilities
* Research centers
* Community service sites
* Teaching and training centers
* Enterprises
* Media
  + 1. **Strategic Issues**

Based on the recent differentiation scheme introduced to the Ethiopian Higher Education system Bahir Dar University is identified as one of the research universities in the country. Hence in its transformation to a research intensive university where much focus will be given to quality research and graduate programs which will serve as spring boards in the transformation of society BDU has already identified the following strategic issues:

1. Quality and relevance in research and education
2. Proven technology and innovation transfer to the society
3. Strong system of administration, governance and sustainable finance
4. Digital skill and infrastructure
5. International visibility and networking

These strategic issues are discussed below:

1. **Quality and relevance in research and education**

Bahir Dar University has gone a lot of promising steps in producing quality graduates, launching relevant programs and solving societal problems through research and transferred technologies. However, the fact that the university is becoming a research intensive university requires that special attention be given to the quality and relevance of programs through rigorous quality assurance mechanisms including curriculum reviews. Moreover, the teaching learning inputs, process and outputs should be assessed regularly based on set quality standards.

As a research intensive university BDU is giving special attention to the development of research centers and graduate programs. Hence a strong system of research administration needs to be in place so that research by academic and research staff as well as graduate students is of high quality and relevance. The already existing systems will be strengthened. Hence, in the coming ten years (the Strategic Plan Implementation Period) the necessary teaching and research infrastructure will be fulfilled, a strong system of program and research review will be launched so that BDU will continue to contribute substantially in the transformation of society.

1. **Proven technology and innovation transfer to the society**

Whether a university is a research university or any other type its major mission is to make substantial contribution to society. When this mission is seen especially in the context of a research university perhaps one of the most important contributions it should make to the society is solving actual problems through research, proven technologies and innovations. To this end, research and innovation activities should be performed on the bases of well selected thematic areas and research agenda which go in line with the actual needs of the society. Hence in the period of implementation of this strategic plan BDU should put in place a system through which success in research and innovations be seen in terms of technologies transferred and usability of research outputs in impacting policy and decisions. In fact, recognition of best performance of researchers and innovators in generating transferable technologies and providing relevant community services in the whole community engagement endeavors will also be considered.

1. **Strong system of administration, governance and sustainable finance**

A well prepared plan without committed leadership and finance will not take any higher education institution anywhere. It is a team of strategic leaders with the required determination and shared vision that makes the implementation of any plan possible and it is this transformative leadership that creates a dependable system that would lead to the foreseeable future. BDU which is now being transformed into a research-intensive university needs to top, middle and lower level management whose leadership capacities are developed continuously. Undoubtedly a research university in a developing world like Ethiopia is also a costly endeavor. Hence, BDU will be able to create a system where knowledge, technology and innovations will help in the development of sustainable finance in the period of implementation of the strategic plan.

1. **Digital skill and infrastructure**

The fact that the world of higher education is in continuous dynamism requires such higher education institutions as Bahir Dar University to clearly understand evident realities and keep abreast of the advances made in technology. National and international competitiveness for excellence in the context of higher education has clearly become sharper due to the use of contemporary technology in teaching, research and other key processes of institutions. Hence as an institution working for academic and research excellence BDU should adapt to the ever-changing world of technology. To this end, the university will be able to install the necessary ICT infrastructure, adapt emerging technologies that will add to the quality of teaching learning, research and community engagement activities and upgrade the digital skills of its staff and students through various capacity building interventions.

1. **International visibility and networking/partnership**

With the pressing environment for higher education institutions to see themselves against international standards, competitions with organizations of similar missions have heightened more than ever before. The world of education is heading towards utilizing teaching, learning, research and technology transfer opportunities wisely. BDU targets increasing its visibility in the international arena of higher education through breakthrough research outputs, and quality education for which partnership plays a pivotal role. BDU shall only build up on its current promising collaborative engagements with different public and private institutions. Students’ and staff’s exchanges and mobility, collaborative research and projects, etc are seen among the key strategies to enhancing BDU’s international visibility. The fact that BDU has begun the journey of becoming a research-intensive university places itself in an internationally competitive scenario. Thus, BDU shall uplift its attempts of being internationally competitive and visible.

2.2. An Overview of International and National Policies and Strategies

The preparation of this SP has been guided by various international and national policies, implementation strategies, programs and plans of different sectors. Policies and strategies have also been considered as the University is entrusted with the duty to produce trained manpower, conduct research, and render services which directly or indirectly contribute to various sectors.

**a) Sustainable Development Goals (SDSs) Relevant to the Education Sector**

The 2030 Agenda for Sustainable Development covers a wide range of interrelated goals, including poverty eradication and economic growth, social inclusion, environmental sustainability and peace for all people. Universities are uniquely placed to lead the cross-sectoral implementation of the SDGs by providing an invaluable source of expertise in research and education. The central roles of universities in helping realize the SDGs include managing curricula and their implementation to satisfy students’ sustainability-related knowledge and skills to be able to successfully deal with the current and future global socio-economic and environmental sustainability challenges**, i**nstitutionalizing university-led partnerships with governments and communities, strengthening, initiating and facilitating dialogue across multiple actors including government, private sector, academic and scientific community, civil societies and the public, and supporting integrated and coherent policies and actions.

**b) Africa Union Agenda 2063**

The African Union adopted an endogenous Vision 2063 as a roadmap for continental development and plan for transformation. Education related issues of AU Agenda 2063 are establishing an African virtual and e-University to increase educational access through Open, Distance and e-Learning (ODeL) resources, establishing an annual African forum to bring African political leadership, the private sector, academia and civil society together, creating a prosperous Africa through a creation of well-educated citizens and skills revolution underpinned by science, technology and innovation, building and expanding an African knowledge society through transformation and harmonization investments in universities, science, technology, research and innovation, strengthening the Pan-African University and elevate Africa’s role in global research, technology development and transfer, innovation and knowledge production, supporting young people as drivers of Africa’s renaissancethrough investment in their health, education and access to technology, opportunities and capital, and concerted strategies to combat youth unemployment and underemployment, developing Africa’s human capital through sustained investments on universal early childhood development and basic education and sustained investments in higher education, science, technology, and research and innovation, expanding access to postgraduate education to ensure world-class infrastructure for learning and research and support scientific reforms that underpin the transformation of the continent, and achieving Gender Parity by 2020 to remove all forms of gender discrimination in the social, cultural, economic and political spheres.

**c) Growth and Transformation Plans**

Since the formulation of the First Growth and Transformation Plan (GTP I), education has been given a special attention to transform the agriculture-led economy to industry-led, thereby supporting the manufacturing sector by supplying the required professionals and problem solving technological innovations. To achieve its vision of becoming a lower middle income by 2030, Ethiopia has also developed the Second Growth and Transformation Plan (GTP II) built on sector policies, strategies and programs and the UN SDGs. GTP II aims to achieve an annual average real GDP growth rate of 11 per cent, pursuing aggressive measures towards rapid industrialization and structural transformation. Education is instrumental to attaining these development goals through application of science, technology and innovations. According to GTP II, greater shares of economic production will come from industry and manufacturing with the consequent demands for middle- and higher-level skilled manpower to be supplied by the educational system. Achieving these visions requires further expansion of access to high-quality basic, general and tertiary education.

## d) Education Sector Development Program (ESDP)

Five Education Sector Development Programs (ESDP I to ESDP V) have been developed to implement the education and training policy. Each program has had its own focus. The goals of ESDP V for higher education are to produce competent graduates who have appropriate knowledge, skills and attitudes in diverse fields of study, to produce research which promotes knowledge and technology transfer based on national development and community needs, and to ensure that education and research promote the principles of freedom in exchange of views and opinions based on reason, and democratic and multicultural values. The priorities of the education and training system in Ethiopia are to provide equal opportunities and participation for all, with special attention to disadvantaged groups, deliver quality education that meets the diverse learning needs of all children, youth and adults, develop competent citizens who contribute to social, economic, political and cultural development through creation and transfer of knowledge and technology, promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently, and assist children, youth and adults to share common values and experiences and embrace diversity.

## e) Science, Technology and Innovation Policy (2012)

The major objectives of the Science, Technology and Innovation Policy are promoting research that is geared towards rapid technology transfer and adaptation, commercializing traditional knowledge and technologies, and strengthening linkages among the different actors in the national innovation system. Towards the fulfilment of the policy, BDU is determined to produce qualified researchers, capitalize on researches that generate new knowledge, solve problems of the society, and adapt/adopt usable technologies.

**f) Ethiopian Education Development Roadmap (2018-2030)**

The Ethiopian Education Development Roadmap has reviewed the achievements, challenges, and ways forward for higher education along the three-fold dimensions: access (participation, including gender and equity issues), quality (relevance, internal efficiency and external effectiveness), and management (leadership, governance, decentralization, and resource management). In the roadmap, different reforms are proposed to lift the Ethiopian Higher Education Institutions (HEIs) to the level of the lower middle-income countries by 2025 and more in 2030. Some of the reforms include extending the three years undergraduate program into four years, delivering 15 common courses to undergraduate students, and identifying and differentiating universities based on their excellence in teaching, research, and applied science categories.

**g) Development Plan of Ministry of Science and Higher Education (2013-2022)**

Ministry of Science and Higher Education (MoSHE) is preparing a ten years development plan. The 2022 development plan aspires to create a scientific society who will contribute to the on-going national development and prosperity. The development plan has 11 strategic goals, 56 strategic objectives, and 192 indicators. The strategic goals are ensuring the coverage and equity of higher education programs, ensuring the quality of higher education programs, improving the organized use of indigenous knowledge, capacity building for higher education, improving the role and participation of stakeholders, strengthening national and international partnerships and networking, strengthening the culture of research, technology transfer, and community engagement, improving the income of higher education institutions, creating effective, responsive, and accountable institutional structures, strengthening the financial management system of higher education, and ensuring the production of competent graduates.

**h) Education and Training Policy (1994)**

The Education and Training Policy which was formulated in 1994 has resulted in restructuring the previous education system based on the following general objectives: developing the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all, bringing up citizens who can take care of and utilize resources wisely and are trained in various skills by raising the private and social benefit of education, bringing up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline, bringing up citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society, and cultivating the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs.

**i)** **Higher Education Relevance and Quality Agency (HERQA)**

Higher Education Relevance and Quality Agency **(**HERQA) has identified ten key aspects of operation which will form the focus points for quality audits in Ethiopian Higher Education Institutions (HEIs). These are vision, missions and educational goals, governance and management system, infrastructure and learning resources, academic and support staff, student admission and support services, program relevance and curriculum, teaching, learning and assessment, student progression and graduate outcomes, research and outreach activities, and internal quality assurance.

**j) Policies in Other Sectors**

**Agriculture and Rural Development Strategy**

The Agriculture and Rural Development Strategy emphasizes on enhancing the production and productivity of the agricultural sector through improving small holder farmers’ and pastoralists’ access to improved agricultural and livestock technologies and basic market infrastructures. BDU is determined to contribute to the achievement of this policy by producing trained manpower equipped with agro-technological capabilities, livestock and crop productivity improvement skills and undertaking research that identifies problems in the sector and finds solutions to them.

**Health Policy (MoH, 1993)**

The major focus areas of the Health Policy are decentralization of the healthcare system, development of the preventive, promotional and curative components of healthcare and assurance of accessibility of health care for all segments of the population. BDU is expected both to contribute towards this policy by increasing enrolment capacity in the health education and diversifying (preventive, child and maternal care etc) and prioritizing health training according to the needs of the decentralized health service system and to increase its effort in health research and community engagement towards the building of healthy and productive citizens.

**Industry Development Strategy (MoI, 2002)**

The Industry Development Strategy primarily focuses on the promotion of agriculture-led industrialization, export development, and expansion of labor-intensive industries. In the context of the five year Growth and Transformation Plan (GTP), the Industrial Development Strategy strives to achieve these through giving due emphasis for Micro and small scale industrial development and enhancing the capacity of the different industrials sectors.

[**2.3. Emerging Issues**](#_Toc459986782) **in Higher Education**

When it comes to learning, the future of higher education has a good deal of potential in Ethiopia. If managed properly, the future of higher education has many opportunities like the ever-expanding population, the demand for highly trained and qualified professionals to meet the demands of skilled personnel in the growing economy, and the upcoming and growing trends in entrepreneurships to name a few.

Higher education seems to be reflecting, or perhaps driving, trends in the country’s labor market. Especially, undergraduate students are entering the market with jobs characterized by limited number, insecurity, and lower wages though there are improvements in the economic situations of the country. Thus, BDU’s assignment will be overcoming such challenges in the labor market and succeeding in fulfilling the training gaps of the graduates so that they will be able to win those challenges.

The fact that BDU is emerging to become one of the premier research universities in Ethiopia and beyond has made it to be less oriented towards undergraduate teaching. However, it can still provide excellent experiences for undergraduate students since one of the outcomes of a research-intensive university is producing evidence-based decisions for quality education. This requires BDU to invest hugely and capacitate itself to obtain resources from donors and through innovative income generation mechanisms. This will further help BDU to ultimately become an autonomous institution.

The COVID-19 pandemic, another emerging issue, has tested the capacity of many higher education institutions in Africa how much they can function in such unforeseeable situations. BDU has not been an exception in this regard, and it had to temporarily close its face-to-face class delivery of education in an attempt to contain the spread of COVID-19 as per the government’s directions. This has been a blessing in disguise for BDU as it has started to consider various innovative and technological ways of dealing with the dynamic system of education such as on-line programs, video-conferencing, the use of smart-classrooms and other virtual modalities. The situation has also given lessons to the University that there are ample capacities of innovation which have been experimented to curb the challenges posed by the pandemic while it has further necessitated institutional readiness and preparedness at times of crises.

3. ORGANIZATIONAL VISION, MISSIONS, AND CORE VALUES

3.1. [Vision](#_Toc459986785)

*BDU aspires to be one of the leading research-intensive universities in Africa and the first choice in Ethiopia by 2030.*

[**3.2. Mission**](#_Toc459986786)**s**

BDU is vested in with the following missions:

* Promote advanced research and innovation on the basis of the country’s requirements;
* Produce graduates with relevant professions and necessary competences (knowledge, skills and attitude) to respond to the national labor market requirements to eventually ascertain the global competitiveness of the country;
* Improve lives through evidence-based and transformative community engagement;
* Enhance demand-driven and problem solving technology transfer

[**3.3. Core Values**](#_Toc459986788)

The guiding values BDU promotes and upholds in pursuance of its missions are:

1. Quality
2. Pursuit of wisdom
3. Excellence
4. Innovation
5. Social responsibility
6. Diversity
7. Internationalization

4. STRATEGIC THEMES (+Strategic Objectives & Strategic Initiatives)

Following the SWOT analysis, 7 strategic themes, 31 strategic objectives and 322 indicators have been developed to guide the reconstruction of BDU’s SP (2020/21 to 2029/30). Strategic issues along with targets and indicators are analyzed, organized, and presented. The seven strategic themes are listed below. These strategic issues inform the process of developing the strategic objectives.

1. Excellence in teaching and learning
2. Excellence in research
3. Excellence in community engagement
4. Advance in human resource development
5. Enhance good governance and leadership
6. Advance in communication and partnership
7. Improve infrastructure and resources
   1. **Excellence in Teaching and Learning**

**Description**

These days, human beings are experiencing unprecedented and dramatic changes of all sorts. The changes are often galvanized by continuous competitions across organizations and countries. Helping people learn to live with changes, to lead changes, to manage changes, and to support improvements in all spheres of life is very essential. Under this environment, the role of HEIs is paramount. To that effect, academic excellence has become an issue of importance in the landscape of education. That is because academic excellence brings together a range of educational interests in the contemporary era as policy makers and HEIs across the globe are increasingly focusing on educational quality and excellence. This offers a way of harmonizing and meeting individual and national needs for access, efficiency, quality, and relevance. Academic excellence necessarily embraces concerns for teaching and students’ learning. In simplistic terms, academic excellence typically implies relevance, program quality, supply of resources and facilities, positive learning and employment environments, competent teachers and learners, and achievement of desirable outcomes among others.

Excellence in teaching is determined by factors such as the inspirational nature of individual instructors, the organisation of lessons, the interaction between instructors and students, how well the lesson provided meets the learning objectives of the course, and the performance and satisfaction of students. Excellent teaching may be seen as the efficient presentation of information which maximizes students’ opportunities to gain the highest scores from the course or one that stimulates students’ engagement to the subject and enhances their competence (knowledge, skills and attitude).

The characteristics of excellence in teaching and learning are so complicated that there is no one best way in it, though our understanding of its importance is not questioned. Although instructional effectiveness is the function of the synergistic relationship among students, teachers, university management, parents or the public, and the government as a whole, an enduring multiplier effect on quality enhancement and achieving teaching excellence in higher education involves six major elements.

* Primarily, it involves interest and explanations that help instructors know what students understand, forging connections between what is known and what is new to enable students to understand the material.
* Two, delivering necessary concern and respect for students and their learning.
* Three, using a variety of appropriate assessment and feedback techniques so that they can demonstrate their mastery of the material in different ways.
* Four, setting clear goals and high learning standards so that students know up front what they will learn and what they will be expected to do with what they knew.
* Five, independence, control and active engagement of both teachers and students because such an approach fosters a sense of student control over learning and interest in the subject matter.
* Six, learning from students is highly essential, good teaching is open to change because it involves constantly trying to find out what the effects of instruction are on learning, and modify the instruction in light of the evidence collected. In this respect, the most crucial element in ensuring excellence in teaching and learning is the quality of the faculty, clarity, merit orientation and transparency in the process of recruitment and selection of faculty should be maintained.

**Strategic Objective 1. Expanding enrolment with particular emphasis to graduate programs**

**Description**

With respect to optimizing enrolment, primarily, student admission should take the current plans of MoSHE into consideration. BDU is selected by MoSHE as one of the potential research universities in Ethiopia. Accordingly, the University must give more emphasis to postgraduate programs and reduce the undergraduate enrolments eventually. To this effect, admission criteria that enable BDU to recruit talented and higher calibre candidates should be in place. In this respect, professors shall be provided with the required autonomy to recruit their postgraduate candidates (particularly for the PhD program).This takes earlier degree (recognition of prior learning system) into account for admission into fields of graduate programs. In addition, optimizing quality of enrolment cannot be guaranteed disregarding different inputs, process, and outputs. Professors shall be encouraged to look for research funds to cover the tuition and research costs of postgraduate students. With respect to human resource, first and for most, the quantity and quality of the academic staff need to be given particular emphases. Moreover, the role of ICT in improving the teaching-learning process should be given due attention.

**Strategic Initiatives:**

* Organizing a postgraduate research and innovation symposium
* Providing conference travel grant (3 local and 3 international)
* Providing community service using postgraduate students (15 days)
* Awarding best 10 postgraduate researchers (based on the publication output)
* Preparing a postgraduate perspective/bulletin
* Enriching the student learning experience through engagement with high-profile researchers/professors/experience sharing/seminars

**Strategic Objective 2. Ensure program relevance and quality across academic units**

**Description**

Ensuring program relevance and quality across program units shall be one of BDU’s priorities in achieving excellence in the teaching and learning process. For this, setting clear, standardized and binding admission criteria to employ stringent student admission procedures and qualify enrolment profile should be mandatory. Revising and updating curricula continuously, in line with the job market, will optimize relevance and quality. To ensure program relevance, BDU needs to emphasize the current and potential market demands. This entails introducing new programs demanded in the market. Expanding programs in collaboration with renowned universities in and outside of Ethiopia can also render more value for the curriculum. Moreover, engagement in international collaborations can serve as a fertile ground to launch dual programs that could attract international students. Putting efforts to maintain international standards on the one hand and taking indigenous knowledge and experience in to consideration, on the other, in curriculum development helps to cope with the dynamic curriculum environment of the day. Eventual replacement of the undergraduate distance and continuing education curriculum with the graduate program shall be part of the actions to be taken.

Strengthening the existing centres of excellence (Teacher Education and School Leadership, Disaster Risk Management and Food Security Studies, Land Administration, Maritime Training) and looking for other centres of focus should also be BDU’s areas of engagement. To this effect necessary inputs shall be put in place. To make curricula relevant to the focus areas of the country, emphasis should be given to the area of agro-processing and mechanization, engineering, mining, ICT and Tourism programs.

Providing students with an enhanced range of co-curricular and extra-curricular experiences is also highly essential in their career development. This helps to prepare graduates for a wide range of challenging careers and enhance their employability rate. To that effect, tracer studies shall be carried out on a regular basis to improve program relevance and quality, and to look for occupations that create better opportunities of job.

On the other hand academic programs which are not in the focus areas of the university and the nation as a whole as proved irrelevant by research, stakeholder feedbacks and tracer studies shall be kept at a minimal intake or be closed.

**Strategic Initiatives:**

* Conducting studies to revisit and update curricula in line with the job market
* Conducting studies to introduce new and innovative academic programs based on market demand and global condition
* Establishing accelerated and global affiliated programs
* Conducting program accreditation by HERQA and beyond
* Implementing internship of students and externship of academic staff
* Providing training on critical thinking, proposal development, scientific paper writing, dissertation writing, grant proposal writing and management etc
* Developing opportunities for postgraduate students to engage in innovation and entrepreneurship through, for example, start-up workshops, elevator pitch (organizing and awarding PG students)
* Providing plagiarism software to all stakeholders
* Opening innovative programs for low and middle income countries (South Sudan, Djibouti, Eretria, Somalia…)
* Printing books and modules for the freshman program
* Purchasing original degree security printer and security paper
* Publishing original degrees (having high security aspects)

**Strategic Objective 3. Strengthen the postgraduate program office**

**Description**

Graduate education provides students with more advanced learning in specialized and sub-specialized disciplines. A good graduate program gives an in-depth understanding for students to become experts equipped with advanced skills and knowledge in a particular field of study. The learning environment at this level is different from the undergraduate level due to the fact that it is distinctly characterized by its advanced, focused and scholarly nature. That is, among other things, it builds upon an undergraduate education, focuses on an in-depth study, and is concerned with the critical analysis of existing knowledge and the creation of new one instead of the acquisition of general knowledge and skills. In general, it is expected to equip students with competencies that enable them to apply analytical and interpretive skills as well as understand and/or produce advanced research.

Envisioning BDU as a research-intensive university cannot be realized without working on its postgraduate programs. To improve the research output of postgraduate students both in quality and quantity and guarantee the required academic freedom BDU will give a great attention to empower and strengthen its graduate programs in the coming strategic period.

The postgraduate office will have competent team members, management system and facilities that are up to the expectations of postgraduate students, staff and other stakeholders. The office will revise its structure and pull the necessary experts. More attention will also be given to the automation of the postgraduate study from admission to graduation that will improve the monitoring and data management system. The postgraduate office will be equipped with necessary facilities to organize training programs that are important to most postgraduate programs, such as academic writing, critical thinking, programming and data analysis. In our modern knowledge intensive society, a research university is a key institution for social and economic development of the country. Focused on the discovery of new knowledge and the development of the next generation of scholars, research universities are becoming more international in focus.

**Strategic Initiatives:**

* Creating a website that provides information and resources for students, staff and host employers (thesis and proposal writing guidelines, scholarship guidelines and MSc and PhD curriculum)
* Developing automated postgraduate students management system, particularly for PhD students
* Establishing computational laboratory and data server unit
* Establishing high capacity data server for online PG programs
* Local and international experience sharing
* Renovating the existing old post graduate building
* Providing supporting licensed software (SPSS, latex, origin, AutoCAD, Solid work, Mat-lab, design expert, CFD….)

**Strategic Objective 4. Implement contemporary instructional and assessment practices**

**Description**

Instructional process refers to the actual teaching-learning process practiced. Effective instructors not only plan and execute their day-to-day courses effectively but also ensure that their students have effectively acquired, rehearsed and connected knowledge and skills. To that effect, spending more time in guided practices, asking questions, checking for understanding, and correcting errors helps to have an effective instruction. Although teaching in a classroom is generally a group activity, learning is very individual. All students are different and learn differently. As teachers plan for their teaching-learning activities, they need to keep this in mind.

For a fruitful instruction that acquaints students with the required competencies (knowledge, skills and attitude), students of BDU shall be exposed to practical and experimental learning. BDU needs to capitalize those experiences gained from practicum program in College of Education and Behavioural Sciences, internships in College of Medicine and Health Sciences, apprenticeships in Institute of Technology, and field education in Department of Social Work and expand the practice far and wide across academic units. By engaging its students in Content –bade Learning, (CBL) the university can produce professionals and graduates who are socially accountable and responsive to the felt needs of the community. CBL facilitates students’ academic performance, career selection, and employment opportunities. Through CBL, students develop not only their academic skills but also their personal skills and their sense of civic responsibility. This could be done through filed placements, practicum, and internship programs. Another option is strengthening industry-university linkage for workplace education and training to link classroom teaching to local community through practice and optimize the relevance of the education the university provides. To this end, selected undergraduate program curricula should be rigorously revised to combine classroom teaching with supervised internship, apprenticeship, practicum, and/or field placement programs.

In addition, BDU should respond to the community’s particular educational needs through its faculty involvement in designing and delivering a variety of capacity building programs such as workshops and seminars. Moreover, BDU could use community-based learning as an instrument to hunt talented students from the community by giving scholarship opportunities starting from elementary school.

Moreover, it must be kept in mind that educational effectiveness is judged on the basis of learning outputs. Assessment is the means to measure those outputs. Besides outcome measurement, assessment is a means that bridges the gap between teaching and learning. Perhaps second only to teaching, assessing student performance is a fundamental tool in instruction because it helps to know whether an educational institution is delivering what is required and provides feedback for improvement in student outcomes. An effective practice of assessment and evaluation is, therefore, an indispensable instrument in addressing instructional objectives. This activity attempts to verify the quality of the output. Establishing a fair, transparent as well as performance based assessment and evaluation system of students matters highly in this respect.

BDU has automated Student Information Management System (SIMS) since the last ten years and it has in fact brought significant improvement to the students’ information system and satisfaction on the side of students, teachers and the university management at large. It has also been working on automating the previous students’ data. It is planned that by the end of this SP years all (since the establishment of BDU) students’ data will recorded using the SIMS.

**Strategic Initiatives:**

* Establishing internationally accredited lab facilities for material characterization and molecular analysis techniques
* Modernizing undergraduate laboratory facilities
* Upgrading labs followed by program and lab accreditation
* Establishing weather station, botanical garden, green house, animal house etc
* Modernizing lab equipment maintenance capabilities
* Upgrading lab rooms to meet required standards
* Establishing smart classrooms, video conference rooms
* Establishing green house with full accessories, comprehensive laboratory for the veterinary hospital, net shade for horticulture and plant science, fish nursery ponds and hatchery, zoo for the wild life and ecotourism, wood workshop and saw mill
* Upgrading the mineralogy petrology and economic geology labs
* Purchasing lab and field equipment for engineering geology and geophysics labs
* Purchasing lab equipment and consumables for geochemistry and hydro-geochemistry labs
* Establishing petrography and section preparation lab
* Upgrading remote sensing and GIS lab
* Purchasing field equipment for resource exploration and geological mapping and mining
* Establishing facilities for new special graduate programs and research laboratories
* Purchasing installation and commissioning of machineries for EiTEX integrated leaning and production factory
* Purchasing and installing leather laboratory equipment

**Strategic Objective 5. Integrate indigenous knowledge use**

**Description**

BDU should make concerted efforts to recognize the relevance of indigenous knowledge, a knowledge developed by local/indigenous people over generations which allows communities to develop understanding of their relationship with surrounding natural and social environments. Finding a middle ground to integrate the indigenous and Western knowledge systems at the university setting could help to bring possibilities of utilizing local resources for now and then to decolonize Western knowledge influences in the long run. Intellectual decolonization could be seen as a foundation to reshape curricula and education systems and thereby advancing the socio-cultural transformation of our society without detaching themselves from their local identity.

Thus, this strategic objective suggests ways of integrating indigenous knowledge particularly through community-engaged learning, exposure to participatory teaching and research. This could be done through decolonizing staffs’ and students’ minds and advocate against the perception of considering indigenous knowledge as inferior, making classroom science more relevant to daily lives of students, using indigenous knowledge as a tool to make Western science more accessible, by promoting local solutions for a healthy, sustainable lifestyle, environmental protection, and by connecting learners with their culture and bring back the role of parents, community, and elders into education.

**Strategic Initiatives:**

* Organizing training for students and staff
* Creating linkages between the University and social and cultural institutions
* Establishing forums of dialogue on indigenous knowledge
* Creating database for indigenous contributions
* Awarding best indigenous knowledge contributions

**Strategic Objective 6. Strengthen online learning**

**Description**

Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. Offered by some of the world's top-ranked institutions, online learning offers unprecedented opportunities for people who would otherwise have limited access to education. It also offers flexibility of timetables around a full-time job, family, and all the other commitments that one has in life.

BDU has been offering degrees (mostly undergraduate) through distance learning (an umbrella of the online learning) for more than a decade and tens of thousands of students has benefited from the program. As a public university pioneering in distance learning, BDU has been on the top of the most preferred distance institutions in the nation.

Advances in technology now allow students to study entirely online while still socializing with classmates, watching lectures and participating in subject-specific discussions. The learning management system adapted by BDU along with many other channels on the net is increasingly turning learners’ interests to online learning as a possible alternative to on-campus study.

In this regard we have to use the large opportunities we have these days to establish a semi-autonomous online learning institution (Establish East African centre for online learning) and extend our online learning to include masters and PhD programs and open chapter offices in and outside of Ethiopia.

**Strategic Initiatives:**

* Standardizing and upgrading the Learning Management System (LMS)
* Preparing LMS manuals for teachers and students
* Preparing standard online learning digital module for online undergraduate and post-graduate programs
  1. **Excellence in Research**

**Description**

BDU has to set itself new and ambitious targets in order to inspire and enable staff and students to achieve greater outputs in research and excel in Ethiopia and become notable in Africa. At the same time, BDU shall be responsive to pressing issues of societal and development relevance by pursuing research for development. In setting and achieving this vision of becoming a research-intensive university, BDU can better serve Ethiopia, the region, and Africa through research and innovation. In doing so, BDU shall commit itself in improving academic freedom, promoting innovation and creativity, creating enabling environment that helps attract talented staffs and students, placing policies that enhance research impact and visibility, and stimulating communication and partnership.

**Strategic Objective 1፡ Enhance research cycle from initiation to completion, output and outcome**

**Description**

This Strategic Objective aims at strengthening research cycle processes (research imitation, review, funding categories, research implementation, monitoring and evaluation, reporting of progresses as well as achievements). All individual academic staffs and research units shall develop a limited number of focused and prioritized and curiosity driven research themes. They shall be defined based on the needs and expectations of representative communities, stakeholders, existing policies and strategies of local, national, and global significances. Such priority research themes shall be well documented and updated periodically (once in every three to five years) and will be the bases for initiating annual research proposals for students and staffs to compete for funding. Priority research topics identified by the research administration can be directly advertised for a call for proposal but should pass through a similar review processes. Research for development including community-based research shall be given due emphasis while basic, curiosity driven and strategic research types also needs to be intentionally supported. The university shall encourage active involvement of postdoc researchers in externally funded projects. These researchers are expected to conduct cutting-edge research that will enhance reputability of the university.

Internal research funding mechanisms shall also to take into account researchers at different levels of their research careers (heterogeneity of researchers) and a variety of developmental needs. Funding category should be designed (e.g. for postgraduate and postdoctoral students, female researchers, research beginners, emerging researchers, talented researchers, flagship research themes, innovative collaborative projects, subscription of journals etc). This helps to intentionally build up the next generation of researchers and transforming the current profile of active researchers. Moreover, it helps to avoid over-dominance of one category of researchers to frequently access available research funds of the university. Internally funded research initiatives have to follow specific research calendar, pre-defined research format with clear deliverables and subject to stringent review processes (a combination of panel of reviewers and peer review systems). The research office shall also institutionalize and enforce periodical monitoring and evaluation of research progresses based on agreed deliverables specified in contractual agreement between the principal investigators and the research office at different levels.

Research is costly as it requires infrastructure, equipment and personnel expenses. Attributed to several demanding sectors, the amount of public money allocated to research has been reduced. Moreover, Higher Education Institutions in Ethiopia are recommended to diversify their income sources. Global experiences have confirmed that most externally funded projects are developed in partnership with several national and international institutions/organizations and executed jointly. This illustrates the tremendous potential of projects to leverage institutional strengths through strategic partnership, mobilize staffs and develop stronger research groups, increase national and international visibility, add important contemporary learning outcomes to students and quality research outputs that can be up scaled for the benefit of the society. Moreover, externally funded projects have manifold and concrete roles in boosting the capacity of institutions in terms of fulfilling infrastructures, laboratory facilities, and trained manpower. They are also important to improve the economic strength of staffs.

Moreover, research funding mechanisms shall also to take into account the issue of gender and disability in planning and implementation strategies. To address the interest of female researcher Bahir Dar University shall follow a gender mainstreaming approach in research and community service projects to be one of the leading Universities in research. More specifically, there will be budgeting mechanism for outstanding girls at the postgraduate program for thesis research work, women’s research day, female researchers fund to encourage them and to acknowledge their excellence in research. Furthermore, the University shall also introduce a different funding and budgeting mechanism for disabled scholars/students so as to address and encourage disability issues in research and community services.

**Strategic Initiatives:**

* Implementing postdoc programs and employing postdoc researchers
* Supporting research of graduate students
* Managing annual research evaluation programs
* Updating research thematic areas
* Providing continuous/periodic research capacity buildings

**Strategic Objective 2: Strengthening, opening research centers and promoting research groups into centers of excellence**

**Description**

Although BDU has initiated a number of research centres in the past years, they lack clear purpose of establishment and remained less productive. Research centres/institutions focusing on research, instructional, service problems or some combination thereof; are typical organizational entities of a research university. They have been instrumental mainly to attract external funding for large projects that are sometimes difficult to secure and manage in academic departments, initiate and sustain collaborative relationships with industry and government, harness the intellectual potential of university faculty, encouraging interdisciplinary collaboration and increasing research productivity and quality. Usually such centres have fulltime research staffs with/without involvement in teaching assignment. BDU shall to establish/strengthen research centres/institutes within or across faculties. For that, its competitive and comparative advantages such as geographic advantages, interest of government/funders, established research strengths, existence of critical mass of researchers shall be taken into consideration. Their anticipated unique contributions, mission and goals as well as their sound research and financial plan along with criteria for benchmarking success shall be clear to university faculty and management. Allocation of initial seed money, periodical performance review and hiring of expatriate staff for fixed terms could help to achieve the desired outcome within foreseeable future. The ultimate goal of these centres is to grow up as centre of excellences capable of raising funds to establish facilities and running research activities by themselves.

**Strategic Initiatives:**

* Strengthening existing research centers and establishing new ones
* Evaluating performances of research centers periodically
* Establishing research grade labs
* Providing continuous/periodical lab quality and safety management capacity buildings
* Strengthening the Abay Language and Culture Studies Institute to accommodate indigenous knowledge as its core engagement
* Integrating/mainstreaming indigenous knowledge into research and community engagements and funding indigenous knowledge-based  proposals
* Initiating partnerships with indigenous knowledge-institutions and involving them in research and community engagement
* Developing and implementing partnership and stakeholder engagement projects with indigenous knowledge institutions

**Strategic Objective 3: Enhance knowledge generation and dissemination of research findings**

**Description**

BDU’s vision of becoming a research-intensive university relays heavily on its contribution to new discoveries and innovations. The government expects research findings that can help to solve societal problems and increase the country’s competitiveness in the global economy. Publication of scientific outputs in the form of peer-reviewed articles, books, conference proceedings, posters and policy briefings shall be seen as one of the important criteria to be staff members’ of BDU. Emphasis should be given to publications in SCI journals recognized by the Web of Science and/or Scopus. In this regard, research beginners (junior staffs) and locally relevant research outputs shall be allowed to publish/published in BDU’s journals owned by faculties. The blind peer-review systems, assignment of the editor-in-chief and other editorial bodies, electronic submission and tracking systems of articles must be however, substantial improved. Periodical review of the entire publication system by external body could help BDU journals to overcome their bottlenecks. Approaching the Web of Science and Scopus representatives in Africa to get inputs how to improve our publication systems will open opportunities to be considered by these indexing agencies. Special Issues of conference papers organized by BDU annually should be explored to maximize our visibility. To realize all these, BDU shall invest heavily in skill training of staffs in terms of data collection, analysis and interpretation, scientific writing, ethics and scientific integrity. Rewarding researchers for the papers they published, the number of MSc and PhD students advised and publishing in journal with impact factor shall be done annually. Research results useful to communities/local users and policy makers should also be prepared in local language in a form of extension manuals and policy briefs respectively.

**Strategic Initiatives:**

* Preparing publications, proceedings, special issues, policy briefs, innovation manuals, out of research findings
* Rewarding best researchers with different categories/levels
* Organizing annual national and international conferences

**Strategic Objective 4: Encourage interdisciplinary and trans-disciplinary research**

**Description**

The notion of this strategic objective is that addressing complex societal and developmental challenges (environmental problems, societal economic wellbeing, complex human health issues etc) suitability cannot be addressed by historically established ways of knowledge production through disciplines rather by inter- and trans-disciplinary based production of knowledge and its organization (Ciesielski et al,, 2017; [Wernli & Darbellay, 2016](https://www.sciencedirect.com/science/article/pii/S001632871830483X#bib0260)). Even basic researches are conducted in groups rather than by individual researchers. Especially, research for immediate applications (adaptive type of research) should involve a group of researchers from diverse disciplines. Interdisciplinary and trans-disciplinary research helps to generate better hypothesis, assess and interpret evidence, and develop and coordinate interventions. It has thus the potential to contribute to the development of quality research by maximizing social responsiveness that contributes to policy formulation and its implementation. It provides an opportunity for engagement of researchers and communities as well as for creation of multidisciplinary programs that could contribute to the internationalization efforts of BDU. For these reasons, BDU needs to be committed to interdisciplinary and trans-disciplinary (IDTD) research. BDU shall also be prepared to create an academic environment and career paths that enhance IDTD personalities.

**Strategic Initiatives:**

* Developing cross-faculty research initiatives on emerging issues (IDTD)
* Supporting staff research based on the thematic areas updated
  1. **Excellence in Community Engagement**

**Description**

Public universities contribute to advance the socioeconomic development of a country through their three core functions: teaching and learning, research, and community engagement. A good university must always aim to set a balance between these three pillars. Community-university engagement, as the third leg of the core functions, provides opportunities to scholars and students to share their knowledge and expertise that should be valuable assets for both academia and the public interest. Community service helps to better meet the development of local communities, while meeting institutional needs of accessing indigenous knowledge and wealthy practice from the community. This transforms the role of universities from a passive producer of knowledge to an active participant in the public interest. Thus, BDU should be very much in public eye through its community outreaches although reaching out the community as much as expected has been at stake for long.

This strategic document comes up with a broader conceptual definition of university-community engagement which demands an inclusive and holistic approach. BDU should move beyond considering community services as a mere outreach activity towards a community engagement that will be undertaken in collaboration between BDU and the community aiming for mutual and reciprocal benefits of knowledge and resource sharing.

According to this strategic document, community is broadly defined to include individuals, groups, and organizations in and outside of BDU that use collaborative processes to bring their knowledge and resources for the purpose of mutual benefit. Engagement refers to a reciprocal relationship between the University and the community with the recognition of mutual resources sharing that each partner contributes to the collaboration. Community engagement, thus, refers to a service that will be undertaken collaboratively by faculty members, students, and community partners through processes that exemplify reciprocal partnerships and public purposes. Community engagement shall be an academically grounded scholarship within the teaching-learning and research link. Thus, this SP aspires to see the University become a recognized cornerstone of the community that strives to be responsive to change and development.

**Strategic Objective 1: Establish and strengthen integrated community development projects and technology transfer centers**

**Description**

Bahir Dar University has recognized and appreciated efforts towards making community services are diverse in terms of quality and quantity. There are initiatives to redirect the fragmented service provision activity into a splinted mega project that will bring great and visible impact in the community. Such efforts should be strengthened.Mega community development projects are large scale projects based on attributes such as high capital cost, long duration but program urgency, technologically and logistically demanding, and requiring multidisciplinary inputs from many stakeholders. These projects could bring big changes in the community and life of people.

Moreover, use of available local, national, and international Media to make visible the process and outcome of mega community development projects shall be a focus area. Community-based development projects should be profiled, accessible, and relevant to the public. This approach may help in knowledge transfer and exchange with the locality and beyond in several forms that are important to academic as well as to the community.

**Strategic Initiatives:**

* Establishing integrated system for community engagement
* Establishing integrated technology transfer centers with different themes
* Developing a guideline for mega community engagement provision with community based research findings
* Establishing CoE centers in nutrition, WASH, Maternal Health, Infectious disease, and Trauma and emergency care
* Supporting and strengthening Felege Hiwot Referral Hospital

**Strategic Objective 2: Strengthen university-industrial linkage**

**Description**

Universities are widely recognized as essential contributors to economic development of a country through their role in producing knowledge, skill, and innovations. In addition to producing work-ready graduates for the job market, universities also play a pivotal role in conducting research and incubating scientific and technological innovations. The outcome of researches undertaken in universities has to be transferred to the industry to promote real and sustained economic growth and social development.

Effective university-industry linkages (UIL) help local industries to modify and diffuse technology. At the same time, universities can improve their academic capabilities if they interact with industries effectively. In this context, the linkage between Bahir Dar University (BDU) and industries can take various forms. Some of them may include: conducting collaborative research with industries or aligning BDU’s research themes with priority needs of industries; developing industry based curricula; delivering training or short term courses to industry personnel; staff exchange between university and industry for knowledge and skill sharing/upgrading; creating common media platform; providing scholarship for industry personnel; developing joint fund raising projects; internship programs /vacation jobs/ for pre graduating students in industries; strengthening staff externship programs; involving experienced industrial workers as guest lecturers; providing consultancy services to the industries; establishing common incubation center and carrying out specific company sponsored projects. Thus, BDU will need to strengthen the University-Industry Linkage service to successfully operate at the interface between BDU’s research community and its external partners and sponsors. This will have an immediate impact on the success of technology transfer and commercialization of initiatives and on the institution’s reputation.

**Strategic Initiatives**

* Developing and executing collaborative community engagement projects with stakeholders
* Establishing strong UIL system and develop common projects
* Organizing tailored trainings to BDU community by inviting experienced industry personnel
* Establishing common incubation centers with industries

**Strategic Objective 3: Foster culture of innovation and technology transfer**

**Description**

Technology transfer fulfils the three missions of research universities which is education, research, and community service - where one aspect of community service is to translate the results from the research laboratory to the public mainstream. Technology transfer is a natural outcome of university research - where innovations are transferred to business and industry to develop products and services that benefit the society.

University technology transfer in its broadest sense is the transfer of knowledge from a university to the public, and it happens in many ways, for example faculty publication, formal or informal collaboration with companies, students working with companies, etc. In many universities, the office of technology transfer serves as a point of contact for business, promoting outreach and economic development in their respective region. Technology transfer staffs coordinate invention disclosures, review inventions for marketability, apply for and maintain patents, provide for commercialization through local businesses, assist start up or spin off companies and arrange for the licensing of university technology and inventions to independent businesses.

As a research university, technology transfer & commercialization should be an essential component of BDU’s goal of making university research available to the community. BDU should strengthen its technology transfer and university-industry linkage office to successfully operate at the interface between its research community and its external partners. Its academic staff should conduct basic and applied research on the communities or industries most difficult challenges, and offer many avenues for transitioning the findings from this research into real-world services and technologies. Moreover, BDU needs to effectively transfer and commercialize applicable technologies and inventions by assessing available industrial markets. By doing so, BDU can contribute to the public good, further economic development in the region and enhance its reputation.

**Strategic Initiatives:**

* Establishing BDU business and Technology incubation centers
* Transferring technologies by adaptation, adoption and innovation
* Establishing spin-off companies
* Establishing team training community based sites

**Strategic Objective 4: Advance social responsibility through professional services**

**Description**

Bahir Dar University faculty and students should be encouraged to sale their professionalism and be socially responsible through consultancy engagement, policy advisory, and volunteerism. This will help to promote the university community role in public scholarship. Thus, BDU shall strengthen the existing ones and develop additional diverse free professional services such as free legal aid services, guidance and counselling, medical fee waiver for selected disadvantaged community members. Moreover, BDU scholars and students should be highly active as public intellectuals, and contribute in diverse ways to debate on contemporary public policy making and implementation process in wider political, social, and economical discourse in the region and the country at large. Members of the university should play a central role in the development of regional and national policies and guidelines based on their expertise. Moreover, BDU shall extend its public scholarship through communicating with audiences outside of the university through media appearances, writing and featuring in newspaper articles, organizing public debates that are concerned with our political, civic, social, cultural, and intellectual projects.

**Strategic Initiatives:**

* Enhancing media based community service provision
* Enhancing community engagements of BDU staff and students
* Strengthening the health system and capacity of general and primary hospitals
* Strengthening the Development Team Training community-based programs
  1. **Advance in Human Resource Development**

**Description**

This thematic area includes the development of both academic and administrative staffs. It incorporates all the activities that will be done to improve the knowledge, skills and attitude of the staff. By accomplishing this theme, it is intended to meet the standards set by the government, for example, the 0:70:30 first degree, second degree and PhD ratio for the academic staff proportion. Fulfilling the requirements of a research-intensive university through human resource development (raising the proportion of PhD staff steadily and expanding postgraduate programs) is also one of the major focuses of this theme.

Viable human resource development plan for each academic and administrative unit, recruitment of talented staff, provision of short term and long term training programs, and experience sharing from best institutions are also the focus of this thematic area. Bringing about fundamental shift in the working culture of the staff is also one of the major concerns of this thematic area. Generally, by this thematic area, strategic objectives related to installing policies, procedures, directives and bylaws that guide the major HRD activities such as HRD planning, recruitment, selection, placement, training, development, performance appraisal, compensation (like reward, incentive, benefits), health and safety issues, integration and maintenance (like team development, discipline, grievance handling), promotion and transfer and related others are set.

**Strategic Objective 1: Improve availability and implementation capacity of academic and administrative staff**

**Description**

The scope of this objective focuses on making the ratio of 1st degree, masters and PhD up to the required standard. By achieving this objective, the university intends to meet the international standards set for Research University. Capacity building is an evidence-driven process of strengthening the abilities of individuals, organizations, and systems to perform core functions sustainably, and to continue to improve and develop over time. Human capacity development is an instrumental tool for the successive transformation of Bahir Dar University in general and the effective implementations of t-Learning, research and community engagement strategies in particular.

**Strategic Initiatives**

* Creating a conducive working environment for the university community,
* Preparing needs-based capacity building training for both academic and administrative stave
* Creating a system of performance-based evaluation and appraisal

**Strategic Objective 2: Maintain gender and diversity inclusiveness**

**Description**

BDU should strive to become a model university for equality, diversity, and inclusion where addressing inequality and empowering disadvantaged people are central to its mission. The university should strive to bring behavioural and attitudinal changes of the academic staff, students, and the surrounding community towards social inclusiveness and appreciating diversity in gender, ethnicity, and disability etc. Based on an inclusive ethos, mutually-enriching synergy and smooth interaction between the university and the community should be pursued through social events such as sports, get-togethers, traditional rituals, exhibitions, community day to make the university open to public visit, filming and disseminating community-based projects, and participation in public outreach events. The university should also raise the share of female staff members in the leadership positions at all levels, both in the academic staff and in the administrative staff positions.

**Strategic Initiatives**

* Revisiting and mainstreaming the University’s gender policy
* Capacitating the University’s gender office
* Organizing training and workshops on gender issues
* Increasing the number of female leaders in the university management

**Strategic Objective 3: Improve the performance appraisal system of the academic and administrative staffs**

**Description**

The main focus of this objective is the instalment of performance management system in the university. By this objective development of personal scorecards, of each individual of the university, performance measurement of these individuals based on their personal scorecard will be given major attention. Designing personal development plan is also one major concern of this objective. As a result of accomplishing this objective, the university will have leaders, researchers, teachers and administrative staff whose performance is strictly guided by their personal scorecard and their performance appraisal.

**Strategic Initiatives:**

* Preparing a university staff development plan
* Giving package-based training to the staff
* Conducting staff development programs (need based and tailored made training programs)
* Teachers’ development program (like HDP, CPD, research and other need based and tailor-made training programs)

**Strategic Objective 4:** **Enhance the reward system and staffs’ motivation and cohesion**

**Description**

The scope of this objective focuses on the instalment of the reward system of the university. Motivating staff and increasing staff cohesion are also other focuses of this objective. As a result of achieving this objective, it is intended that the university will have motivated staff who will be able to accomplish their assigned objectives efficiently and effectively.

**Strategic Initiatives:**

* Developing a guideline for incentive systems
* Organizing sport events
* Preparing incentive packages for academic and administrative staff (including allowances, transport fee, per diem etc)
* Organizing annual performance recognition days like: Best teachers, researchers, administrations, leaders, students awards
* Developing a career guideline to recognize the experience of senior academic staff
* Preparing an employment equity policy
* Creating a talent attraction and retention system.
  1. **Enhance Good Governance and Leadership**

**Description**

The University community consists of several constituencies including students, staff, faculty, alumni, and the society of the region, at large. The University’s activities in support of its mission are offered through the contributions of the members of the University community and in service to the broader community. Bahir Dar University has a trilateral governance system, which is fulfilled through a partnership between the Board, the Senate, and the President. Except for those matters that the proclamation specifically assigned to the Senate and the president, the good governance, conduct, management, and control of the University and its property, revenues, expenditures, business, and affairs are vested to the Board. Therefore, each member of the Board, the President, and member of the senate must act honestly and in good faith with a view of serving the best interests of the University. Fundamental to this is an awareness of and compliance with all applicable laws, regulations, Senate Legislations, University bylaws, policies, and procedures. Moreover, the behaviour and decisions of the Board and its individual members should be guided by principles of good governance. Accordingly, this strategic plan has identified the principles of good governance that could be most applicable in the university environment, where there are several constituencies to whom the University is accountable for shared decision making by the Board, the President and the Senate. Good governance has mainly four principles: accountability, transparency, informed governance, and effectiveness.

* **Accountability:** It means holding everyone in BDU with responsibilities to high standards of performance.
* **Transparency** – It is defined as the ability for all individuals in BDU to exist within a system of openness, communication, and accountability operating in such a way that it is easy for others to see what actions are performed.
* **Informed Governance** - Good governance requires knowledge of the institution itself, its purpose, its policies, governance structures, and its values and culture. It also requires knowledge of the context in which the institution operates.
* **Effectiveness** - Effective governance is about developing governance capacity and capability, which includes overseeing policy in a formative way that contributes to the development of the University and providing feedback with a view to improving governance processes. Effective governance is an expression of leadership for the University.

**Strategic Objective 1: Build institutional capability**

**Description**

Institutional capacity building should be a focused of an organization so that leaders at various levels will be accountable and transparent, provide services in an informed fashion, and thereby satisfy the educational and other needs of stakeholders and plays a part in the development of Ethiopia. This strategic objective is believed to enhance the systems and structures needed to function effectively, work towards sustainability, and achieve goals. Organizational strengthening is about systems, rules and regulations, structures, and improving the enabling environment.

Hence, BDU needs to build itself in order to strengthen accountability and transparency through effective utilization of public properties. To do so, BDU should revisit and develop policies and clear procedures. It must develop and foster an organizational culture so that the staff embraces the vision, inculcate the university rituals, respect the law and the leadership, participates in all BDU activities. BDU also needs to live and stick with a plan, regularly monitors it and evaluate it when the plan period ends.

The leadership of BDU must promote the culture of listening, dialogue and democratic conversations and build the institutional capacity to do so. Such activities, dialogue and transparency, will be promoted further by introducing and implementing modern technologies. And BDU shall do it so.

BDU shall focus only on activities and processes that promotes the causes of its exciting, its mission. Then support activities must be where they can be accomplished well. In order to foster the research undertakings of the University BDU ensures the establishment of a scientific database management institute. Also, to increase the fund mobilizing efforts of the University, BDU shall open a professional development training centers geared to provide leadership, management and accounting trainings by developing different short term curricula and modules based on the most recent theories, models and procedures as per the needs of the public servants, NGOs, public enterprises and other stakeholders of the regions and the country. Ultimately the professional development office will foster the income generating capacity of the University. Business enterprises shall also open business ventures related to engineering, garment and textile, cattle fattening and dairy farms production ranches with the aim of becoming a self-sufficient public institute.

**Strategic Initiatives**

* Organizing staff in small and medium enterprises to undertake outsourcing services
* Conducting leadership capacity building programs (like team building, change management, coaching and mentoring and other need based and tailored made trainings)

**Strategic Objective 2: Enhance organizational efficacy**

**Description**

In order to enhance organizational efficiency BDU should strive to ensure faculty, student, and administrators’ satisfaction. It should also install mechanisms which will help to improve the academic, professional, personal development and quality of the faculty. Surveys should be conducted every year to ensure the satisfaction of internal customers and external stakeholders.

**Strategic Initiatives**

* Organizing staff in small and medium enterprises to undertake outsourcing services
* Empowering the coordinator of campus deans with all the administrative powers delegated to her/him

**Strategic Objective 3: Strengthen institutional internal control system**

**Description**

Institutional internal control system is the attitude of BDU's executive management and staff regarding internal controls. A sound control environment is the foundation for all other components of internal control, providing discipline and structure. The basic elements of the control environment include installing improved planning, monitoring and evaluation system at each level, standardising planning, reporting and feedback mechanisms, improvement in audit finding results, improve accountability and transparency, improve internal auditing system strengthen anticorruption and ethics department, standard security and intelligence department and installing physical auditing mechanisms.

**Strategic Initiatives:**

* Preparing policies and procedures on appointment and termination of officers for all academic posts
* Preparing a staff diversification guideline
  1. **Advance in Communication and Partnership**

**Description**

**To achieve its vision, BDU will have a dependable system of information management, communication with internal and external stakeholders and will highly value national, regional and international partnerships and collaborations. Partnership and networking bring together different perspectives, expertise, and insights, adding value to our education, research and outreach service. Creating mutually beneficial partnership and networking helps as** platforms for joint research and knowledge exchange**,** student and staff mobility and exchange. **Many of our problems challenging the world today (such as climate change, environmental degradations, food insecurity and poverty, unemployment, etc) are similar which require collective actions and engagements. Sustainable Development Goals, Africa Vision 2063 and others are shared goals which cannot be achieved in isolation rather they need collective efforts. Universities around the world have many formal networks that recognize the need to organize funding and collaborative research. BDU will encourage partnerships created not only on a university-wide level but also on a faculty or individual level partnerships as experiences of research universities show. This shall happen based on a common interest in a particular topic of research, teaching and community engagement.**

**Strategic Objective 1: Brand BDU as a leading research-intensive university**

**Description**

Branding is a strategy primarily designed to make BDU visible for local and international communities by making it read and seen on social as well as traditional media. In other words what is communicated about the university (use of the university logo, slogans, advertisement etc) on varieties of media outlets must be consistent and should be guided by a recognized directive.

A university brand is a promise – the big idea a University offers to students, the government and the society at large. Branding allows a University to make an emotional connection with the audience, and convince them to invest their money, even when they're not sure what the outcome of that expense will be. Branding will also help the university to communicate what benefits are delivered to stakeholders, and what promises are there for future generations. It shows what will be done and accomplished as per the directive, vision and missions. Creating a solid identity is the best way to appeal to students, donors and the government.

BDU shall make itself visible to the wider community by developing a strong communications team that can feed material to concerned units and by opening up media releases. BDU’s office of Information and Strategic Communication shall monitor the reputation and visibility of the university.

Increasing involvement of faculty and students in on- and off-campus academic events and outreach activities is also required. Moreover, BDU should showcase on-campus research to potential industry and government partners. Providing open, consistent and searchable information on personnel and research through research pamphlets, bulletins, the internet and other media should be taken into consideration.

Increasing the visibility of the research performance of the university requires maximizing the use of ICT tools, a Research Portal, digital availability of our research in terms of the Open Access Policy. Developing a web-communications strategy the research effort is also indispensable. Hosting global conferences, supporting business trips for the largest global research events, publication support system and others are also useful tools to increase the visibility of the university.

**Strategic Initiatives:**

* **Launching a strong system of follow up on the implementation of the approved BDU Brand Directive**
* **Using electronic media (websites, social media, community radio) and print media (Newspaper, magazines, pamphlets etc) more effectively to enhance visibility**
* **Creating appropriate documentation and periodic review of partnerships and networks the university has established and will establish in the future**
* **Revising and implementing the Internationalization and Partnership Policy of the university**

**Strategic Objective 2: Create robust information management system**

**Description**

For a university with diversified t-learning, research and community services engagements and working to become a research intensive university a dependable and robust system of collection, storage and dissemination of information is highly required. Systematic use of actual data which clearly tells the depth and capacity of the university serves as an instrument to raise the visibility of the university, to attract local as well as international partners, researchers, students which will in turn helps in the realization of the vision and missions of the university.

Moreover effective decision making processes in terms of core processes of the university-t-learning, research and community services and other activities is possible when there is a comprehensive information management system in the university. Appropriate use of technology will also make information management system and dissemination easier. Hence, as a university striving to become a research intensive university Bahir Dar University needs to have a standalone database system where information and data about all the processes of the university is collected and continuously updated. A system will be created to enable different academic units, campuses and process owners to channel information and data to the main university level data base system. All decisions relating to teaching learning, research and community services as well as strategic communication and partnerships should stem from real data which speaks about the actual shape of the university. Storage of information will also serve as an instrument to install an institutional memory to pass on to generations. This system of information and data management will also be guided by an approved information management policy.

**Strategic Initiatives:**

* Developing a policy for information and data management in the university
* Conducting customer satisfaction study on both internal and external stakeholders regarding information provision

**Strategic Objective 3: Establish system of internal and external communication**

**Description**

Data and information without appropriate communication will not take an institution anywhere. In other words, unless accurate information is communicated to different stakeholders for a purpose, there will not be productive interaction for development and in the absence of such communication key customers will not be satisfied. Effective communication among different parties is what guarantees the continuation of systems. In the context of Bahir Dar University effective communication among different segments of the university community (management, academic and administrative staff and students) as well as communication with the outside world (partners- in land and abroad, organizations and the general public is perhaps one of the most important engines in all the processes.

**Strategic Initiatives:**

* Capacitating internal and external relation offices with fulltime staffs and resources

**Strategic Objective 4: Enhance the system of internationalization and partnership**

**Description**

The objective of this Strategic issue is to establish well thought partnerships and networks that enhance to achieve institutional goals; i.e. becoming a research-intensive university. Engagements in such collaborative activities with different institutions shall be guided by a well thought and crafted partnership policy and strategy. The policy shall consider issues related to alignment/synergies of interests and goals with partner institutions, priority geographic regions, academic culture, competencies of students, staff and faculty involved; educational services provided and others. We need to recognize that that **vast majority of international partnerships are created on a faculty or individual level, based on a common interest. The** policy/strategy should also be flexible enough to meet the evolving priorities of its very diverse academic units. There is a need to reactivate selected MoUs already signed based on the defined policy premises. We need to think how best selected MoUs can be enforced by linking with individuals, departments and faculties. Once sufficient and strong linkages are established, opportunities will be created for our students and faculty to gain international experiences through for example, studying abroad for a semester, research stay at a partner university, following an internship abroad, attending summer school or other short-term programs offered by partner institutions through which internationalization of the university will be upgraded. Internationalization is also a strategy for globalization. Some of the internationalization strategies include staff and students exchange programs, recruiting international students, studying abroad programs, running online courses or opening campuses abroad, design and offer language classes, cultural training schemes, offering intercultural tutor etc. BDU shall also aim to establish broad and deep relationships with regional and international higher education networks fostering student and faculty exchange, collaborative academic programs, and joint research involving academic units across the institution.

**Strategic Initiatives:**

* Institutionalizing international efforts
* Creating associations for international students

**Strategic Objective 5: Enhance visibility of BDU through integrated communication approach and platforms**

**Description**

Increasing the visibility of our research requires maximizing the use of ICT tools, a Research Portal, digital availability of our research in terms of the Open Access Policy to make BDU’s research available as widely as possible. Developing a web-communications strategy for our research effort is also indispensible. Hosting global conferences, supporting business trips for the largest global research events, publication support system and others are also useful tools to increase our visibility. This also helps to internationalize BDU’s research and education. BDU also needs strong international partnerships and a policy supporting the internationalization of its research. Encourage academics to create partnership by them and the policy should be geared to assist and strengthen such partnerships, while also being in a position to suggest and support new international partnerships. The research administration shall continuously monitor where international research collaboration is taking place and where it can profitably be encouraged, and to give the necessary support these collaborations and so to create Global Research Partnerships. The vision should be to support these partnerships in competing for collaborative research bids; to encourage them to produce joint-degrees; to increase their visibility through co-authored publications; to increase their mobility (of both staff and students) and to increase their access to international research funds. PhD training and postdoctoral and early-career fellowships are seen as drivers to strengthen international partnerships for research. Co-supervision of PhD students is probably the strongest driver besides funds for collaborative research as it provides the glue of shared interest, advantage. Both South-South and South-North alliances will be encouraged especially as part of tripartite collaboration.

**Strategic Initiatives:**

* Using media development schemes (well-organized information desk, hotline services, community radio, digital signage, Wisdom TV, information magazine, brochure, pamphlet etc)
* Using promotional materials (gift articles and other promotional and branding materials) well to promote the university

**Strategic Objective 6: Establish a system for alumni and knowledge Diaspora engagement in the university**

**Description**

This strategic objective aspires to mobilize alumni and people supporting BDU that help to inspire its students and faculty and also contribute to achieve its missions. Participating alumni in alumni groups allow them to stay in contact and meet their fellow classmates, professors, and university personnel after their graduation. It also allows alumni to share professional or personal advice, explore mutual interests and new opportunities in a collaborative way. Therefore, BDU should initiate programs that will connect alumni to their University through reunion programs, volunteering, mentoring, education, student outreach, and social media. Students must be deliberately and purposefully motivated to become engaged alumni. BDU should prepare students for the transition to becoming a connected alumnus and demonstrate the positive impact of alumni on the life and success of their communities and workplaces by identifying and promoting alumni accomplishments through Alumni Awards. There is a need to create an Alumni Association, reform the institutionalization of Office of Alumni Relations.

BDU also should deliberately approach and encourage those individuals wishing to support BDU professionally, creating collaborative linkages in research, education and capacity building. Rewarding such individuals and inviting them as keynote speakers in conferences, share their personal experiences allow them to stay connected with the university.

**Strategic Initiatives:**

* Assigning appropriate office equipped with staff and resources for alumni
* Creating an Alumni Week within the university academic calendar where Alumni can reunion, hold different seminars/conferences, experience sharing events etc
  1. **Improve Infrastructure and Resources**

**Description**

In the past years there were steady increment in both students and staff numbers in BDU. The number and type of academic programs have also been increased significantly and efforts were made for developing and expanding research activities. In line with these developments BDU has made significant investment in expanding and upgrading infrastructures. New campuses were developed and some expansions in the old campuses have also been made. However, the available infrastructures are still limited and incompatible with the demand in terms of quality, quantity, access and coverage.

The main source of funds for public higher education institutions is the Ministry of Finance and Economic Development (MoFED) of the federal government of Ethiopia. It is important to notice that the government may not continue its generosity in supporting the development and expansion of physical infrastructure in the future. Reduction in capital budget allocation is already started. Hence, relying so much on government fund alone is not a feasible strategy. Instead working towards strengthen further its own income generation capacity by establishing a strong system that ensures steady flow of adequate finance sources is indispensable for delivering a sustainable platform to underpin our education and research.

Therefore, provision of adequate infrastructures and ensuring a steady flow of adequate finance remain as determinant factors to enhance the effectiveness of the teaching-learning and research processes. Particularly the provision of electronic infrastructure is a crucial component of a modern educational institution and a pre-requisite for efficient governance. This implies that new investments are still required in the short and medium terms to improve the development and management of infrastructures and financial resources. The key concern in these aspects are standardizing and expanding infrastructure and improving the income generation capacity so as to create conducive environment that will enhance significantly the quality and volume of research and education. This strategy plan pertaining to these aspects envisages achieving the following objectives.

**Strategic Objective 1:** **Ensure the supply of adequate, reliable and sustainable electricity and drinking water; and safe collection and disposal of wastes**

**Description**

Most of BDU campuses are getting their water supply from Bahir Dar Town water supply system only with no other alternative and augmented supplies. In the same way BDU is getting its electricity supply from the national grid system with limited but cost supplement using diesel engine generators. The national grid and the town water supply systems are known with repeated interruption of power and water supplies. Hence, depending entirely on the public water supply systems and the national grid is unreliable. It may be costly in some cases like using diesel engine generator during power interruption from the grid. It is necessary to investigate the feasibility of augmenting the supplies by using self-owned alternative sources for reliable supplies of both water and electricity.

Waste management and sanitation services in BDU are extremely very poor. Getting adequate and accessible sanitation service in all campuses is difficult. There should not be any more tolerance and ignorance to this situation. Increasing the accessibility and usability of toilets and significantly improve and expand the services through renovating existing toilets and constructing additional new facilities is one of BDU’s top priorities. There is also a big concern to redesign and rehabilitate the wastewater collection, treatment and disposal systems and monitoring effluent qualities of the treated and released wastewaters from the campuses. BDU has also understood the need for establishing systems for safe collection and disposal of hazardous, domestic and solid wastes from all BDU campuses.

**Strategic Initiatives:**

* Developing alternatives to augment drinking water and electricity supplies
* Overhauling the collection, treatment and disposal of wastes from all campuses
* Providing well controlled and managed hazardous waste collection and disposal facilities
* Improving the development of green, clean, beautiful, and convenient campuses
* Expanding and constructing new physical infrastructures in all campus
* Completing on progress physical infrastructures in all campus
* Establishing accredited research grad laboratory
* Doing maintenance as required

**Strategic Objective 2: Enhance the development and utilization of digital information technologies**

**Description**

Provision of digital information technology infrastructures is a crucial component of a modern education and research institution and a pre-requisite for efficient governance. BDU’s IT systems require significant improvement and expansion to bring it to the required standard to enhance and facilitate the teaching-learning processes, research productivity, and delivery of effective governance and administration. BDU should continue to invest more in digital information technologies which enable all staff and students to communicate and share information effectively and securely and to collaborate locally and globally.

BDU needs extensive expansion and utilization of the IT facilities to support and facilitate different teaching and research modalities such as E-learning, utilize E-library for expanding open libraries; and accessing online courses for both the staff and the students and equipped lecture hall with smart class room and video conference equipment for attending prominent professors.

BDU should also develop state-of-the-art data centre and required ICT infrastructures and utilize the digital information technologies for the purpose of establishing a reliable, high-quality, integrated database management system that enhances easy access and rapid sharing of reliable data. This helps staff, students, and collaborators to get the required information easily and can increase efficiency by avoiding unnecessary time devoted for searching of information. The databases include information and data on teaching programs, staff and students, research projects and outputs, published articles, theses, dissertations, developed and transferred technologies, list of partners collaborating with BDU, MoUs signed, finance information, etc.

BDU should also focus on improving staff capacity using continuous capacity trainings and implementation of best-practices so that faculty, and staff will be empowered to use IT systems effectively, and students to improve their digital literacy for discovering, evaluating and creating information using digital technologies. BDU should work on cyber security which secured IT system like database, information and network infrastructure.

**Strategic Initiatives:**

- Developing and implementing policies, regulations, and strategies that facilitate effective utilization of digital information technologies

-   Improving and expanding the ICT infrastructures in all campuses

-   Building a state of the art data center

-   Placing the use of one card system

-   Developing E-learning and E-library services

-   Developing strong cyber security and ICT risk management system

-   Integrating all software systems

-   Establishing a reliable, high-quality, integrated database management system

-   Establishing different portal and repository systems

-   Upgrading the library systems to journal and book publications

-   Improving students dormitory and clinical services managements

**Strategic Objective 3: Improve the development and utilization of physical infrastructures**

**Description**

It is clear that provision of adequate physical infrastructures is one of the requirements to enhance the effectiveness of the teaching learning and research processes. However, there is still shortage of offices and classrooms in Poly, CBE and Peda Campuses. Resolve these shortages by facilitating on time completion of the ongoing projects in Poly and Selam campuses and investing more in the remaining campuses.

Provision of adequate physical infrastructure alone is not sufficient unless it is managed and utilized properly. Functionality, proper utilization and maintenance are core elements in infrastructure development and management. There is a need to focus on improving BDU’s teaching, research, facilities such as classroom, laboratories, workshops, lath houses, green houses, permanent experimental sites and administration offices. In view of these there should be a special focus to renovate the physical infrastructures in a ways that ensure its effective and efficient utilization.

There is a significant backlog of maintenance needed to be undertaken to bring all buildings and facilities up to a satisfactory condition. Investment costs for physical infrastructures are very costly implying that proper development and management is very vital. BDU should develop infrastructure strategies, and take explicit responsibility for the maintenance of its infrastructure. It needs to develop its infrastructures, furniture and laboratory equipment maintenance management capacities. BDU should also focus on sharing of available infrastructures and teaching and research facilities among colleges, institutes, and faculties, academic units and research centers to enhance efficient utilization of these resources. Some teaching and research facilities need to be reorganizing as central lab, faculty lab; department lab, teaching and research labs to improve t their efficient uses. There is also a need to improve Lab quality control and safety managements to maintain the quality of data obtained and minimize unexpected dangers caused by chemicals and their effluents.

Provision of residence for staff has its own contribution to enhance BDU’s effectiveness in the teaching-learning and research engagements. But it is practically seen that residence provision to all staff is impossible. Because of this more than half of the staffs don’t get residence from the university and they are not also getting sufficient house allowance. There is unfair benefit sharing and treatment among staff in terms of residence management. This has to be resolved in this strategic period. One of the preferred feasible alternatives is increasing house allowance and supporting staff to build their own houses than thinking to provide houses to all. Attention will be given in this strategy period to improve residence provision management and availability of facilities for recreation, socialization, and fitness.

It also important to improve campuses space utilizations, greenery and beautification to enable easy mobility of all users and give enough space for outdoor study and discussion, parking, roads for car, pedestrians, bicycles etc, and maintaining its cleanness and greenery is necessary. There should be a need to foster a culture of cleanness and maintaining attractive and conducive built environment for learning.

**Strategic Initiatives:**

* Supplying and installing the required furniture, equipment and digital IT facilities in offices, classrooms, laboratories and libraries
* Developing a culture of proper utilization, cleanness and regular inspection, renovation and  maintenance of physical infrastructure
* Modernizing research facilities, improve maintenance capabilities and sharing of facilities
* Developing the Layout and landscapes of all campuses for parking, roads for car, pedestrians, bicycles etc
* Developing and enforce facility sharing protocol
* Expanding and improving cafeteria/lounge services for staff and students
* Providing well-maintained and accessible sports facilities for all major sports

**Strategic Objective 4: Build strong bases for steady flows of adequate income**

**Description**

The main source of finance for a public higher education institution is government funding. It is important to focus on the quality and volume of both the teaching and research works and insisting the government to use it as one of the factors in allocating the teaching and research funds. But relying on government funding alone is not a feasible strategy for the future. BDU should diversify and strengthen its own income sources and other non-public funding mechanisms. In this regard, BDU should explore further feasible alternatives that can serve as viable sources of finance. These include research, consultancy and training carried out for industry, income earned from trading activities, fees charged to students who are not funded by the Government (overseas students and part-time students), and donations and sponsorship. BDU should develop five-year non-public financial forecast plan and its increment in proportion with the public funding. Therefore, this strategic plan focuses on laying the foundation on building robust and viable financial bases for steady flow of adequate income.

**Strategic Initiatives:**

* Preparing a non-public financial forecast plan
* Establishing training and consultancy service platforms in the university
* Creating a strong system of research grant mobilization
* Obtaining donations from alumni and partners

1. **CROSS-CUTTING INITIATIVES**

* Allocating budget for training academic and administrative staff and students
* Conducting graduate tracer study
* Giving career service training to BDU graduating classes
* Capacitating English Language Improvement Center (ELIC)
* Strengthening internal and external quality assurance systems
* Capacitating BDU’s Testing Center (For example by launching international exam etc), Institutional Transformation ( Kaizen, BSC etc) and Planning and Program Budget offices,
* Creating a system of proper documentation

1. **EXPECTED OUTCOMES**

BDU, in partnership and collaboration with its several relevant stakeholders and with the required inputs, aims to achieve the following outcomes at the end of the strategic period.

* Professionally competent and skilled graduates;
* Efficient graduates with matured mental, psychological, social, spiritual, physical, and professional capacity;
* Graduates with sufficient job creation ability and employability;
* Quality, problem solving, and proven research outputs and innovations;
* Communities that have benefited a lot from the University;
* Transparent and accountable leadership and governance, and
* Enhanced infrastructure and inputs for education, research and community engagement.

1. **STAKEHOLDER FRAMEWORK**

Bahir Dar University has been working and will continue to work closely with various stakeholders. The University will exert maximum effort to involve the relevant sectorial institutions, governmental and non-governmental organizations, civic societies and international agencies for the attainment of its missions towards realizing its vision of becoming a research-intensive university. These stakeholders, listed below, are believed to participate either directly or indirectly and contribute to BDU’s efforts to achieve its set forth goals.

**Major and direct beneficiary stakeholders:**

* Students and teachers
* The community
* Employing governmental and non-governmental organizations
* Sectoral organizations
* Academic and scientific research centers
* Business sectors and service providers

**Secondary beneficiaries:**

* Community-based organizations
* Governmental and private development agencies
* Non-profit organizations and NGOs

**Strategic partners:**

* Ministry of Science and Higher Education (MoSHE)
* Local and international universities, associations, and organizations
* Quality assurance centers (HERQA, HESC, professional associations…)
* Regional bureaus
* National and regional universities

1. **STRATEGIC THEMES, STRATEGIC OBJECTIVES, OUTCOME INDICATORS AND TARGET MATRIX**

| **Strategic**  **Theme** | **Strategic Objective** | **Outcome indicators** | **Measures** | **Baseline**  **2019/20** | **Target** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2020/21** | **2021/22** | **2022/23** | **2023/24** | **2024/25** |
| 1. Excellence in teaching and learning | **1**.1.Expanding enrolment with particular emphasis to graduate programs | **1. Undergraduate enrolment** | **Number** | 35,104 | 34.024 | 31,285 | 28,787 | 26,507 | 24,425 |
| Male |  | 21,870 | 20.752 | 18,677 | 16,809 | 15,128 | 13,616 |
| Female |  | 13,234 | 13,272 | 12,608 | 11,978 | 11,379 | 10,810 |
| **1.1 Regular** | **Number** | 18,840 | 17,898 | 15,870 | 14,580 | 13,405 | 12,332 |
| Male |  | 12,260 | 11,034 | 9,930 | 8,938 | 8,045 | 7,240 |
| Female |  | 6,580 | 6,252 | 5,940 | 5,642 | 5,360 | 5,092 |
| **1.2 Online** | **Number** | 8,495 | 7,849 | 7260 | 6,715 | 6,220 | 5,763 |
| Male |  | 4,418 | 3,976 | 3,580 | 3,220 | 2,900 | 2,608 |
| Female |  | 4,077 | 3,873 | 3,680 | 3,495 | 3,320 | 3,155 |
| **1.3 Extension** | **Number** | 2,213 | 2,027 | 1,857 | 1,705 | 1,565 | 1,437 |
| Male |  | 1,502 | 1,352 | 1,215 | 1,095 | 985 | 887 |
| Female |  | 711 | 675 | 642 | 610 | 580 | 550 |
| **1.4 Summer** | **Number** | 7,479 | 6,860 | 6,297 | 5,786 | 5,318 | 4,892 |
| Male |  | 4,878 | 4,390 | 3,950 | 3,556 | 3,200 | 2,880 |
| Female |  | 2,601 | 2,470 | 2,347 | 2,230 | 2,118 | 2,012 |
| 1. **Masters Enrolment** | **Number** | 7,169 | 8,080 | 9,000 | 10,035 | 11,265 | 12,860 |
| Male |  | 6,010 | 6,460 | 7,073 | 7,757 | 8,568 | 9,690 |
| Female |  | 1,371 | 1,620 | 1,927 | 2,278 | 2,697 | 3,170 |
| * 1. **Regular (Male/Female)** | **Number** | 3,692 | 3,900 | 4,150 | 4,360 | 4,550 | 4,800 |
| Male |  | 2,967 | 3,120 | 3,278 | 3,400 | 3,503 | 3,650 |
| Female |  | 725 | 780 | 872 | 960 | 1,047 | 1,150 |
| * 1. **Online (Male/Female)** | **Number** | 0 | 200 | 300 | 450 | 675 | 1,050 |
| Male |  | 0 | 160 | 235 | 340 | 500 | 855 |
| Female |  | 0 | 40 | 65 | 110 | 175 | 195 |
| * 1. **Extension (Male/Female)** | **Number** | 1,183 | 1,480 | 1,850 | 2,310 | 2,890 | 3,610 |
| Male |  | 1,230 | 1,230 | 1,480 | 1,802 | 2,200 | 2,670 |
| Female |  | 165 | 250 | 370 | 508 | 690 | 940 |
| * 1. **Summer (Male/Female)** | **Number** | 2,294 | 2,500 | 2,700 | 2,915 | 3,150 | 3,400 |
| Male |  | 1,813 | 1,950 | 2,080 | 2,215 | 2,365 | 2,515 |
| Female |  | 481 | 550 | 620 | 700 | 785 | 885 |
| 1. **PhD Enrolment** | **Number** | 472 | 550 | 790 | 1110 | 1635 | 2440 |
| Male |  | 431 | 500 | 688 | 932 | 1360 | 2000 |
| Female |  | 41 | 50 | 102 | 178 | 275 | 440 |
| * 1. **Regular** | **Number** | 472 | 550 | 790 | 825 | 1100 | 1600 |
| Male |  | 431 | 500 | 600 | 750 | 1000 | 1450 |
| Female |  | 41 | 50 | 60 | 75 | 100 | 150 |
| * 1. **Online** | **Number** | 0 | 0 | 20 | 150 | 200 | 400 |
| Male |  | 0 | 0 | 12 | 95 | 135 | 260 |
| Female |  | 0 | 0 | 8 | 55 | 65 | 140 |
| * 1. **Extension** | **Number** | 0 | 0 | 10 | 35 | 135 | 220 |
| Male |  | 0 | 0 | 6 | 22 | 105 | 160 |
| Female |  | 0 | 0 | 4 | 13 | 30 | 60 |
| * 1. **Summer** | **Number** | **0** | **0** | **100** | **100** | **200** | **220** |
| Male |  | 0 | 0 | 70 | 65 | 120 | 130 |
| Female |  | 0 | 0 | 30 | 35 | 80 | 90 |
| 1. Share of PG students from the total | Percent | 20 | 23 | 26 | 29 | 32 | 35 |
| 1. Share of female students in undergraduate programs |  | 37 | 38 | 39 | 40 | 41 | 42 |
| 1. Share of female students in postgraduate programs |  | 19 | 20 | 21 | 23 | 24 | 25 |
| 1. International students | Percent | 0.75 | 1 | 1.5 | 2 | 3 | 5 |
| 1. Short term trainees certified in different competences | Number | With TQM |  |  |  |  |  |
|  | 1.2. Ensuring program relevance and quality across academic units | Standardized admission and placement document | Number | 0 | 1 |  |  |  |  |
|  |  | Innovative UG Programs newly introduced based on market demand and global condition | Number  [Deans] | 5 | 5 | 5 | 5 | 5 | 5 |
|  |  | Industry initiated programs | Number | - |  | 1 | 1 | 2 | 2 |
| PG Programs newly introduced based on market demand | Number | 16 | 32 | 35 | 40 | 46 | 53 |
| Programs updated based on tracer study |  | Depends on TS |  |  |  |  |  |
| Graduates who created job opportunities | Percent | 5 | 6 | 7 | 8 | 9 | 10 |
| Proportion of graduates employed within a year |  | 77 | 78 | 79 | 80 | 81 | 82 |
| Revised/updated PG curriculum | Number | 30 | 45 | 52 | 60 | 66 | 72 |
| Joint/dual programs run along with prominent universities | Number | 6 | 8 | 15 | 20 | 25 | 30 |
| Increase participation of stakeholders in the preparation of curricula |  |  | - | - | - | - | 100 |
| Teacher : Student Ratio at undergraduate level | Ratio | 1:14 | 1:13 | 1:12 | 1:11 | 1:10 | 1:10 |
| Teacher : Student Ratio at postgraduate level | Ratio | 1:12 | 1:11 | 1:10 | 1:9 | 1:8 | 1:7 |
| Undergraduate programs that deliver distance and continuing education | Number | 15 | 20 | 25 | 30 | 34 | 41 |
| Graduate programs that deliver continuing education | Number |  | 8 | 12 | 20 | 23 | 30 |
| Students involved in co-curricular and extra-curricular activities | Percent | 40 | 50 | 60 | 70 | 80 | 90 |
| Proportion of graduates employed on their profession | Percent | 70  TQM | 75 | 80 | 85 | 90 | 95 |
| Student satisfactions on the available programs | Percent | 67TQM | 70 | 75 | 80 | 95 | 100 |
| PhD/MSc programs that deliver additional courses based on the prescriptions of professors and students over and above the courses in the curriculum | (100% if additional courses are needed) | - | 5 | 10 | 10 | 10 | 10 |
| Postgraduate programs that provide admission for international students | Number | 12 | 15 | 20 | 30 | 40 | 50 |
|  |  | Project-supported graduate programs delivered | Number | 22 | 30 | 40 | 50 | 60 | 70 |
| Establish smart class rooms | Number | 75 | 50 | 50 | 50 | 50 | 50 |
| Programs with international accreditation | Number | 0 | 1 | 2 | 2 | 3 | 4 |
| New centers of excellence established (Establish Institute of Development Research, Center for Law, Democratization and Media, Archival and Heritage Center establishment…) |  |  |  | 1 | 2 | 2 | 3 |
| 1.3. Strengthening the postgraduate program office | Organize office of the school of graduate program that meet international standards | Percent | 10 | 20 | 50 | 75 | 100 | 100 |
| Diversification of PG programs | Number | 217 | 225 | 230 | 240 | 250 | 250 |
| Staff of the office with adequate capacity to deliver necessary service | Number | 4 | 5 | 8 | 10 | 12 | 12 |
| Share of BDU budget allocated for the graduate program | Percent | 1.5 | 5 | 8 | 12 | 15 | 15 |
| Funds mobilized from external sources by the office | Birr (million) | - | 5 | 7 | 10 | 15 | 20 |
| Talented faculty recruited by the office | Number | - | 10 | 15 | 20 | 25 | 30 |
| Talented students admitted into post-graduate programs | Number | 220 | 423 | 550 | 650 | 760 | 950 |
| Professors with academic freedom and autonomy to recruit talented candidates for PhD program studies | Percent | - | - | 10 | 12 | 15 | 20 |
| Automation of PG programs |  |  |  | 1 |  |  |  |
|  | 1.4. Implementing contemporary instructional and assessment practices | Courses that involved (in co-teaching) industry experts in classroom instruction | Percent | ND | 10 | 20 | 30 | 40 | 50 |
|  |  | Undergraduate courses taught by senior professors | Percent | 32 | 35 | 38 | 44 | 47 | 50 |
|  | Undergraduate students served from lectures of senior professors | Percent | - | 10 | 20 | 30 | 40 | 50 |
|  | Establish smart teaching-learning system | Percent | 3 | 45 | 60 | 80 | 100 | 100 |
|  | Increase satisfaction of students with the smart classrooms | Percent |  | 80 | 85 | 90 | 95 | 100 |
|  | Number of central labs established [per campus] | Number | 4 |  |  |  |  | 8 |
|  | Number of laboratories that get international accreditation | Number | - | 2 | 9 | 11 | 15 | 20 |
|  | Percentage of students who are satisfied with the practical laboratory sessions | Percent |  | 80 | 85 | 90 | 95 | 100 |
|  | Programs with organized workplace/fieldwork training attachments | Percent | 75 | 80 | 85 | 90 | 95 | 100 |
|  | Programs benefited from industry-university linkage | Percent | 55 | 60 | 65 | 70 | 75 | 80 |
|  | Students that have got valuable skills from workplace (field placement) experiences [merge with 9] | Percent | 45 | 50 | 55 | 60 | 65 | 70 |
|  | Identify and sign MoU with selected organizations, industries, and communities to attach students’ placement in practicum, and internship programs | Number | 10 | 22 | 35 | 40 | 45 | 55 |
|  | Apprentices who have got adequate support in workplace exercises | Percent | 60 | 75 | 80 | 85 | 90 | 95 |
|  | Host organizations that effectively evaluated their apprentices | Number | 25 | 32 | 45 | 50 | 55 | 60 |
|  | Programs where students are assessed through tests set by testing centers | Percent |  |  |  |  |  | 100 |
|  | Programs that implemented exit exams | Percent |  | 8 | 23 | 40 | 65 | 75 |
|  | Increase satisfaction of employers | Percent |  | 50 | 60 | 70 | 75 | 80 |
|  | PhD candidates with more than one publication on peer reviewed journals | Percent | 3 | 10 | 20 | 30 | 40 | 50 |
|  | PhD Candidates who participated in national conferences | Percent | 2 | 7 | 12 | 20 | 25 | 30 |
|  |  | PhD Candidates who presented their research works on national conferences | Percent | ND | 60 | 70 | 80 | 90 | 100 |
|  |  | PhD Candidates who presented their research works on international conferences | Percent | ND | 7 | 12 | 20 | 25 | 30 |
|  |  | Masters candidates with publications in peer reviewed journals (after graduation) | Percent | - | 10 | 20 | 30 | 40 | 50 |
|  |  | Undergraduate graduation rate | Percent |  | 86 | 87 | 88 | 89 | 90 |
|  |  | Female undergraduate graduation rate | Percent |  | 77 | 79 | 80.5 | 82 | 84 |
|  |  | Undergraduate graduation rate of students from emerging regions | Percent |  | 95 | 95.3 | 95.5 | 95.8 | 96 |
|  |  | Undergraduate graduation rate of students with disabilities | Percent |  | 90 | 91 | 92 | 92 | 93 |
|  |  | Graduate students’ completion rate | Percent |  | 95 | 96 | 97 | 98 | 99 |
|  |  | Guideline formulated for community based learning | Number |  |  | 1 |  |  |  |
|  |  | Community-based teaching courses identified | Percent | - | 2 | 6 | 10 | 12 | 14 |
|  |  | Students involved in academically based community services | Percent | - | 5 | 7 | 9 | 11 | 13 |
|  |  | Students involved in civic education services | Percent | - | 15 | 17 | 19 | 25 | 30 |
|  |  | Students involved in environmental education service s | Number | - | 100 | 250 | 430 | 550 | 800 |
|  |  | Students involved in in-service learning | Percent |  | 10 | 20 | 25 | 30 | 35 |
|  |  | Programs that involved community members in continuing educational and professional development activities | Number |  | 10 | 17 | 22 | 37 | 46 |
|  |  | Rewards awarded for academic units and students for community partnership projects that made a difference | Number | - | 5 | 12 | 15 | 22 | 35 |
|  | 1.5. Integrating indigenous knowledge use | Establish a centre to cultivate indigenous knowledge | No | 0 | **-** | 1 |  |  |  |
|  | Collect, document, and profile indigenous knowledge resources | No | 1 | 2 | 3 | 4 | 5 | 6 |
|  | Decolonize staffs’ and students’ minds from considering indigenous knowledge as inferior via dialogueand conferences | No | 10 | 10 | 28 | 28 | 28 | 28 |
|  | Events to connect learners with their surrounding local institutions | No | 4 | 6 | 6 | 6 | 6 | 6 |
|  | Cascaded indigenous knowledge projects in community-based research | No | ND |  | 5 | 5 | 5 | 5 |
|  | Identified indigenous knowledge development areas for community-based learning | No |  | 5 | 10 | 15 | 18 | 25 |
|  | Promotions of local solutions undertaken for a healthy, sustainable lifestyle, environmental protection | No | 2 | 2 | 5 | 5 | 5 | 5 |
|  | 1.6. Strengthening online learning | Establish East African centre for online learning (a semi-autonomous college) | Number | 0 | **0** | 1 | **1** | **1** | **1** |
|  | Standardize and upgrade the LMS | Number | 0 | 1 | 1 | 1 | 1 | 1 |
|  | Prepare LMS Manuals for teachers and students | Number | 0 | 2 | 2 | 2 | 2 | 2 |
|  | Standard Online Learning Digital Module Prepared for Online Graduate Programs | Number | 0 | 10 | 25 | 40 | 55 | 60 |
|  |  | Standard Online Learning Digital Module Prepared for Online Undergraduate Programs | Number | 0 | 0 | 5 | 15 | 25 | 35 |
|  |  | Improve Staffing of the Centre | Percent | 30 | 40 | 60 | 75 | 85 | 100 |
|  | Improve Infrastructure of the Centre | Percent | 40 | 50 | 70 | 80 | 90 | 100 |
|  | Programs accredited by HERQA and beyond | Percent | 90 | 100 | 100 | 100 | 100 | 100 |
|  | Increase the number of blended (online and face to face) programs | Number | 0 | 5 | 10 | 20 | 30 | 50 |
|  | Partnership with international institutions | Number | 1 | 2 | 3 | 5 | 7 | 10 |
|  | Partnership with stakeholders in Ethiopia | Number | 1 | 2 | 3 | 4 | 6 | 7 |
|  | Proportion of technology assisted functions of the centre increased | Percent | 20 | 40 | 50 | 65 | 70 | 75 |
|  | Increase participation of the centre in ICDE activities | Percent | 10 | 30 | 50 | 80 | 100 | 100 |
|  | Increase Flexibility of programs | Percent | 60 | 70 | 80 | 100 | 100 | 100 |
|  | Increase efforts towards quality education | Percent | 60 | 70 | 80 | 100 | 100 | 100 |
|  | Increase project based CDE programs | Number | 1 | 3 | 7 | 10 | 15 | 20 |
| 2. Excellence in Research | 2.1. Enhancing Research Cycle from initiation to completion and outcome | Research centers/academic units with webpage-uploaded research priority themes | % | 10 | 100 |  |  |  |  |
|  |  | Number of internally funded thematic research projects | No | 43 | 43 | 63 | 80 | 90 | 100 |
|  |  | Number of recruited post-doc researchers | No | 0 | 2 | 3 | 3 | 5 | 7 |
|  |  | Number of PhD and MSc students supported annually | No | 730 |  |  |  |  |  |
|  |  | Annual research Calendar for evaluation of progresses (New proposals, Ongoing and Completed projects) | No | 1 | 1 | 1 | 1 | 1 | 1 |
|  |  | Subscribed journals | No |  |  |  |  |  |  |
|  |  | Updated Research Thematic Document | No | 1 | - | 1 | - | - | 1 |
|  |  | Periodical research capacity building trainings (per AU and RC) | No |  | 2 | 2 | 2 | 2 | 2 |
|  |  | Organized Research administration team (Finance, Procurement) | No | 0 | 1 | - | - | - | - |
|  |  | Won joint research projects | No | 24 | 8 | 12 | 12 | 14 | 14 |
|  |  | Secured research projects | No | 2 | 13 | 33 | 48 | 66 | 100 |
|  | 2.2. Strengthening, opening research centers and promoting research groups into centers of excellence | Centers / strengthened/reorganized | No | 13 | 12 | 12 | 12 | 12 | 12 |
|  |  | New research centers and centers of excellence established | No | - | - | 1 | 1 | 2 | 2 |
|  |  | Number of staffs collaborated/hired/reallocated including expatriate | No | - | 3 | 6 | 6 | 9 | 9 |
|  |  | Allocated seed budget for centers | Birr (mill.) | 5 | 5 | 10 | 15 | 20 | 20 |
|  |  | Established strategic partners by the centers in research & technology dissemination | No | 10 | 6 | 10 | 20 | 20 | 30 |
|  |  | Generated external fund by centers | USD (mill.) | 0.5 | 1 | 2 | 3 | 4 | 5 |
|  |  | Performance evaluation of each center within BDU standards | No/year | 1 | 2 | 2 | 2 | 2 | 2 |
|  |  | Performance evaluation of each center with stakeholders against international standards with equivalent centers globally | No/year | - | - | - | 1 | - | 1 |
|  |  | Established research grade labs | No | 6 | 6 | 1 | 1 | 1 | 1 |
|  |  | Training on Lab quality management and Safety system | No | 0 | 1 | 2 | 2 | 2 | 2 |
|  |  | Opened Foreign currency account for lab input procurement | No | 0 | 0 | 1 | 0 | 0 | 0 |
|  | 2.3. Enhancing knowledge generation and dissemination of research findings | Number of publications indexed in SC and MoSHE accredited journals | No | 1500 | 1600 | 21700 | 1800 | 1900 | 2000 |
|  |  | Number of publications in peer-reviewed journals but not indexed in SC | No | 500 | 400 | 300 | 200 | 100 | 50 |
|  |  | Number of conference proceedings (book of abstracts, papers and posters)/ | No | 50 | 52 | 54 | 56 | 58 | 60 |
|  |  | Number of policy briefs produced | No | 0 | 4 | 6 | 8 | 10 | 12 |
|  |  | Number of Special Issues released by BDU journals | No | 0 | 1 | 1 | 1 | 2 | 2 |
|  |  | Number of innovations developed from research findings | No | 0 | 0 | 2 | 4 | 6 | 8 |
|  |  | Number of evaluated BDU’s journals for accreditation | No | 3 | 4 | 5 | 6 | 7 | 8 |
|  |  | Number of research capacity building | No/yr | 15 | 20 | 25 | 30 | 35 | 40 |
|  |  | Number of best researchers/CS Provider rewarded (Female researcher, young researcher, outstanding researcher, community service/TT provider) | No | 0 | 12 | 12 | 12 | 12 | 12 |
|  |  | Research output Technology manuals prepared for users | No | 6 | 7 | 9 | 15 | 20 | 30 |
|  |  | Weekly Seminars (Per AU+RC) | No | 30 | 30 | 30 | 30 | 30 | 30 |
|  |  | Annual Conferences (National and International) | No | 25? | 5 | 25 | 25 | 25 | 25 |
|  |  | Annual Research Report Publication (New Proposals, Ongoing and Completed) | No | 0 | 1 | 1 | 1 | 1 | 1 |
|  |  | Monitoring and Evaluation of RIMS | No/Yr | 0 | 1 | 2 | 2 | 2 | 2 |
|  | 2.4. Encouraging interdisciplinary and trans-disciplinary research | Cross-faculty research initiatives | No | 0 | 3 | 5 | 8 | 12 | 15 |
|  | Staff training on IDTD approach (30 people/event) | No |  | 1 | 3 | 3 | 3 | 3 |
|  | Recognized IDTD research groups | No | 0 | 2 | 6 | 12 | 15 | 20 |
|  | External Funds secured by IDTD research groups | ETB (mill) | 0 | 0 | 2 | 5 | 10 | 15 |
|  | Publications produced by IDTD research | No | 0 | 0 | 0 | 10 | 15 | 20 |
|  | Opinion survey about IDTD research | No | 0 | 0 | 0 | 0 | 1 | 0 |
| 3.Excellence in Community Engagement | 3.1.Establishing and strengthening integrated community development projects and technology transfer centers | Establish a system of integrated community service provision | No | 0 | 1 | - | - | - | - |
|  |  | Establish technology transfer service centers on different thematic areas | No | 3 | 3 | 2 |  | 1 | 1 |
|  |  | Develop guidelines for mega community service provision and community-based research | No | 0 | 1 | - | - | - | - |
|  |  | Increase the number of partnerships and Stakeholder to work in Mega community-based collaborative Projects | No | 3 | 1 | 3 | 5 | 7 | 9 |
|  |  | Enhance collaborative researches conducted aligned with priority needs of industries and organizations (Research part) | No | 2 | 3 | 5 | 6 | 9 | 10 |
|  |  | Increase BDU community participation and engagement | % | 20 | 20 | 30 | 40 | 50 | 60 |
|  |  | Promote joint fund raising projects | No | 3 | 4 | 5 | 5 | 6 | 6 |
|  |  | Increase funding for community service provision outside of the government source | Amount in million Birr | - | 1 | 1 | 2 | 2 | 4 |
|  |  | Enhance media-based community service provision (BDU media/FM) | No of Thematic Area | 1 | 3 | 4 | 6 | 7 | 8 |
|  |  | Strengthen documentation and communication system for engagement (other than quarterly report) | % | 20 | 50 | 80 | 90 | 100 | 100 |
|  |  | Enhance Students’ engagement in CS activities | % | 10 | 20 | 30 | 40 | 50 | 60 |
|  | 3.2. Strengthening university-industrial linkage | Industrial partnerships and collaborative agreements established/made | No | 04 | 04 | 05 | 05 | 08 | 08 |
|  |  | Trainings or short term courses delivered to industry personnel and staff | No | 20 | 22 | 30 | 35 | 38 | 40 |
|  |  | Collaborative researches conducted which aligned with priority needs of industries | No | 02 | 03 | 05 | 06 | 09 | 11 |
|  |  | Invited experienced industrial personnel to provide tailored training | No | 05 | 05 | 06 | 08 | 08 | 10 |
|  |  | Consultancy services delivered to industries | No | 28 | 37 | 41 | 48 | 54 | 60 |
|  |  | Specific company sponsored technology projects implemented | No | 03 | 04 | 04 | 05 | 06 | 06 |
|  |  | Staffs involved in externship program | No | 40 | 45 | 48 | 50 | 53 | 55 |
|  |  | BDU-Industry joint fund raising projects developed |  | 01 | 02 | 03 | 05 | 05 | 06 |
|  |  | Common incubation centres established | No | 1 | 01 | 01 | 02 | 02 | 03 |
|  |  | Life skill and entrepreneurship trainings delivered to graduating students by successful entrepreneurs | No | 01 | 02 | 03 | 05 | 05 | 06 |
|  | 3.3. Fostering culture of innovation and technology transfer | Established common incubation centres | No | 1 | 01 | 01 | 02 | 02 | 03 |
|  |  | Technologies transferred (Adapted, Adopted, Innovated) | No | 25 | 15 | 30 | 32 | 35 | 40 |
|  |  | Commercialized technologies (Adapted, Adopted, Innovated) | No | 2 | 1 | 2 | 3 | 5 | 7 |
|  |  | Licensed BDU technologies | No | 0 | 0 | 1 | 1 | 2 | 3 |
|  |  | Intellectual property rights (copyrights, patents, and trademarks) protected | No | 2 | 5 | 7 | 10 | 12 | 14 |
|  |  | Technologies disseminated to the community via different media | No | 2 | 4 | 6 | 7 | 11 | 13 |
|  |  | Established spin off/startup companies | No | 0 | 1 | 1 | 2 | 2 | 2 |
|  | 3.4. Advancing social responsibility through professional services | Increase involvement of staff on professional associations and humanitarian organizations (existing and new ones) | % | 10 | 10 | 20 | 40 | 60 | 80 |
|  |  | Deliver free professional services such as consultancy, legal aid, guidance and counselling, free medical care, fund raising and donations etc | No/ | 9 | 10 | 10 | 25 | 30 | 30 |
|  |  | Participate in public outreach events that are concerned with political, civic, social, cultural and intellectual interests | No | 4 | 10 | 10 | 25 | 30 | 30 |
|  |  | Sensitize communities about intercultural diversity and inclusiveness via trainings, creative arts, cultural exhibitions, social rituals, and social media | No | 0 | 3 | 10 | 10 | 15 | 15 |
|  |  | Increase the number of policy advisory service for stakeholders | No | 5 | 15 | 30 | 45 | 60 | 75 |
|  |  | Enhance staffs’ participation for institutional, regional and national technical working group (TWG) | % | 10 | 10 | 15 | 15 | 20 | 20 |
|  |  | Enhance staffs’ involvement in policy development at different levels | % | 10 | 10 | 15 | 15 | 20 | 20 |
|  |  | Engage scholars in public policy debates through media, featuring in newspaper articles, creative activities | No | 10 | 15 | 25 | 40 | 50 | 600 |
|  |  |  |  |  |  |  |  |  |  |
| 4.Advance in Human Resource Development | 4.1.Improving availability and implementation capacity of academic and the administrative staff | **Total Teacher population** | **Number** | **2363** | **2400** | **2425** | **2450** | **2475** | **2500** |
|  |  | Female | Number | 402 | 480 | 582 | 686 | 792 | 875 |
|  |  | Male | Number | 1961 | 1920 | 1843 | 1764 | 1683 | 1625 |
|  |  | **First Degree** | **Number** | **310** | **240** | **170** | **98** | **50** | **2** |
|  |  | Female | Number | 83 | 48 | 41 | 28 | 15 | 1 |
|  |  | Male | Number | 227 | 192 | 129 | 70 | 35 | 1 |
|  |  | **Second Degree** | **Number** | **1559** | **1512** | **1455** | **1396** | **1337** | **1250** |
|  |  | Female | Number | 283 | 302 | 349 | 391 | 428 | 438 |
|  |  | Male | Number | 1276 | 1210 | 1106 | 1005 | 909 | 812 |
|  |  | **Third Degree** | **Number** | **494** | **648** | **800** | **956** | **1088** | **1248** |
|  |  | Female | Number | 36 | 65 | 112 | 172 | 240 | 325 |
|  |  | Male | Number | 458 | 583 | 688 | 784 | 848 | 923 |
|  |  | Teachers’ Academic Rank (1st Degree: 2nd Degree: 3rd Degree) Ratio | " | 13፡69፡21 | 10፡63፡27 | 7፡60፡37 | 4፡57፡39 | 2፡54፡44 | 0፡50፡50 |
|  |  | A system/document for attracting and retaining talented and experienced academic and research staff including expatriate staff | " |  | 1 |  |  |  |  |
|  |  | Share of academic to administrative staff | Ratio | 01:02.3 | 01:02.2 | 1.2.1 | 1.1.8 | 1.1.5 | 1፡1 |
|  |  | Newly Employed teachers who are given organized induction | " | 100 | 100 | 100 | 100 | 100 | 100 |
|  |  | Leaders who took need based short term professional training | " |  |  |  |  |  |  |
|  |  | On teaching-learning | " |  | 20 | 40 | 60 | 80 | 100 |
|  |  | On research | " |  | 20 | 40 | 60 | 80 | 100 |
|  |  | On technology transfer | " |  | 20 | 40 | 60 | 80 | 100 |
|  |  | On community services | " |  | 20 | 40 | 60 | 80 | 100 |
|  |  | Teachers who took need based short term professional training | Percent |  |  |  |  |  | 100 |
|  |  | -On teaching-learning (like HDP, ….) on: | Percent |  |  |  |  |  | 100 |
|  |  | -Research | Percent |  |  |  |  |  | 100 |
|  |  | -Technology transfer | Percent |  |  |  |  |  | 75 |
|  |  | -Community services | Percent | 75 | 15 | 15 | 15 | 15 | 15 |
|  |  | Students who took need based short term professional training on: | Number |  |  |  |  |  | 100 |
|  |  | -Teaching-learning | Number |  |  |  |  |  | 100 |
|  |  | -Research | Number |  |  |  |  |  | 100 |
|  |  | -Technology transfer | Number |  |  |  |  |  | 100 |
|  |  | -Community services | Number | 22 |  |  |  |  | 100 |
|  |  | Administrative staffs reached through awareness raising intervention: | Percent |  |  |  |  |  |  |
|  |  | -On teaching-learning | Number | 15 | 25 | 50 | 75 | 100 |  |
|  |  | -On research | Number | 10 | 20 | 40 | 50 | 80 | 100 |
|  |  | -On technology transfer | Number | 3 | 20 | 40 | 50 | 80 | 100 |
|  |  | -On community engagement | Number | 7 | 20 | 40 | 60 | 90 | 100 |
|  |  | Update Strategic document for Teacher development | Number | 1 | 1 | 1 | 1 | 1 | 1 |
|  |  | Teacher retention capacity | Percent |  |  |  |  |  | 90 |
|  |  | Able Leadership and Implementation in terms of: |  |  |  |  |  |  |  |
|  |  | -Achievement of objectives | Percent | 95 |  |  |  |  | 100 |
|  |  | -Leaders who took leadership training | Number | 100 | 120 | 130 | 140 | 150 | 160 |
|  |  | -Leaders who got experience sharing opportunities | Number |  |  |  |  |  |  |
|  |  | * In Ethiopia | Number | - |  |  |  |  | 150 |
|  |  | * Abroad | Number | 15 | 100 | 100 | 150 | 150 | 30 |
|  |  |  | Number |  | 5 | 15 | 20 | 25 |  |
|  |  | * Management Trainings given to implementers | Number | - | 100 | 150 | 150 | 150 | 150 |
|  |  | * Experience sharing opportunities given to implementers (in country) | Number | 80 | 150 | 150 | 150 | 150 | 150 |
|  |  | A document/guideline that serves to upgrade and assure the capacity of leaders and implementers | Number |  | 1 |  |  |  |  |
|  |  | Capacity built on mainstreaming cross cutting issues | Number |  |  |  |  |  |  |
|  |  | -Academic staff | Number | 150 | 200 | 250 | 300 | 300 | 300 |
|  |  | -Administrative staff | Number | 150 | 200 | 250 | 300 | 300 | 300 |
|  |  | -Students | Number | 415 | 1325 | 1325 | 1325 | 1325 | 1325 |
|  | 4.2. Maintaining gender and diversity inclusiveness | Intercultural awareness and cultural diversity competence trainings provided for students | No | ND | 6 | 6 | 6 | 6 | 6 |
|  |  | Sensitized staff and students about diversity and inclusiveness via creative arts, cultural exhibitions, social events and social media | Percent | 40 | 50 | 60 | 70 | 80 | 90 |
|  |  | Share of females in the top leadership positions | No | 1 | 1 | 2 | 2 | 2 | 2 |
|  |  | Share of females in the academic and research leadership positions | No | 34 | 40 | 45 | 50 | 55 | 60 |
|  |  | Share of females from the total teaching, research and administrative staff population | Percent | 38.5 | 40 | 42 | 44 | 48 | 50 |
|  |  | Share of females in the administrative leadership positions | Percent | 25.6 | 28 | 30 | 35 | 40 | 45 |
|  | 4.3. Improving the performance appraisal system of the academic and administrative staffs | Leaders at all levels who have personal scorecard | Percent | ND | **100** | **100** | **100** | **100** | **100** |
|  |  | Leaders at all levels whose performance is measured based on their scorecard | Percent | ND | **100** | **100** | **100** | **100** | **100** |
|  |  | Teachers whose performance is measured based on their individual scorecard | Percent | ND | **100** | **100** | **100** | **100** | **100** |
|  |  | Leaders at all levels, teachers, researchers, and administrative staff who have personal development plan | Percent | 11 | **40** | **50** | **75** | **90** | **100** |
|  |  | Researchers whose performance is measured based on their personal scorecard | Percent | ND | **100** | **100** | **100** | **100** | **100** |
|  |  | Administrative staff whose performance is measured based on their scorecard | Percent | 71.5 | **100** | **100** | **100** | **100** | **100** |
|  |  | Administrative staff Implementing daily diary | Percent | 5 | **50** | **75** | **100** | **100** | **100** |
|  | 4.4.Enhancing the reward system and staffs’ motivation and cohesion | Leaders at all levels whose performances are labeled as excellent (efficient and effective) | Percent | ND | **10** | **15** | **20** | **25** | **30** |
|  |  | Teachers who are identified as excellent performers | Percent | ND | **10** | **20** | **30** | **40** | **50** |
|  |  | Researchers and community service providers who are identified as excellent performers | Percent | ND | **30** | **40** | **45** | **50** | **60** |
|  |  | Administrative staff members who are identified as excellent performers | Percent | ND | **15** | **20** | **25** | **30** | **35** |
|  |  | Events created to enhance the social cohesion of staff | Number |  |  |  |  |  |  |
|  |  | Sports events | Number | 40 | **-10** | **40** | **45** | **50** | **60** |
|  |  | Get-together events | Number | 8 | **8** | **16** | **24** | **24** | **24** |
|  |  | Inviting motivational speakers | Number | **3** | **2** | **5** | **6** | **7** | **8** |
|  |  | Best performing teachers, researchers, community service providers and administrative staffs who get recognitions or incentives or rewards for their best performance | Percent | 95 | **104** | **104** | **104** | **104** | **104** |
|  |  | Awards and promotional weight given for staffs, students, and stakeholders involved in teaching-learning, research and community service provision | Number |  |  |  |  |  |  |
|  |  | Customer satisfaction |  |  |  |  |  |  |  |
|  |  | * Finance | Satisfaction level | No data | **V.G** | **V.Good** | **Excellent** | **Excellent** | **Excellent** |
|  |  | * Procurement |  |  |  |  |  |  |  |
|  |  | * General services |  |  |  |  |  |  |  |
|  |  | * + Transport | Satisfaction level | No data | **Good** | **V.Good** | **V.Good** | **V.Good** | **V.Good** |
|  |  | * + Utility | Satisfaction level | No data | **Good** | **V.Good** | **V.Good** | **V.Good** | **V.Good** |
|  |  | * + Office | Satisfaction level | No data | **Good** | **V.Good** | **V.Good** | **V.Good** | **V.Good** |
|  |  | * + Landscaping | Satisfaction level | No data | **V.good** | **V.Good** | **V.Good** | **V.Good** | **V.Good** |
|  |  | * HRM | Satisfaction level | No Data | **V.G** | **V.Good** | **Excellent** | **Excellent** | **Excellent** |
|  |  | * Student services | Satisfaction level | No Data | **V.Good** | **V.Good** | **Excellent** | **Excellent** | **Excellent** |
|  |  | * Housing | Satisfaction level | No Data | **Good** | **V.Good** | **V.Good** | **V.Good** | **V.Good** |
| 5. Enhance Good Governance and Leadership | 5.1.Building institutional capability | Ensure that a system of policies and clear procedures for each unit are available by the year 2020 | No |  | 7 | 7 | 7 | 7 | 7 |
|  |  | Launch BDU strategic plan (2020-2024) in the year 2020 and monitor its implementation at least on quarterly basis. | No |  | 4 | 8 | 12 | 16 | 20 |
|  |  | Evaluate the overall two years execution of the strategic plan at the end of 2021 and ensure necessary adjustments are made | No |  | 1 | 1 | 1 | 1 |  |
|  |  | Ensure that revised and amended University senate legislation as well as by laws on vital academic management issues (recruitment, performance evaluation, promotion and termination of both Ethiopian and expatriate academic staff). | No |  | 5 | 5 | 5 | 5 |  |
|  |  | Revised and articulated policies and procedures on appointment and termination of officers for all academic posts | No |  | 1 | 1 | 1 | 1 | 1 |
|  |  | Create sense of belongingness and cultivate a culture of participation, responsiveness and transparency in all the communities of the university | Level of satisfaction | No | Good | Very good | Very good | V.Good | Excellent |
|  |  | Develop and maintain a system by which all community of the university internalizes the university mission, vision, and core values | No of meetings |  | 16 | 16 | 16 | 16 | 16 |
|  |  | Develop and implement a strategy for regular and transparent reporting of activities and secure a satisfactory level of responsiveness for university community suggestions, comments and feedbacks | designed strategy |  | 1 | 1 | 1 | 1 | 1 |
|  |  | Empower campus deans’ coordinator with all the administrative powers delegated to her/him | No |  | 4 | 4 | 4 | 4 | 4 |
|  |  | Establish an Intranet system with a spirit of introducing an open governance system. | No |  | 1 | 1 | 1 | 1 | 1 |
|  |  | Ensure the alignment of programs such as architecture, maritime, food and nutrition, agricultural water management, biotechnology, land administration to their appropriate academic unit | No |  | 6 | 6 | 6 | 6 | 6 |
|  |  | Acquire step by step outsourced support services | No | 0 | 1 | 2 | 3 | 3 | 4 |
|  |  | Establish a committee for revisiting BDU organizational structure flatter and seamless across the University campuses | No |  | 1 | 1 | 1 | 1 | 1 |
|  |  | Core academic and administrative activities and decision makings are supported with Enterprise Resource Planning or ERP | percentage | 0 | - | 40 | 60 | 80 | 100 |
|  |  | Digitalize all HR data in categories | % | 10 | 15 | 60 | 100 |  |  |
|  |  | Establishment and delivery of garage services at BDU | % | 10 | 10 | 30 | 50 | 80 | 80 |
|  | 5.2.Enhancing organizational efficacy | Ensure students’, and staffs’ educational satisfaction, academic, career, and personal development; and quality of the faculty surveys every year | No | 40 | 8 | 16 | 24 | 32 | 40 |
|  |  | Undertake external stakeholder’s satisfaction surveys ever year | No | 1 | 1 | 2 | 3 | 4 | 5 |
|  |  | Ensure an annual 10% increase in the amount of self-generated revenue by strengthen the existing income generation programs and launch new ones | Percentage increase in Birr | 50% increase | 10% | 20% | 30% | 40% | 50% |
|  |  | BDU shall open a professional development training institute | No | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 5.3.Strengthening institutional internal control system | Installing improved planning based on BSC | % | 45 | **60** | **100** | **100** | **100** | **100** |
|  |  | Monitor and evaluate at performances each level | % | 50 | **75** | **80** | **100** | **100** | **100** |
|  |  | Improvement in audit finding results | Audit standards | Adverse | **Except for** | **Except for** | **Except for** | **Except for** | **Qualified** |
|  |  | Reduced corruption findings | Percent | ND | **10** | **20** | **40** | **50** | **100** |
|  |  | Performing physical audit | No | No | **2** | **4** | **4** | **4** | **4** |
|  |  | Full implementation Electronic Procurement system | % | 60 | **80** | **85** | **90** | **95** | **100** |
|  |  | Reduced complains on public procurement and property Administration | % | 50 | 40 | 30 | 25 | 20 | 10 |
| 6.Advance in Communication and Partnership | 6.1.Branding BDU as a leading research-intensive university | Developing a strong communications team that can feed material to the central team and ensure the visibility of our academics and researchers in media releases | No | A team | 1 | 1 | 1 | 1 | 1 |
|  |  | Monitoring our reputation as reported by outside bodies by the BDU communication office | Once per year | 5 | 1 | 2 | 3 | 4 | 5 |
|  |  | BDU shall prepare a research bazaar, a research festival for researchers by the researchers, to stakeholders and students | Three times/year | 15 | 3 | 6 | 9 | 12 | 15 |
|  |  | Web-based communications of research outputs which fulfils the criteria of Comprehensiveness, Connectedness, Openness, Automation, Advanced analytics, Easy to scale and support | One website | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 6.2.Creating robust information management system | Policy on information database and management | Number | 0 |  | 1 |  |  |  |
|  |  | Established data center at University Level | number | 0 |  | 1 |  |  |  |
|  |  | Centrally documented and stored university data | Percent | 50% | 80% | 100% |  |  |  |
|  |  | Data categories Automated (ICT used) | Percent | 60% |  | 75 | 80 | 85 | 100 |
|  |  | Customer (internal & external) Satisfaction level due to access to information | Percent | 50% |  | 60 | 70 | 80 | 85 |
|  | 6.3.Establishing system of internal and external communication | Fully capacitated Internal & External Relations offices | Percent | 60% | 75% | 85% | 100% |  |  |
|  |  | Well organized information desks including hotline phone services | Number/campus | 0 |  | 9 |  |  |  |
|  |  | Communication strategy developed | Number | 0 | 1 |  |  |  |  |
|  |  | Fully functioning BDU Community Radio | Air time/day | 3hrs | 4 | 6 | 8 | 10 | 12 |
|  |  | Publishing information magazines | Number/year | 1 | 1 | 1 | 1 | 1 | 1 |
|  |  | Published BDU Newspaper | Number/month | 2000 | 2000 | 2500 | 3000 | 4000 | 5000 |
|  |  | Published Brochures & Pamphlet | Number | 2000/year | 4000 | 6000 | 7500 | 8500 | 10000 |
|  |  | Installed Digital Signage | Number | 0 | 3 | 6 | 9 |  |  |
|  |  | Launched ‘Wisdom TV’ | Hr/day | ‘Meskote Tibeb’ TV Program |  |  | 3hrs/  day | 3hrs/  day | 3hrs/  day |
|  |  | Monthly Talk show program | Number/year | 0 | 6 /year | 12/  year | 12/  year | 12/  year | 12/  year |
|  |  | University wide satisfaction survey made | Number/year | 1 | 1 | 1 | 1 | 1 | 1 |
|  |  | Open discussion forums | Number/year | 2 | 2 | 4 | 4 | 4 | 4 |
|  |  | Opinion survey of International partners | Number/year | 0 | 0 | 1 | 1 | 1 | 1 |
|  |  | Invited motivational speakers | Number/year | 6/year | 1 | 20 | 25 | 35 | 45 |
|  |  | A well-organized Cultural Centre | Percent | 40% | 75% | 85% | 100% |  |  |
|  |  | Arranged open University Week (thanksgiving, recognition, exhibitions etc) | Number/year | 0 | 1 | 1 | 1 | 1 | 1 |
|  | 6.4.Enhancing the system of internationalization and partnership | Revisited & Approved Internationalization and partnership policy | Number | 1 | 1 revisited & Approved |  |  |  |  |
|  |  | Collaborations created | Number | 160 | 170 | 185 | 200 | 220 | 240 |
|  |  | International focal persons across academic units | Number | 3 | 5 | 9 | 15 |  |  |
|  |  | Number of students engaged in academic exchanges (in-bound & out-bound) | Number | ... |  | 50 | 100 | 200 | 300 |
|  |  | Number of staffs exchanged | Number | --- |  | 50 | 70 | 80 | 100 |
|  |  | Number of reactivated MoUs | Number | --- |  | 1 | 5 | 10 |  |
|  |  | Facilitated collaborative/joint  Research projects | Number | --- |  | 3 | 6 | 9 | 10 |
|  |  | Facilitated Joint or dual Academic programs | Number | 5 |  | 6 | 7 | 8 | 10 |
|  |  | Facilitated Joint Funds generated | USD (in million) | --- |  | 0.5 | 2 | 3 | 5 |
|  |  | Membership in university networks | Number | 9 | 10 | 11 | 12 | 13 | 14 |
|  |  | Celebrating International Day | Number/year | 0 |  | 1 | 1 | 1 | 1 |
|  |  | Celebrated New year with International Students& Expat Staff | Number | 0 | 1 | 1 | 1 | 1 | 1 |
|  |  | Excursion for International Students & Expat Staff | Number/year | 0 |  | 1 | 1 | 1 | 1 |
|  |  | Organised international summer school | Number | 2 |  | 1 |  | 3 | 5 |
|  | 6.5.Enhancing visibility of BDU through integrated communication approach and platforms | International students hosted by BDU | Number | 324 |  | 400 | 450 | 475 | 500 |
|  |  | Established International students Association | Number | 0 | 1 |  |  |  |  |
|  |  | Facilitated Joint-degree programs established with international universities | Number | 6 | 8 | 15 | 20 | 25 | 30 |
|  |  | Standardized International Office | Number | 1 | 1 |  |  |  |  |
|  |  | Updated university & Child websites | Number | 40 | 42 | 52 |  |  |  |
|  |  | People following and visiting main social media platforms | Number | 130,000 | 140,000 | 160,000 | 180,000 | 190,000 | 200,000 |
|  |  | Media outlet (print & digital) established for communicating BDU international affairs | Number | 0 | 2 | -- | 3 |  |  |
|  | 6.6.Establishing a system for alumni and knowledge Diaspora engagement in the university | Structured Alumni Coordination office | Number | 0 | 0 | 1 |  |  |  |
|  |  | Structured knowledge diaspora coordination office |  | 0 | 0 | 1 |  |  |  |
|  |  | Created alumni associations |  | 0 | 0 | 1 |  |  |  |
|  |  | Number of fellow students and professionals connected through alumni | Percentage | 0 | 0 | 40 | 60 | 80 | 100 |
|  |  | Platforms created between students to interact with their senior alumni and receive mentoring with regards to career paths | Number | 0 | 0 | 2 | 3 | 4 | 5 |
|  |  | Reunion programs with alumni in the form of social events | Number/year | 0 | 1 | 1 | 2 | 4 | 5 |
|  |  | Identified and promoted alumni accomplishments through Alumni Awards | Number /year | 0 | 0 | 2 | 6 | 10 | 14 |
|  |  | Facilitating Community service projects to be run by alumni-BDU partnership | Number | 0 | 0 | 3 | 8 | 14 | 18 |
|  |  | Participation of alumni in the t-Learning process (teaching, advising, etc.) | Number | 0 | 0 | 4 | 5 | 6 | 6 |
|  |  | Internship/externship opportunities created by the university alumni | Number | 0 | 0 | 2 | 3 | 4 | 5 |
| 7.Improve Infrastructure and Resources | 7.1.Ensuring the supply of adequate, reliable and sustainable electricity and drinking water; and safe collection and disposal of wastes | Effluent quality of disposed wastewaters from all campuses | Not comply | 10 | 20 | 40 | 60 | 80 | 100 |
|  |  | Improve the availability and accessibility of well-managed toilets in all campuses to all users | Rates of availability | Low | Low | Medium | High | High | Very High |
|  |  | Develop standard waste treatment plant in all BDU campuses |  |  |  |  |  |  |  |
|  |  | * Hazardous | No |  |  | 1 | 2 | 3 | 4 |
|  |  | * Solid | No |  |  | 1 | 3 | 6 | 8 |
|  |  | * domestic | No | 1 | 2 | 2 | 4 | 6 | 8 |
|  |  | Develop sustainable self-owned water Supply sources | L/S | 98 | 178 | 218 |  |  |  |
|  |  | Improve daily water supply as per WHO standard. | L/c/d | 50 | 80 | 90 | 100 |  |  |
|  |  | Develop off grid renewable electric system | Mw | 0.0015 | 0.025 | 0.5 | 1 | 3 | 5 |
|  | 7.2.Enhancing the development and utilization of digital information technologies | Capacity and speed of the internet system | Gb | 1.9 | 2.2 | 2.8 | 3.2 | 4.5 | 5 |
|  |  | Spatial and dependable internet coverage and accessibility to all BDU community. (state of the art data centre and LAN) | % | 70 | 75 | 80 | 90 | 95 | 100 |
|  |  | Secured full-fledged LMS. | No | 10 | 15 | 20 | 30 | 40 | 50 |
|  |  | Proportions of smart classrooms, digital libraries and video conference rooms. | % | 30 | 60 | 70 | 80 | 90 | 100 |
|  |  | In house developed and utilized soft wares to improve information management. | No | 8 | 9 | 11 | 13 | 14 | 15 |
|  |  | University one card system developed | % | 0 | 25 | 75 | 100 |  |  |
|  |  | Increased and improved BDU online journal sub systems.(RCSVP) | No | 3 | 5 | 8 | 9 |  |  |
|  |  | e-University services for budget reduction | % |  | 10 | 15 | 25 | 30 | 40 |
|  |  | e-University services and increased customer satisfaction | % | 70 | 80 | 90 | 100 |  |  |
|  |  | Reliability and security of information, database and network infrastructure. | Rates of reliability | medium | good | good | high | Very high | Very high |
|  |  | Improved rank of BDU’s IT service compared with other national and Africa higher education institutions. | Rates of services | medium | medium | good | good | Very good | excellent |
|  |  | Capacity and speed of the internet system | Gb | 1.9 | 2.2 | 2.8 | 3.2 | 4.5 | 5 |
|  | 7.3.Improving the development and utilization physical infrastructures | Number of accredited laboratories | No | 0 |  | 3 | 5 | 8 | 15 |
|  |  | Complete on-going projects in all campuses | % | 45 |  | 100 |  |  |  |
|  |  | New physical projects started (class rooms, laboratories, offices, site work, library and etc.) projects. | No |  | 5 | 9 | 12 | 14 | 16 |
|  |  | Class room student ratio | No | 1:61 | 1:50 | 1:40 | 1:30 |  |  |
|  |  | Developed additional staff residence | No | 1255 | 1255 | 1405 | 1405 | 1405 | 2255 |
|  |  | Infrastructures maintained and renovated | % | 10 | 30 | 50 | 70 | 80 | 100 |
|  |  | Improved resource utilization | % |  | 80 | 90 | 100 |  |  |
|  | 7.4.Building strong bases for steady flows of adequate income | Proportion of the internal revenue with the public funding | % | 2.5 | 3 | 4 | 6 | 8 | 10 |
|  |  | Amount of research grant mobilized | Birr in Million/ | 130 | 150 | 250 | 350 | 500 | 1000 |
|  |  | Money obtained in training and consultancy services and other internal revenue | Birr/ in million | 45 | 80 | 100 | 125 | 200 | 300 |
|  |  | Number of patent/spinoff companies | Birr |  |  |  |  |  |  |
|  |  | Number of commercial business created (enterprises). | No | 3 | 4 | 6 | 8 | 10 | 12 |
|  |  | Amount of donations obtained from alumni and others. | Birr |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

9. INSTRUMENTs USED TO IMPLEMENT THE STRATEGIC PLAN

[**9.1. Risk Assessment**](#_Toc459986792)

Any strategic planning process has to deal with uncertainties related to developments that are beyond its control. Thus, the threats and opportunities that will influence the achievement of the objectives should be identified. Strategies which will assist BDU to take the advantage of opportunities and to minimize or, if possible, avoid risks should be set.

The key questions with regard to risks should be the following:

* What could happen that would affect our ability to meet our objectives? (risk identification, consolidation and classification)
* How likely is it to occur? (likelihood of occurrence)
* How serious might it be? (prioritization: impact of the risk events)
* What are our top ten risks? (finalizing top risks)
* What else do we know about our top risks? (in-depth analysis)
* What can we do to manage the risk? (action planning – risk strategy)
* How do we monitor the risk? (Risk monitoring)

**Types/Sources of Risk:**

* **Strategic risks**: relate to an organization’s choice of strategies to achieve its objectives. By their nature, these risks endanger the achievement of an organization’s high-level goals that align with and support its mission. Strategic risk assessment identifies the risks associated with specific strategies.
* **Operational risks**: relate to 1) threats from ineffective or inefficient business processes for quality and availability of infrastructure and the impact on students/staff, financing, transforming, administrative process, student and customer satisfaction and 2) threats of loss of organizational assets including its reputation.
* **Reporting risks**: relate to the reliability, accuracy, and timeliness of information systems and to reliability or completeness of information for either internal or external decision making.
* **Compliance risks**: address the presence or lack of systems to 1) monitor communication of laws and regulations, internal behavior codes and contract requirements, 2) provide information about failure of management, employees, or trading partners to comply with applicable laws, regulations, contracts, and expected behaviors, and 3) Partnerships- collaborative teaching and research with other institutions, knowledge exchange and partnerships with industry, and other relationships with external bodies.

Generally, in addition to the afore mentioned categories of risks, the unstable political system of the country, the unmanageable behaviour/action of students due to some external forces, sustainability of income streams, student staff recruitment systems, and staff motivation may remain big challenges to the university for the achievement of its objectives.

**Treatment of Risks**

The most common risk response/treatment strategies are:

* **Avoidance:** a risk can be terminated (or eliminated) by not pursuing the activity or objective causing the risk. Although it is impossible to avoid all undesirable events, some of them may be eliminated if appropriate measures are taken. In reality it is very difficult to terminate a risk in this way.
* **Transfer:** the risk can be transferred or shared. This can be achieved through possible ‘outsourcing’ of an activity to pass the responsibility of the risk on to someone else. Again, in reality, it is rare that this option is available.
* **Mitigation:** the most common response is the treatment of the risk by taking actions. This can include (a) containment of the risk i.e. taking actions to ensure that the negative impact of a risk does not increase in impact and likelihood, or (b) taking contingent action i.e. actions that address the potential outcome of a risk and attempt to minimize any impact should the risk occur. When identifying any action plans to address the risks it is important to note the person who will be responsible for taking the action and the timescale for completion of the action. Mitigation is a strategy used to reduce either the probability or the impact of unacceptable risks to a point where their severity falls below the maximum risk tolerance level. For example, the installation of smoke detectors and fire-extinguishing systems, as well as the law prohibiting parking in front of a fire hydrant, are all part of a mitigation strategy. In fact, none of those steps will stop a fire from happening, but they will help reduce the impact by offering the quickest response possible to the emergency.
* **Acceptance: i**t may happen, in some situations, that an appropriate strategy to minimize the likelihood or impact of risk cannot be found, or that the strategy developed is impractical or too expensive. In those cases, the other option is to accept the risk. Accepting a risk does not mean that nothing will be done about the risk when and if it occurs. It simply means that something will be done only if it occurs.

There are two kinds of acceptance: active and passive. Acceptance is passive when nothing is done to plan for the risk occurrence. The only actions required are documenting the risk, informing the stakeholders involved of its existence and ensuring willingness to suffer the consequence if the risk occurs. Acceptance is active when a plan to deal with the risk is prepared to avoid improvisation if the risk occurs. It can be done, for example, by developing a contingency plan.

**9.2. Communicating the Strategic Plan**

The importance of developing a well thought out communications strategy is often overlooked when embarking on a change initiative, such as strategic plan. Effective communication during a change effort will serve to provide employees with timely and accurate information, which can positively influence whether the organization can maintain employee productivity and morale and overcome resistance to change.

Communicating strategy to both internal and external stakeholders is an indispensable task for any organization. Participation of stakeholders in all stages (formulation, implementation and evaluation) of the strategic planning process is an important success factor. Thus, Bahir Dar University should design a clear strategy to communicate its strategic plan to its internal and external stakeholders.

The formulated vision and the mission of BDU can be achieved if the strategy is well communicated to the university community. It requires changing the hearts and minds of people. Change management in this context is the process, tools and techniques to achieve the required strategic outcome within the social infrastructure of the workplace.

The main responsible body to accomplish this task is the top leadership team of the university. BDU’s Information and Strategic Communications Vice President Office may take the facilitation role. Thus, the strategic plan preparation team wants to forward the following points as basic guidelines to communicate the strategy to the major internal and external stakeholders of the university.

Meetings, trainings and other forums should be arranged to raise the awareness of stakeholders about the strategic plan of the university. Summary of the SWOT result, the vision, the mission, strategic objectives and the strategies designed to achieve the objectives should be presented to all employees. If people in the university clearly understand and share the vision and strategy of the university, they will be motivated to achieve the objectives they are given through cascading.

Trainings on topics such as change management, team building, time management, customer relationship management, and other tailored made trainings should be given. This will help employees feel competent enough to perform their tasks efficiently and efficiently. The usual question raised by people, “What is in it for me (WIFM)” should be answered for them by clearly sharing the strategy of the university. Through communication, people should see the benefit they will get if the university accomplishes its vision and mission successfully.

Generally, the following five areas outline questions and key information should be considered when building and delivering a communications strategy designed to inform and guide employees through a change event:

1. Building a Strategy
2. Involving Key Stakeholders in Communications Efforts
3. Determining Message Content
4. Identifying Most Effective Communications Channels
5. Ensuring Follow Up

**Building a Strategy**

* Have the leaders and the change team created a communications strategy that considers the questions outlined below?
* What do we need to accomplish? What is the current state? What is the desired state?
* What do we need to communicate? Who relays which messages? With whom do we need to communicate?
* In what order do we communicate with our audiences? When are messages communicated? With what frequency? What tools/channels do we use?
* How can communications accomplish the desired state? Drive behavior change? Educate and engage? Generate awareness? And Mobilize commitment?
* Do we understand the following about our audience? Who are they? What do they know/understand already? And what drives/motivates them?
* How will we measure whether the communications strategy achieves its objectives?

**Involving Key Stakeholders in Communications Efforts**

* Are all key stakeholders (internal and external) impacted by the change effort/the strategic plan considered?

**Determining Message Content**

* Do communications detail the rationale behind the change? Do the messages achieve the following: Give reasons for the change and explain the benefit? Ask for staff’s help in making the change work effectively? Show support for the change (i.e., help others accept the change)?
* Does the communications strategy effectively relay how the change will affect employees and the business in the short and long term? Does the strategy meet the following: Provide as many details as possible? Supply realistic detail of both the positives and negatives of the change? Let employees know that the organization understands the range of emotions associated with the change?

**Identifying Most Effective Communication Channels**

Have the leaders and the change team determined how to clearly communicate what is expected of employees and resources available to them? Have you considered the most effective channels of communication that consider the questions outlined below:

* Does the organization have an infrastructure in place in order to provide timely, honest communication with employees?
* Does the strategy include a timeline detailing when critical messages should go out?
* Has the organization determined the appropriate communication channel mix to reach diverse, dispersed employee groups?
* Does the communications strategy ensure that important messages are repeated through a variety of communication vehicles to ensure that employees receive the message?

**Ensuring Follow-Up**

Once the communication strategy is implemented, monitoring its impact on an on-going basis is critical. Questions which might be considered asking to gauge the effectiveness of the strategy might include:

* Is the department or faculty prepared to engage employees by doing the following: Asking questions? Listening to employee concerns? And Acknowledging each contribution and highlighting advantages and disadvantages of various suggestions?
* Does the department or faculty consider the following: Plan to assess employees’ reactions to change (via surveys, focus groups, etc.)? Continually monitor key metrics related to communications objectives and make necessary adjustments as employees react to different messages? Proactively and reactively adjust the communications strategy based on employee responses? And Express appreciation for employees’ assistance and cooperation in implementing the change?

**9.3. Monitoring and Evaluation of the Strategic Plan Implementation**

The need for monitoring and evaluation is to check whether the planned activities are performed as intended or not. It helps to take immediate remedial measures if the performance is not in accordance with the plan and to avoid obstacles that cause hindrance to achieve targets set. To achieve the targets on the Strategic plan, a coordinated effort has to be exerted by the leaders and the staff.

The strategies set for monitoring and evaluation of this five year strategic plan (2020-2024) are as follows:

* Monthly performance evaluation report should be done on each department.
* Quarterly performance evaluation report should be done all over the university and the report document will be submitted to the respective division vice president office.
* Each division’s vice president has to organize, evaluate and submit quarterly report to plan department.
* The plan department consolidates the reports from concerned divisions (Vice presidents).

Different instruments will be applied to check whether targets are achieved and reported. Survey, observation, and report documents can be used as an instrument for monitoring and evaluation. The report should clearly show the planned target and achievements in accordance with indicators, the Problems faced during implementation and the solutions made to solve the problems and the way foreword to achieve the planned targets.

Holistic performance evaluation of the strategic plan will be made at the end of the third implementation year and fifth year. The evaluation will be made by a team organized from different departments or independent body out of the university.

9.4. [Reporting](#_Toc459986799)

The flow of reporting throughout the strategic plan will be as follows:

* Experts and teachers report to their immediate leaders weekly.
* Team leaders and course chairs shall report to their respective deans/directors twice a month.
* Directors and Deans report to their respective vice president monthly.
* Consolidated report document will be submitted to the Plan Department by the respective vice president at the end of the quarter year.
* The Plan department should consolidate, analyzes and evaluate the reports
* Finally, The document will be submitted to the president, board of the university, MOSHE, and Peoples representative Council

In order to submit reports for concerned bodies and take all the necessary actions on time, there should be a fixed known time of reporting. Thus:

* Monthly reports should be submitted within three days of the next month for the deans/directors.
* Quarterly reports should be submitted on the 25th of September, December and March to the plan department of every year.
* 4th Quarter (Annual) report should be Submitted on July 3 of every year.
* Plan department will submit quarterly report to the President on 15th September, December and March of every year.
* Annual report will be submitted on 20th of July of every year
* The University will send its quarterly report to MOSHE and peoples Representative Council on 16th of September, December and March.
* Annual report will be submitted on 21st of July.

ANNEXES

[Annex 1: Work Plan for BDU-SP preparation](#_Toc459986801)

Benchmarking could be visiting a model institution(s) physically or through internet-based gathering and analyzing information about the institute(s), please suggest which institutions should serve as role model for BDU!

Note: Collective and/or individual allocation of tasks are foreseen

**Resources needed:**

* Permanent office space, LCD projector, Water and roasted barely, Budget (travel, accommodation, per diem etc)

Agenda for Dec 14, 2018

1. Short report on our SWOT exercise (if possible in a form of presentations)
2. Identifying individuals (staff of BDU) who have been trained in relatively "best" universities for a further FGDs, specify dates and assign individuals
3. Identifying external stakeholders for the face-to-face discussions or a questionnaire based interview (alumni, federal institutions, line offices, may universities?)
4. Distributing assignments to review and summarize documents relevant to our study (situation analysis and policy related documents)

[**Annex 2: LIST OF PERSONS/ORGANIZATIONS CONSULTED**](#_Toc459986803)

At BDU level

* Selected administrative staffs
* Academic staffs
* Graduate students
* Undergraduate students
* Selected staffs who have been trained in renown universities around the world
* Regional stakeholders offices related to different faculties
* Federal Ministry Office
  + Ministry of Education
  + Ministry of Finance and Economic Development
  + Ministry of Industry and Trade
  + Purchase Agency
  + Ethiopian Institute of Agriculture

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action | Who is Involved | What is Needed | Tools & Techniques | Estimated Duration |
| Conduct a scan of macro and micro trends in your environment and industry (Environmental Scan) | S. Planning Team | SWOT and Positioning Map | Environmental scan worksheet | Maximum Two Months |
| Identify opportunities and threats, and Strengths and weaknesses | Executive Team (The President & VPS) and Planning Team | Document Review:  The Education Sector Road Map, GTPII, Sustainable Development 4, AU Agenda 2063, BDU strategic plan and its evaluation report | Web research, Site visits. Office visits |  |
| Gather and review staff and partner feedback to determine strengths and weaknesses:   1. University executives 2. Staff members/ representatives/ student representatives | Focus group discussions |
| Short discussion meetings and getting feedbacks |
|  |  | What about views/expectations of external stakeholders?  MoE, HERQA, Science and Technology, Some Secretor Offices, if possible one major donor etc |  |  |
| Synthesize into a SWOT | Executive Team and Strategic Planning Leader | Summary of the above studies/findings | SWOT worksheet |  |
|  | Summary of the above studies/finding | Positioning Map |
| Solidify competitive advantages based on your key strengths | Opportunity Analysis |
| Bench Mark Visits | SP team members | Travel Arrangements to a foreign visit? | Travel documents and benchmark toolkit |  |
| Document synthesis (zero draft) | SP team members | Summary of all the studies and defining and description of the strategic issues | Write-up workshop somewhere (Logistical supports are here necessary) | 1 month |
| Presentation of the draft document and getting feed backs  Provide the document to peer-reviewers | SP team members  executives and  all staffs | Discussions with executives (first) and then to different units of the university | PPt presentations | 2 weeks |
| Submission of the final document | SP team members |  | Hard and soft copies of the document | 2 weeks |
| Total time required | | | | 4 months |

**ANNEX 3: ENVIRONMENTAL SCANNING ACTION PLAN**

**ANNEX 4: GUIDING QUESTIONS FOR ALL CATEGORIES IN UNDERTAKING SWOT ANALYSIS WITH BDU COMMUNITY**

Areas of discussions are as already stated: teaching- learning environment, research and publications, community services to the society, administration/leadership, students’ campus life, and partnership/networking, Infrastructure and Learning Resources, Governance and Management System.

**Strengths:**

1. What advantages does BDU have?
2. What does BDU do better than any other university?
3. What resources does BDU have available?
4. What unique knowledge, talent, resources or systems does BDU have?
5. What do other people say BDU does well?
6. What is our greatest achievement?

**Weaknesses:**

1. What could BDU improve?

2. What disadvantages does BDU have?

3. What knowledge, talent, skills, resources and/or systems is BDU lacking?

4. What do other people say BDU doesn’t do well?

5. In what areas does BDU more training/research/services?

6. What customer complaints do BDU had about its service?

**Opportunities:**

1. How can BDU turn its strengths into opportunities?

2. How can BDU turn its weaknesses into opportunities?

3. What must we change/could be done to succeed in the next five years?

4. What institutional values must we preserve at all cost to help us make sound decisions?

5. How is the HEIs landscape changing? How can we take advantage of those changes?

6. What best practice do you know about that would help us improve as an institution?

**Threats:**

1. What challenges do you anticipate us having to deal with in the next five years?

2. Could any of our weaknesses prevent our university from meeting our goals?

3. Who and/or what might cause us problems in the future? How?

4. Are there any standards, policies, and/or legislation changing that might negatively impact us?

5. Are there external obstacles that hinder competing with others to provide service?

6. Are there changes in technology that could threaten our success?

**ANNEX 5: SUMMARY OF SWOT MATRIX**

**Table 32: Summary of Strengths, Weaknesses, Opportunities, and Threats (SWOT)**

|  |  |  |
| --- | --- | --- |
|  | **Strength** | **Weakness** |
| **Teaching and Learning** | **Inputs**   * Increase in acceptance, retention, and completion of students * Students diversity in sociocultural background * Growing number of potential staff with 2nd and 3rd degree * Availability of expatriate staff * Expansion and diversification of programs * Reputation in some academic programs * Advantage in some undergraduate programs such as land management and disaster and risk management * Opening market based programs * Availability of alternative continuing and distance programs * Tutorial programs for women and disabled students | **Inputs**   * Students’ acceptance without considering the available resources and human capacity * Absence of entrance exams, fair and transparent department placement system * Absence of online registration and grade submission system outside of the university * Placement of students to departments without their interest * Limited graduate ( 2nd and 3rd degree) programs * Insufficient number of qualified academic staff for some programs (eg: Engineering, Postgraduate programs) * Quality declining and lack of qualified professionals in the job market * Tendency to ethnic homogeneity among academic teachers’ which may lead to inbreeding (lack of diversity), * Sub-optimal ratio of PhD holder teachers and researchers to masters and first degree holders, * Curricula variability and instability * Shortage of teaching facilities (classrooms, offices, teaching aids, workshops, library, laboratory equipment, ICT) * High tuition fee for some continuing programs education which is unjustified(e.g. summer students tuition fee in COBE |

|  |  |  |
| --- | --- | --- |
|  | **Strength** | **Weakness** |
| **Teaching and Learning** | **Process**   * Initiations to engage students in practical learning though projects and field placements * Implementation of continuous assessment, * Increase in opportunities for short-term and long-term trainings * Practicing SIMS and starting other automations | **Process**   * Low motivation and sense of belongingness of staffs and students * Unbalanced teaching load (under/over load) * Poor command of English as medium of instruction * Poor quality of continuous programs (distance and week-end programs) * Over dependency on western knowledge, little emphasis for indigenous knowledge production * Unnecessary common courses and course content redundancies * Un-up-to-date course contents and curriculum * Emphasis on theoretical lessons, missing the link to practical and real life context by using state of the art technologies * Manipulation of the student-centered teaching learning approach, dependency on LCD, rush to finish contents * Skill gap to manipulate laboratory and workshop equipment * Absence of guest lecture system * Poor interdisciplinary thinking , competition-based relationship and poor team spirit * Poor staff development practice, limited opportunities for teaching staffs’ capacity and life skills building * Weak sense of academic professionalism and professional integrity (missing classes, academic theft) * Exposure for risky behaviors (substance, alcohol, internet addictions) * Poor student advising and supervision practices * Lack of commitment to support females and others disadvantaged students * Lack of genuine, proper, and timely evaluation system * Poor habit of returning feedbacks of evaluation to students * Discrepancy in promotion system from lecture to levels of professorship * Little rewarding system to well-to-do staffs and students |

|  |  |  |
| --- | --- | --- |
|  | **Strength** | **Weakness** |
| **Teaching and Learning** | **Output**   * Increase in number of graduates * Employment opportunities in some programs due to established recognition for BDU   **Relevance**   * Trend of conducting tracing studies * Assessment of job markets for new programs   **Internal efficiency**   * Decline in students’ dropout, repetition, and dismissals. * Effort to maintain a balance of ratio in teachers: students; classroom: students, and reference books: students   **External efficiency**   * Better performance in employed number of graduates | **Output**   * Little focus for job demand and creativity trainings and skill development * Challenge to join the available job market * Poor result on interviews and job performance of graduates * Being employed in jobs unrelated with field of study * Poor network with employing agencies * Lose relationship with alumni   **Relevance**   * Students program allocation without their preferences and considering the availability of the job market * Inconsistent curriculums for the some programs * Unnecessary course contents and credit allocation in some curriculums * Opening of programs with interest of departments without sufficient preparation and assessment for job demand   **Internal efficiency**   * Unbalanced students: teachers and students: classroomproportion in some fields. Academic: administration staffs (1:3) needs revision |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Strength** | | | **Weakness** | | | | |
| **Research** | | | **Research Capacity andInputs**   * Good potential staff profile to carry out research * Existence of diversified and research based graduate programs * Existence of an office and functional unit dedicated for research * Availability of established research centers * Improved engagements of the academic staff in research * Availability of ICT and physical infrastructure for information access and dissemination for research outputs * Existence of support for thematic research * Research undertakings in various fields * Efforts to collaborate with national and international research organs * Staff interest to promotion and academic qualification * Course load reduction for research engagement * Opportunities for short-term training in research methods * Provision of incentives for research outputs | | | **Research Capacity and Inputs**   * Lack of well-established, standard, and open research policy to govern projects and funding opportunities * Poor research conducting practices and assumption of responsibilities, doing research for the sake of promotion * Lack of prioritization of research areas and exploration of comparative advantages * Fragmented nature of research, poor trend of designing mega projects * High degree of inbreeding of research ideas in some areas * Lack of networking and collaboration within and across research institutions * Weakness in thesis advising and collaboration between researchers and students * Shortage of senior professors who can supervise students at doctoral levels * Limited research capacity and participations in local and international research calls * Differences in incentives and points for national and international publications * Inadequate integration between graduate programs and research themes * Minimum participation of female academicians in research projects * Lack of competence in grant and publication writing skills * Inadequate linkages between research institutes and teaching departments * Forging collaboration with national and international research organs * Poor internationalization of the University | | | | |
|  | | | **Strength** | | **Weakness** | | |
| **Research** | | | **Funding**   * Research budget incremental from time to time * Efforts to compete for global funds * Income generating activities   (Enterprises፣ animal farms፣ distance education) that could be source of funding | | **Research Facilities**   * Inadequate physical facilities i.e. inadequate; laboratories, chemicals, ICT infrastructures e.t.c. * Lack of information/research data base, subscription for up-to-date references (journals) * Lack of access to creditable journals and websites to access resources * Lack of technicians’ skill in operating lab and practical instruments * Poor maintenance culture of research facilities * Poor quality of purchased research facilities/equipment and laboratory chemical * Monopolization of resources (Labs, vehicles, equipment etc) by some individuals * Absence of core laboratories and incubation centers   **Funding and Financial Management**   * Poor and inconsistent funding system for graduate research * Lack of budget allocation for research institutions to undertake their own research * Poor tradition of soliciting funding for research * Lack of research funding pool * Centralized research budgeting system * Lack of empowerment to academic units on financial resource management * Inappropriate utilization of internally generated income * Lengthy approval and disbursement of funds and bureaucratic and cumbersome procurement and financial administration process * Lack of initiatives to asses alternative investment areas * Absence of gender budgeting | | |
|  | | | **Strength** | | | | **Weakness** |
| **Research** | | | **Dissemination of Research, and Impact**   * Improved documentation of research outputs * Availability of annual national and international conferences, public lectures, Friday seminar * Availability of journals owned by faculties * Good progress in publications | | | | **Disseminations of Research and Impact**   * Lack of continuous monitoring and evaluation mechanisms for research undertakings and results * Insufficient practice of conducting validation workshops/seminars * Limited publications and less accessibility and visibility * Lack of research relevance to social impact and inadequate research linkage with society * Limited competence to explore national and internationalstages of conference and seminars * Poor trend of attending in Friday seminar * Absence of strict policy to prevent plagiarism |

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|  | **Strength** | **Weakness** |
| **Community Service** | **Service Capacity and Inputs**   * Existence of an office dedicated for coordinating community service * Increase in staffs’ awareness and engagement in community service * Presence of well experienced and multi-disciplinary staff capable of providing community services * Increase in experience in diversified service provisions in different fields of professions * Existence of disciplines that has integrated field placement as part of the teaching-learning * Efforts to transfer technologies in agricultural products, natural conservations, and creativities * Existence of BDU TV program and Newspaper * Existence of counseling and guidance Office * Presence of gender office * Presence of different students’ clubs | **Service Capacity and Inputs**   * Conceptualization of community service * Lack of focus to community service, unlike its the third pillar of the university core function * Lack of institutionalized way of cultivating the spirit of serving the community * Practiced in a segregated/unorganized manner, little effort of mega service projects based on community interest * Lack of motivation for goal oriented services, doing it for the sake of promotion * Poor integration of teaching-research-community service * Lack of University-University/Joint project on national oriented community service skims * Poor University-industry/society linkage * Limited Participation of Staffs in services * Lack of reciprocal and mutual relationship, community bias towards the university’s service * Lack of strong alumni association and linkage with University * Lack of university based license for consultancy services   **Financing and Budgeting**   * Improvised financial and logistic issues * Centralized budgeting and financial bureaucracy * Lack of independent budget allocation for technology transfer * University investment on physical infrastructure building as part of community service   **Dissemination and Rewarding**   * Poor evaluation system of community service project impacts * Unorganized documentation and dissemination mechanism * Unfair rewarding system |

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|  | **Strength** | **Weakness** |
| **Governance and Leadership** | Management   * Existence of university rules, regulations, procedures, plans, and ethical guidelines * Availability of a change management and consultation offices * Collegial leadership culture of top management * Use of technology in decision communication * Efforts to decentralized the university structure * Power decentralization for directors and deans * Existence of leadership committed to change the University system * Management readiness to focus on strategic issues rather than routine activities * Transparent posting of administrative human resources | Management   * Lack of comprehensive and focused strategic plan compatible with resources * Lack of inspiring and unshared vision, mission and values * Lack uniformed legislative document * Poor adherence to university rules and regulations * Inadequate policy implementation guidelines * Lack of institutionalization of reforms * Unclear role and responsibility of board management * Unstable organizational structure and leadership change * Managers overstretched with routines * Lack of leadership competence among managements * Lack of empowered lower level management staffs * Perceived favoritism of the University leadership to some faculties and individuals * Biasness in university leadership nomination and selection procedures, appointing based on personal affiliations * Demerit-based staff recruitment and transfer * Inadequate female representation in University leadership |

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|  | **Strength** | **Weakness** |
| **Governance and Leadership** | Staff related   * Experienced and willing man power to implement changes * Good practice in academic freedom * Growing number of educated administrative staff   Students’ related   * Efforts to support students’ with disability * Availability of students’ association * Existence of counseling and guidance Office * Presence of gender office | Staff   * Insufficient knowledge and negligence of staff to rules and regulation(senate legislation) * Lack of staff sense of ownership and belongingness * Acts of vandalisms, lack of order of law and respecting seniors and leaders * Lack of willingness to assume administrative and academic responsibilities * Non-functional teachers association * Poor coordination between academic and administration staff   Students   * Substandard sensitivity to gender and multicultural issues * Perceived vulnerability of students’ association to political interest   Transparency and Accountability   * Lack of clearly stated rules, policies and procedures on reporting and accountability between leaders and staffs * Poor system of making staffs and leaders accountable for their poor performance and misdeed * Indecisive leadership for different misdeeds * Poor complaint handling system * Lack of well-organized communication among leaders and staff * Lack of follow-up and accountable system to address concerns raised by the staff * Approval of guidelines and regulations without giving sufficient time for staffs’ discussion * Overriding guidelines by letter of managements * Absence of staffs’ direct participation to select leaders   Monitoring and Evaluation   * Weak performance appraisal system in checking the efficiency and effectiveness * Poor communication and preservation of institutional memory E.g. minutes, circulars, reform documents etc   Lack of continuity in change initiatives |

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|  | **Strength** | **Weakness** |
| **Human Resource Management** | * Relatively sufficient number of staff both academic and administrative, * Provision of short as well as long term training opportunities for both academic and administrative staff, * Provision of cafeteria services with reasonable price, * Availability of sports and other recreational fields/services, * Friendly and safe campus, * Relatively stable workforce, | * Weak HR planning, such as poor system of talent hunting, * Weak performance appraisal system in checking the efficiency and effectiveness of the university in terms achieving the formulated objectives, * Lack of proper compensation and benefit systems/poor reward and incentive system, * Weak system of assigning top, middle and operational level leaders/managers, * Low level of job satisfaction and motivation, * Lack of shared vision and a strong sense of ownership/belongingness, * Loose social cohesion, * Poor system of training need analysis and capacity building, * Improper handling of staff in terms of providing office, office facilities and the like, * Poor work culture and ethics like resource handling, time management, customer handling, and the like * Services offered by support offices are not adequate, likely due to lack of necessary and/or unwilling staff, e.g., support for writing grants, addressing compliance issues, completing building repairs in a timely and cost effective manner, addressing problems with workstations and the information network, etc., * Decreasing ability of the university to compete for and retain top faculty, * Incompetent and outdated management, * Relatively homogenous staff and faculty in terms of culture and race which may lead to inbreeding (lack of diversity), * Communication gap between leaders and staff/faculty of the university, * Sub-optimal ratio of PhD holder teachers and researchers to masters and first degree holders, * Poor system of making people accountable for their poor performance and disciplinary problems, |

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|  | **Strength** | **Weakness** |
| **Physical Built and Environment** | * Availability of learning resources (ICT infrastructure, Libraries, Laboratories, sport fields, cafeterias etc.) * Existence of housing services for University staff * Physical infrastructure expansions * Existence of basic educational infrastructures * Capital budget allocation for physical facilities * Efforts to equip academic units with required physical facilities * Availability of income generation programs (e.g. continuing education, offering dairy products to staff) * Existence of property disposal mechanism * Existence of information systems to support administration such as registrar system, finance system, academic load management system, etc | * Inadequate infrastructure and Inefficient utilization of recourses (Dormitory, Class room, Laboratories, workshops, Libraries, Offices) * Poor designing and quality of constructions * Poor management of physical expansion and unfinished development projects * Poor ICT development * Improper handling of staff in terms of providing office facilities * Limitations of residence for staffs, school for children, recreation spaces for staff and students, * Unfair house residence allocation and utilization * Inequity in physical infrastructure development and distribution across colleges and faculties (eg: Peda, COBE, Maritime Academy) * Transportation and vehicles utilization problems * Inaccessibility of physical buildings for persons with disability * Buildings are not equipped well with relevant resources and equipment * Security issues to use libraries and dormitories during late night * Expired laboratory chemicals and unfriendly equipment * Misallocation and misuse of materials * Inefficiency in property disposal mechanism * Nepotism based and corrupted management of staff residential houses * Inadequate maintenance system for equipment and building * Congested space * Limitation in mobilizing and providing adequate financial for physical resource |

**Table 32: External Analysis (Opportunities and Threats)**

|  | **Opportunities** | **Threats** |
| --- | --- | --- |
| **Political**  **Policies and Institutions** | * National, continental, and global focus to research and education * The university being differentiated as a research university * Establishments of MOSHE, and Higher education Government reform * The development of educational road map 2030, and MOSHE ten years strategic plan * The establishment of quality assurance and relevance agency * AU 2063 vision and * The UN 2030 sustainable development goals * Existence of universities forum in the region | * Lack autonomy and political interference on university matters * Frequent change educational policies and strategies, * Continued social and political unrest and instability in the country * The presence of government guidelines or rules which prohibit the university’s performance * Inconsistency and unsustainability of implementing the change programs, like deliverology, Kaizen, etc |
| **Economical** | * Market growth for trained manpower * Availability of diverse work force in the market * Existence of research cooperation with different donors * Presence of large industries in the region * Ethiopia’s population growth and demography | * Increase in unemployment * High competition for resources * High rate of inflation * Local market capacity limitation to offer quality products and services * Sponsoring students accommodation and cafeteria service |
| **Social** | * High demand for higher education * BDU’s good public reputationand positive image from the community * Increasing societal (government, private) demand for research * Use of its good image to attract research grants * Availability of historical, and cultural resources * High demand for community service * Demand for gender and diversity issues * Interest in international partnership(s) and diasporas for research and education collaboration * Existence of untapped research potentials/problems * Existence of universities forum in Amhara region * Historical advantages of BDU for educational and technology fields | * Cultural barriers to implement diversity policies * The growing sense for shortcut means of change instead of enduring hardship journey * Stakeholders lack of interest and reluctance on university-industry linkage and institutional cooperation * Local institution and stakeholders high expectation and dependency on finance and other resources of the university |
| **Environmental** | * Expansion of universities * Geographical advantage:Location of the university in the regional capital of the Amhara Region (Bahir Dar), surrounded byheritages like Lake Tana and River Abay, * Possibility to do research in collaboration with regional government agencies * Existence of geological and biodiversity resources | * Unpredictable national and international trends * Competition from local and international resources and consultants * Rapidly changing global and local research environment |
| **Technological** | * Possibility for enhanced use of technology assisted teaching learning * Global development trends in ICT for facilitating communication * Access to technology and ample resources for self-development * Global advancement in information and communication technology * E-learning, Digital library, video conferences * Automation of workflows and communications * Opportunity to share experiences and learn from other African and international research universities | * Rapid obsolescence of technology * Limited access to technological resources |
| **Legal** | * Conducive legal framework for expansion and diversification of programs, research undertakings, and rendering services | * Absence of University autonomy * Lengthy procurement Regulations * Non-competitive salary scale * Legal environment to right-size redundant staff * Rigid government rules, regulations and policy including taxation systems |

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