

MAKERERE



UNIVERSITY

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

**STRATEGIC PLAN (2020/21 –
2029/2030)**

Contents

1.0	INTRODUCTION	2
1.1	Background	2
1.2	Summary of Past Strategic Plan Performance	2
1.3	Contextual Analysis	2
1.4	Emerging Issues	3
2.0	COLLEGE STRATEGY	4
2.1	The College Mandate	4
2.1.1	Vision Statement	4
2.1.2	Mission Statement	4
2.1.3	Core Values	4
2.1.4	Strategic Goals and Objectives of CHUSS	4
2.2	<i>Key Areas of Focus for the Plan Period 2020-2030</i>	5
2.2.1	<i>Teaching and Learning</i>	5
2.2.1.1	<i>Student welfare</i>	5
2.2.2	<i>Research and Innovation</i>	5
2.2.3	<i>Governance and Management</i>	5
2.2.3.1	<i>Human Resources</i>	5
2.2.3.2	<i>Physical Infrastructure</i>	6
2.2.3.3	<i>The Library Services</i>	6
2.2.3.4	<i>Resource Mobilization and Management</i>	6
2.2.3.5	<i>Gender responsiveness</i>	6
2.2.3.6	<i>HIV, AIDS and Wellness</i>	6
2.2.3.7	<i>Environmental Protection</i>	6
3.0	INDICATIVE COST FOR PLANNED ACTIVITIES	1
4.0	APPENDIX 1: SWOT ANALYSIS	11
5.0	APPENDIX 2: COLLEGE ENTITIES, PROGRAMMES, STAFF & STUDENT NUMBERS	13

List of Acronyms and Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
BA/A	Bachelor of Arts in Arts
CCTV	Closed-Circuit Television
CHUSS	College of Humanities
HIV	Human immunodeficiency virus
ICT	Information and Communication Technology
IT	Information Technology
MDD	Music, Dance and Drama
MISR	Makerere Institute of Social Research
NGO	Non-Governmental Organizations
PWDs	Persons with Disabilities
QA	Quality Assurance
SSS	School of Social Sciences
SLPA	School of Liberal and Performing Arts
SWGS	School of Women and Gender Studies
SLLC	School of Languages, Literature & Communication
SPSY	School of Psychology
SPS	Senior Personal Secretary
SWOT	Strengths, Weaknesses, Opportunities and Threats
UOTIA	University and Other Tertiary Institutions
VCT	Voluntary Counselling and Testing Services

Acknowledgement

The College Strategic Plan Drafting Committee appreciates the contribution of the academic, administrative and support staff of the constituent units of the College of Humanities and Social Sciences. The earlier efforts that went into the development of the overall University Strategic Plan and the then Faculties and Institute are greatly appreciated. The plan is an outcome of the contribution of every member of the College and the University so we thank everybody for their invaluable participation towards this desired goal.

The commitment and enthusiasm in harmonizing the plans of different units together into a College Strategic Plan by the members of the Committee is acknowledged and highly commended. In the same spirit, the Principal, the Deputy Principal, College Communications Office, College Registrar, the Bursar and the staff of the Principal's office provided invaluable support in guiding the process.

Finally, we acknowledge the staff of the Schools, Institute and Centres who participated in the process of developing the plan. Ms. HasifaKabejja, the College Communication's Officer is appreciated in a special way for compiling the record of the proceedings of the meetings and the retreat.

The following were the members of the College Strategic Plan Committee:

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1.	Assoc. Prof. ConsolataKabonesa -	Chairperson	Women and Gender Studies
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Executive Summary

The Humanities and Social Sciences are some of the oldest sets of disciplines at Makerere University. The College OF Humanities and Social Sciences (CHUSS) is made up of five schools, one institute and 2 centers: (i) Psychology (SPY); (ii) Women and Gender Studies (SGWS); (iii) Social Sciences (SSS); (iv) Liberal and Performing Arts (SLPA); (v) Languages, Literature and Communications (SLLC); (vi) Makerere Institute of Social Research (MISR). The College has made significant strides in implementing the previous strategic plan and contributing to efforts by the University to transform into a research-led University. Consequently, the College attracted funding from international sources to develop capacity of staff and has resulted into increased research activities, publications, and promotions. The College has created centers that enhance its functions. Our students have continued suiting the current marketability trends despite the national challenges of limited jobs.

However, the College has limited funding for teaching and learning facilities, research activities; limited capacity to address academic challenges faced by staff and students; and suffers from compartmentalization of some programmes. For example students face challenges in registering for preferred subject combinations. This Strategic Plan emphasizes research and innovations to become a full-fledged research-led College; and the role of humanities and social sciences in enhancing steady and reliable scientific progress and national development. The humanities and social sciences will provide the key for unlocking the potential of individuals and society to develop and to adopt and adapt to scientific and technological advances.

This Strategic Plan is a product of the amalgamation and harmonization of the 2020-2021/2029-2030 Strategic Plans of the constituent units of the College. The 10-year CHUSS Strategic Plan will be periodically reviewed and the indicative cost of the plan is provided in the table below:

Table 1: Costing of the CHUSS Strategic Plan 2020-2030

ITEM	COST
Teaching and Learning	11,826,250,000
Student Services	1,300,000,000,
Research	12,080,000,000
Knowledge Tech	890,000,000
Human Resource	1,355,000,000
Governance	300,000,000
Grand Total in Ug X	26,451,250,000
Cost of Revamping ICT backbone (not included in the Grand Total)	Approx. US\$19,000,000

Vision Statement

To be a leading institution for academic excellence and innovations in Africa and beyond

Mission Statement

To provide a conducive environment for Human Capital development, Research & Innovation, knowledge Technology Transfer and Partnerships, and institutional development for societal transformation

Strategic Goals and Objectives

1. To enhance Human Capital development of the College of Humanities and Social Sciences to offer relevant and quality teaching and learning through e-learning and main streaming Student Support Service
2. To enhance the College development impact through Research & Innovation, knowledge Technology Transfer and Partnership
3. Strengthening institutional development through Human Resource Management and Development

1.0 INTRODUCTION

1.1 Background

The humanities and social sciences are some of the oldest sets of disciplines at Makerere University. The College of Humanities and Social Sciences (CHUSS) is the largest college with five schools (i) Psychology (SPY); (ii) Women and Gender Studies (SGWS), (iii) Social Sciences (SSS); (iv) Liberal and Performing Arts (SLPA), and (v) Languages, Literature and Communications (SLLC); one institute - the Makerere Institute of Social Research (MISR) and nine centers. CHUSS at present has 39 fully-fledged academic programmes made up of 11 undergraduate and 24 graduate programmes. Although, the student population has been fluctuating (undergraduate in 2015/16 were 3315) and 3762 in 2017/2018; graduate 473 in 2015/16 and 456 in 2017/2018, the College intends to progressively reduce on undergraduates and increase on post graduate students.

1.2 Summary of Past Strategic Plan Performance

The College has made significant strides in implementing the previous strategic plan. Our students have continued suiting the current marketability trends despite the national challenges of limited jobs. The College has strengthened and established new collaborations and attracted capacity building grants for research, graduate and post-doctoral training. Examples of development partners: the Andrew W. Mellon Foundation, Gerda Henkel Foundation, Swedish International Development Cooperation Agency (Sida), Democratic Governance Facility, Norwegian Agency for International Development (NORAD) through the NORHED, the Austrian Development Cooperation. The College signed over 25 MoUs with local and international universities and organizations. The above partnerships and collaborations have increased the number of PhD holders, research outputs/publications and academic staff promotions and created an environment that enhances research and innovations.

To enhance the quality of scientific, multi-disciplinary and multi-institutional research, scholarly writing and publications, the College established the Makerere University School of Social Sciences Research Ethics Committee (MAKSS REC). A total of nine (9) centers and institutes (e.g Confucius Centre) have been established to promote unit specific training and research, and the Department of Performing Arts and Film acquired land and laid foundation stone for the Performing Arts Center. In addition, the College organized international and national conferences, symposia, forums, seminars and dialogues to disseminate and discuss research findings; debate the future of humanities and social sciences, and global and national development concerns. The College developed new programmes in line with the current international and national demands. The College has continued to support government in areas of gender mainstreaming and management. These achievements have contributed to the increased visibility and improved ranking of Makerere University globally.

1.3 Contextual Analysis

In line with the current Makerere University Strategic Plan, CHUSS Strategic Plan 2020-2030 reflects global, regional and national concerns. These include increased

conflicts/wars, natural disasters/climate change, corruption and discrimination leading to poverty, increased cases of migrations and mental complications, and gender inequalities. This is happening in spite of the existence of legislation and policies. For example, the Universal Declaration of Human Rights, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW); and the Sustainable Development Goals, and African Union's Agenda 2063. The above have informed the national legal regime such as the Constitution of the Republic of Uganda, Vision 2040, the National Development Plan II, the Gender in Education Policy, Equal Opportunities Commission Act, and the Public Finance Management Act. These legal frameworks and policies promote observation of human rights, human development and economic growth of nations. The College Strategic Plan is aligned to the legal regime and other relevant national policies, laws and strategies.

From the environmental scan [strengths, weaknesses, opportunities and threats (SWOT)], the College has a number of strengths such as a large body of multi-disciplinary undergraduate and graduate programmes, capacity for discipline specific research solutions to support government policies and private sector, academic support to other universities and institutions, and capacity to offer gender related backstopping services to government and private sectors. Although the college has ensured that her programmes and products remain relevant to national development, regional and international relations and cooperation, the college has some weaknesses such as limited internal funding for teaching and learning facilities and research activities; limited capacity to address academic challenges faced by staff and students; and compartmentalization and politicization of some programmes.

A number of opportunities were observed particularly the growing demand for university education and other services such as training in languages, communication, and gender mainstreaming, and providing counseling and psychological services. In addition, there is increased scholarship offers and donor funding for research in the humanities and social sciences. The College is facing a number of threats particularly the large student numbers in some courses which affects the quality of teaching, negative/hostile government policies towards humanities and social sciences, lack of financial autonomy. Inadequate visibility of women in academic and administrative structures and negative attitude and publicity from government and the public about gender programmes.

1.4 Emerging Issues

The major challenges for the College remains the large numbers of undergraduate students, lack of adequate funding for teaching and learning facilities including computers, teaching space, and low levels of academic staff; limited capacity to address academic challenges faced by students particularly in internship programme and issues of sexual harassment. Teaching and supervision of graduate students is affected by the large number of graduate students, lack of graduate teaching facilities, and low morale of lecturers. There is also the issue of compartmentalization and politicization of some programmes and non-cohesion among schools. Continued limited numbers of female

academic and administrative staff. In addition, much of the research funding for students and staff is donor funded which results in limited flexibility in research activities.

2.0 COLLEGE STRATEGY

2.1 The College Mandate

CHUSS is mandated to produce graduates with skills, competencies and the right attitudes as well as generate knowledge that promote the role of humanities and social sciences in enhancing steady and reliable scientific and economic progress of our nation. This is premised on the ground that to excel in scientific innovations invariably requires preservation of our history, culture, traditions, languages and philosophical thoughts. Hence, the College provides the key for unlocking the potential of individuals and society to develop and also to adopt and adapt to scientific and technological advances. The College will, therefore, provide gender, critical thinking and communication skills; ethics courses to other colleges; and conduct research that informs national policy, laws, and government programmes.

2.1.1 Vision Statement

To be a leading institution for academic excellence and innovations in Africa and beyond

2.1.2 Mission Statement

To provide a conducive environment for teaching, learning, research and dissemination of knowledge so as to produce the most competent graduates and contribute to societal transformation

2.1.3 Core Values

1. Professionalism
2. Integrity
3. Excellence
4. Stakeholder responsiveness
5. Gender sensitivity
6. Inclusiveness

2.1.4 Strategic Goals and Objectives of CHUSS

1. To enhance Human Capital development of the College of Humanities and Social Sciences to offer relevant and quality teaching and learning through e-learning and main streaming Student Support Service
2. To enhance the College development impact through Research & Innovation, knowledge Technology Transfer and Partnerships
3. Strengthening institutional development through Human Resource Management and Development

2.2 Key Areas of Focus for the Plan Period 2020-2030

In the next ten years the College will promote human capacity development, development impact and institutional development by enhancing the functions of teaching and learning, staff and student services, research and innovations, institutional governance, resource mobilization and management and other support services.

2.2.1 Teaching and Learning

Over the next ten years the College will contribute to national human capital development needs through teaching and learning; and staff and student support *services*. The strategy will provide an enabling environment for the College to consolidate and enhance existing programmes as well as encourage multi-disciplinarity to suit national and international demands.

2.2.1.1 Student welfare

Academic institutions require a conducive environment to enhance efficient and effective teaching, learning and outreach functions. Provision of student support services ensures a holistic development of the university community. With the growing demand in higher education, the college should be able to provide support services to the required standard. The College therefore, plans to promote an environment that will strengthen students' participation in programmes and activities to increase student retention, performance and completion.

2.2.2 Research and Innovation

Research and innovation are the primary functions upon which a University and College reputation and international standing rests. The College will continue to produce state of the art research outputs and focus on enhancing staff and student capacity with a view to achieving research-led goal of the university. The College will also reinvigorate the existing collaborations and partnerships as well as cultivate new ones with various local and international stakeholders to enhance the College development impact.

2.2.3 Governance and Management

Good governance and resource management are key service delivery requirements for effectiveness and efficiency of work done in institutions. It is important to enhance and strengthen the existing Quality Assurance (QA) system.

2.2.3.1 Human Resources

In the next 10 years the College will focus on enhancing the capacity of staff, their recruitment, development, motivation and retention, to successfully perform the academic, administrative, support functions and outreach services. The College will work towards ensuring the reduction of the gender gap.

2.2.3.2 Physical Infrastructure

The physical facilities in the college provide the requisite teaching, learning and research environment. The College has limited space for teaching and learning functions, governance and administration, and academic staff. During the planning period, the College will maintain existing facilities and build new facilities to accommodate the increasing number of students and staff.

2.2.3.3 The Library Services

The Library Services play a crucial role in providing support to the teaching, learning and research. In the next 10 years, the College will focus on increasing library space and collections including, local content, books, journals, periodicals and e-learning facilities.

2.2.3.4 Resource Mobilization and Management

The effective and efficient delivery of the College's mandate ultimately depends on the capacity to mobilize financial resources to cater for the necessary human and physical resources in sufficient measure. The College's main sources of funding are: Central Administration transfers, government grants, and partner support. In the next 10 years, the College will need to build capacity to diversify sources of income as well as efficient management of resource utilisation.

2.2.3.5 Gender responsiveness

The College of Humanities and Social Sciences is a major player in enabling the implementation of gender mainstreaming. In the next 10 years, the College will strengthen the implementation of gender mainstreaming and affirmative action in its functions and policies.

2.2.3.6 HIV, AIDS and Wellness

HIV and AIDS continue to be a critical health concern. Student and staff wellness is of utmost importance for maintaining a conducive academic and working environment. In the next 10 years, CHUSS will emphasize support services to address the above concerns. In this regard, CHUSS will liaise with the Counselling Centre and the University Hospital to ensure accessibility to Voluntary Counselling and Testing Services (VCT) and well ass address other forms of addiction.

2.2.3.7 Environmental Protection

Environmental degradation continues to be a threat to the sustainability of community diversity and human health. CHUSS like other colleges on the main campus faces environmental challenges including poor sanitary facilities, lack protection of tree cover, and poor maintenance of compounds continue to pose a threat to staff and students' health and security. In this planning period, CHUSS will take measures to address the

above challenges and ensure environmental sustainability for the present and future generations.

3.0 INDICATIVE COST FOR PLANNED ACTIVITIES

HUMAN CAPACITY DEVELOPMENT									
Teaching and Learning									
Objectives	Measures of Success	Strategies	Activities	Time Frame in Years					Indicative Cost
				1-2	3-4	5-6	7-8	9-10	
To enhance academic standards that promote competitiveness and innovation for students and staff	-Revised admission subject combination tool in place	-To review the admission subject combination tool to include multi-disciplinary courses	-Review the admission subject combination tool	X		X		X	90,000,000
	-Student -staff evaluation tools in place	-Design student evaluation tools for staff members	-Develop and analyse student evaluation tools for staff members	X					90,000,000
	- Database created and operationalized	-Tracer Studies to inform teaching and learning	-Conduct Tracer Studies	X		X		X	150,000,000
	-Staff/student ratio as required by National Council for Higher Education observed	-Progressively reduce undergraduate student numbers while increasing on graduate students	-Implement National Council for Higher Education Staff/ student ratio	X	X	X	X	X	
	-Number of programmes reviewed	-Regularly review and update academic programmes and create other programmes	-Review Academic programmes	X		X		X	600,000,000

		- Motivate staff for extra load (supervision students, field attachment supervision and internal examiners)	-Review payment structure of extraload	X			X			
	-Number of computers, laptops, projectors, smart boards, etc, procured		-Pay extraload regularly	X	X	X	X	X		10,000,000,000
	-Number of staff trained in developing e-learning materials	-Learner-centred and problem-based curriculum and promotion of ICT in teaching and learning	-Regularise parttime lecturers	X	X	X	X	X		
	-Number of e-learning uploaded courses	-Design strategy for prompt payment of external examiners	-Develop Learner-centred and problem-based guidelines	X		X		X		90,000,000
			-Procure ICT equipment for staff and student centres	X		X		X		750,000,000
			-Reviewpayment structureexternal examiners and pay regularly					X		56,250,000
			-Re-vamp backbone and accessories*							(US\$19m)
Sub-Total									11,826,250,000	

Student Support Services									
Objectives	Measures of Success	Strategies	Activities	1-2	3-4	5-6	7-8	9-10	Indicative Cost
To enhance the academic and social development of students in their diversity	-- All students placed on time	-Design strategy for internship placement	-Develop and review a data base of institutions for student internship	X	X	X	X	X	50,000,000
	-Library space and information resources increased		-Sign MoUs with identified placements	X	X	X	X	X	
	-Facilities for people with special needs increased	-Create an appropriate environment and support system for students	-Identify and address needs of special students	X	X	X	X	X	50,000,000
	-At least one workshop for students on leadership and life skills	-	-Train students and staff on accessing e-resources	X	X	X	X	X	
-- A Writing Centre for students established			-Train students leadership and life skills (50 workshops).	X	X	X	X	X	250,000,000
			-Establish a students' writing centre		X				950,000,000
Subtotal									1,300,000,000

DEVELOPMENT IMPACT									
Research and Innovation									
Objectives	Measures of Success	Strategies	Activities	Time Frame in Years					Indicative cost
				1-2	3-4	5-6	7-8	9-10	
Enhance and increase multi-disciplinary research and innovations	- Number of research grants won	-Prioritize research funding and accord it time as part of the work load	-Train and mentor staff in writing fundable research proposals (50 workshops)	X	X	X	X	X	7,500,000,000
	-Number of multidisciplinary articles published.		-Develop a data base of research funders	X	X	X	X	X	50,000,000
	-Centres of excellence created		-Write research proposals	X	X	X	X	X	500,000,000
	-Number of gender responsive research outputs		-Disseminate and publish research findings	X	X	X	X	X	500,000,000
	-Number of new & digitized journals	-Design a multidisciplinary & gender responsive research agenda	-Create College centers of excellence (at least 3)	X		X		X	2,200,000,000
	-Research coordination with natural science fields	-Establish new and digitize existing journals	-Develop and review a multidisciplinary and gender sensitive research agenda (2 workshops)	X		X			90,000,000
	Strengthened	-Establish new and digitize existing journals	-DigitiseMwazo	X		X		X	
	-Number of annual research conference organized	Establish a system for resource mobilization and utilization	-Create and digitize new Journals	X		X		X	
			-Procure books on local content	X		X		X	
			-Develop and operationalize a resource mobilization and utilization strategy	X					90,000,000
		-Disseminate research						500,000,000	

	-Research fund established -Regular capacity building in research and publication -Innovation and incubation research hub established	Establish an innovation/incubation hub	findings at conferences -Organise local and onternational conference (at least 3) -Create an innovation and incubation hub	X X	X 	X X	X 	X X	550,000,000 100,000,000
Sub-Total			12,080,000,000						

Knowledge, Technology Transfer and Partnership									
Objectives	Measures of Success	Strategies	Activities	Time Frame in years					Indicative cost
				1-2	3-4	5-6	7-8	9-10	
Provide technical assistance and support capacity building in different government agencies, NGOS, the private sector and communities	-A partnership policy framework developed & operationalised -Number of projects developed -Number of policy dialogues conducted -Number of community training conducted -Number of MOUs operationalised -Number of joint research programs conducted	-Develop a partnership policy framework -Public policy dialogues -Develop a community tailored training programmes and interventions	-Create a partnership policy	X					90,000,000
			-Conduct policy dialogues	X	X	X	X	X	150,000,000
			-Conduct Community training and interventions		X	X	X	X	450,000,000
			-Operationalise networks and collaborations	X		X		X	
			-Create joint research programmes	X		X		X	200,000,000
Sub-Total									890,000,000

THE INSTITUTION									
Human Resource Development & Management									
Objectives	Measures of Success	Strategies	Activities	Time Frame in Years					Indicative Cost
				1-2	3-4	5-6	7-8	9-10	
Strengthening institutional Development through Human Resource Management and Development	-Succession, wellness, motivational and mentorship plan in place. - Number of orientation, induction and re-tooling workshops -Number of training workshops for staff on pedagogical	-To create an enabling environment for improvement of staff performance in their diversity	-Develop and review staff succession, wellness, motivational and mentorship plans	X	X	X	X	X	250,000,000
			-Conduct staff leadership & mentorship workshops (at 3 workshops)	X		X		X	130,000,000
			-Conduct Staff retooling/ pedagogy workshops	X	X	X	X	X	250,000,000
			Conduct staff induction workshops	X	X	X	X	X	100,000,000
			-Conduct workshops for staff on developing retirement plans	X		X		X	75,000,000

<p>skills</p> <ul style="list-style-type: none"> -Number of workshops for staff on mentoring, retirement and supervision - Staff turn-over rate lowered -Staff-student ratio standardized to NCHE (1:50) -Percentage of positions filled in the college -Number ICT teaching and learning accessories available and functional -Decrease in gender gap 	<ul style="list-style-type: none"> - Rationalize Human Resource Policy with the National Council for Higher Education guidelines -To improve the working environment through ICT -To promote gender parity in the recruitment and promotion of staff 	<ul style="list-style-type: none"> -Implement Human Resource Policy with the National Council for Higher Education guidelines -Implement Staff-student ratio of NCHE- 1:50 	X	X	X	X	X	
			X	X	X	X	X	
			X	X	X	X	X	450,000,000
			X	X	X	X	X	100,000,000
Sub-Total								1,355,000,000

Governance and Institutional Effectiveness									
Objectives	Measures of Success	Strategies	Activities	Time Frame					Indicative Cost
				1-2	3-4	5-6	7-8	9-10	
To develop efficient, effective and highly reputable College	-Collegiate administrative, financial and information systems functional -At least 50% of the resources devolved to college and lower units -A fully functional e-governance system -College& School annual, monitoring & evaluation reports	-Fully operationalise the collegiate administrative and financial system - Functional e-governance -College Strategic Plan fully operationalized and implemented	-Operationalise administrative and financial information system	X	X	X	X	X	300,000,000
			-Enhance the use an e-governance in finance and administration systems	X	X	X	X	X	
			-Continuously monitor the implementation of performance of the strategic plan Baseline, midterm and terminal evaluation	X	X	X	X	X	
Sub-Total									300,000,000
GRAND TOTAL									26,451,250,000
Total US\$*									19,000,000

- US\$ for revamping ICT backbone was not translated into local currency

Monitoring and Evaluation

As part of the monitoring and evaluation, the College will conduct a base line survey of the status of the college as of 2020 and continuously monitor to ensure adherence to the plan. The College will conduct a mid-term and end of the plan performance evaluate and effectiveness of all programmes in the College.

4.0 APPENDIX 1: SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> • Attractive and market oriented programmes • A competent and highly qualified academic staff • The history of academic excellence • Capacity for research solutions to support government and private sector • Research Ethics Committee in place • Increasing number of Memoranda of Understanding signed • Integration of ICT in learning • Availability of basic ICT infrastructure • Existing infrastructure plans ready for implementation • Capacity to offer gender courses • Capacity to offer backstopping services to government and private sectors • A strong base for multi-disciplinary collaborative ventures • Capacity to engage productive collaborations 	<ul style="list-style-type: none"> • Compartmentalization of some programmes • Lack of regular funding for curriculum review and development activities • Failure to pay external examiners • Lack of a formal arrangement for field attachment • Absence of a succession plan for academic and administrative staff • Inadequate teaching materials and AIDES • Inadequate resource mobilization for college activities • Lack of a research agenda • Limited dissemination of the existence of the memorandum of understanding • Inadequate pedagogical skills • Poor motivation of staff and examiners • Insufficient mentorship and leadership skills for staff and students • Insufficient capacity building programmes especially for administrators • Selective criteria for promotion of both academic and administrative staff • Inadequate appraisal and development of staff • Lack of planning for ICT infrastructure and staff training • Laxity in placing orders for library materials • Low level of local content online • Limited spaces for convenience for students and staff

<p>Threats</p> <ul style="list-style-type: none"> • Low demand for some courses • Late release of funds for field attachment • Negative/hostile government politics towards humanities and social sciences • Plagiarism enhanced through ICT • High demand for external consultants • Controversial Government policies which affects programming • Unrealistic expectations by donors e.g work without facilitation • Non rationalization of human resource policies with other public universities • Competition from other institutions • Plagiarism enhanced through inappropriately utilized ICT • Limited support to college libraries • Poor maintenance of the infrastructure • Lack of good will to manage and maintain inventory of University properties • Cumbersome procurement procedures • Lack of financial autonomy • Increased bureaucracy • Reducing financing from Centre • Lack of political will to promote gender mainstreaming • Sexual Harassment to students and staff • Negative attitude and publicity from government and the public about gender academic programmes 	<p>Opportunities</p> <ul style="list-style-type: none"> • Growing demand for University education due to increasing population and an expanding regional market • Increased market for Makerere University graduates • Increased availability of scholarship offers • Increased demand for multi disciplinarily • Wider opportunities to undertake research • Possibilities for online publishing • Prospects for research collaborations with government and other sectors • Revival of the Makerere University Publishing Press • Increased demand for college services • Potential to attract international staff on exchange basis • Training human resources for other Universities • National Council for Higher Education promotional criteria • Increased networking through various social media platforms • Possibilities for online publishing • Increased availability of e-resources • Availability of ample land for expansion • Being the largest College of the University • Presence of University Quality Assurance Directorate • Demand for competent graduates • International environment and partners favourable to gender matters. • The SWGS is internationally recognized in Gender studies
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5.0 APPENDIX2: COLLEGE ENTITIES, PROGRAMMES, STAFF & STUDENT NUMBERS

1. COLLEGE ENTITIES

The College of Humanities and Social Sciences (CHUSS) comprises of the former Faculty of Arts, Faculty of Social Sciences, Institute of Psychology and the Makerere Institute of Social Research (MISR). It was formed by Council decision of January 2011 and became operational on 1st February 2011.

The College is made up of five schools, one institute and two centres as indicated below:

- (i) School of Psychology (SPY)
- (ii) School of Women and Gender Studies (SGWS);
- (iii) School of Social Sciences (SSS);
- (iv) School of Liberal and Performing Arts (SLPA);
- (v) School of Languages, Literature and Communication (SLLC);
- (vi) Makerere Institute of Social Research (MISR);
- (vii) Centre for Language and Communication Services; and,
- (viii) Centre for Psychological Services.

The Confucius Institute at Makerere University, established in 2015 is affiliated through the School of Languages, Literature and Communication and has both the Principal and the Dean of SLLC as members of its Board. The College has also seconded the Uganda Director as counterpart to the Chinese Director of the Confucius Institute.

a) Departments by School

School of Social Sciences

- Department of Political Science and Public Administration
- Department of Social Work and Social Administration
- Department of Sociology and Anthropology

School of Psychology

- Department of Educational, Social and Organizational Psychology
- Department of Mental Health and Community Psychology

School of Languages, Literature and Communication

- Department of Journalism and Communication
- Department of European and Oriental Languages
- Department of African Languages
- Department of Linguistics, English Language Studies and Communication Skills
- Department of Literature

School of Liberal and Performing Arts

- Department of Performing Arts and Film
- Department of History, Archaeology and Heritage Studies
- Department of Development Studies
- Department of Philosophy
- Department of Religion and Peace Studies

School of Women and Gender studies (no departments)

1. CHUSS ACCREDITED PROGRAMMES

Diploma	Bachelor	PGD	Masters	PhD taught	Total
1	11	2	24	1	39

a) UNDERGRADUATE AND DIPLOMA PROGRAMMES PER SCHOOL

	SCHOOL	PROGRAMME	DURATION
1.	School of Social Sciences	Bachelor of Arts in Social Sciences	3 years
		Bachelor of Social Work and Social Administration	3 years
2.	School of Psychology	Bachelor of Community Psychology	3 years
		Bachelor of Industrial and Organizational Psychology	3 years
3.	School of Languages, Literature and Communication	Bachelor of Arts in Arts	3 years
		Bachelor of Journalism and Communication	3 years
4.	School of Liberal and Performing Arts	Bachelor of Arts in Arts	3 years
		Bachelor of Development Studies	3 years
		Bachelor of Arts in Music	3 years
		Diploma in Performing Arts	2 years

b) GRADUATE PROGRAMMES BY SCHOOL/INSTITUTE

	SCHOOL	PROGRAMMES	DURATION
1.	School of Social Sciences	Master of Arts in Sociology	2 years
		Master of Arts in Rural Development	2 years
		Master of Arts in Social Sector Planning and Management	2 years
		Master of Arts in International Relations and Diplomatic Studies	2 years
		Master of Arts in Public Administration and Management	2 years

		PGD in Social Justice	1 year
		PhD in Social Sciences	
		PHD in Social Sciences	3 years
2.	School of Psychology	PROGRAMME	DURATION
		MSc Clinical Psychology	2 years
		Master of Arts in Counseling	2 years
		MA Organizational Psychology	2 years
		Master of Education in Educational Psychology	2 years
		Postgraduate Diploma in Counseling	1 year
		Postgraduate Diploma in Demography	1 year
		PhD in Organizational Psychology	3 years
		PhD in Educational Psychology	3 years
		PhD in Psychology	3 years
3.	School of Languages, Literature and Communication	PROGRAMME	DURATION
		Master of Arts in Literature	2 years
		Master of Arts in Linguistics	2 years
		Master of Arts in African Languages	2 years
		Master of Arts in Journalism and Communication	2 years
		Master of Arts in Translation and Interpretation	2 years
		Postgraduate Diploma in Secretarial Studies	1 year
		Postgraduate Diploma in Translation and Interpretation	1 year
		PhD in African Languages	3 years
		PhD in Linguistics	3 years
		PhD in Arts	3 years
		PhD in Literature	3 years
		PhD in English Language Studies	3 years
4.	School of Women and Gender Studies	PROGRAMME	DURATION
		Master of Arts in Gender Studies	2 years
		Postgraduate Diploma in Gender and Local Economic Development	1 year

		PhD in Gender Studies	3 years
5.	School of Liberal and Performing Arts	PROGRAMME	DURATION
		Master of Arts in Human Rights	2 years
		Master of Arts in Religion and Peace Studies	2 years
		Master of Arts in Peace and Conflict Studies	2 years
		Master of Arts in Performing Arts	2 years
		Master of Arts in Music	2 years
		Master of Arts in History	2 years
		Master of Arts in Philosophy	2 years
		Master of Arts in Geography	2 years
		Master of Arts in Religion and Theological Studies	2 years
		PhD in History	3 years
		PhD in Philosophy	3 years
6.	Makerere Institute of Social Research		
		MPhil Social Studies	2 years
		Inter-disciplinary PhD in Social Studies	3 years
7.	College-wide		
		PhD in Historical Humanities and Humanistic Social Sciences (Cohort Programme)	3 years

2. STUDENT NUMBERS 2015-2018

UNDERGRADUATE AND GRADUATE STUDENTS			
YEAR	2015/16	2016/17	2017/18
NUMBER OF STUDENTS	9180	7517	7128

3. CHUSS STAFF

The staff at the college consist of 291 academic staff, 28 Administrative staff and 81 support staff.

In terms of inclusivity, a sex disaggregation of the academic staff is indicated below:

College Leadership

Post	Male	Female	Total	% Male	% Female
Principal	1				
Deputy Principal		1			
Deans and Director	6	1	7	86%	14%
Heads of Department	14	2	16	86%	14%
Academic Staff					
Rank					
Professor	13	5	18	72%	28%
Assoc. Professor	24	10	34	70%	30%
Senior Lecturer	20	9	29	69%	31%
Lecturer	73	22	95	77%	23%
Assistant Lecturer	67	37	104	64%	36%
Teaching Assistant	2	4	62	33%	67%
Senior Research Fellows	1	1	5	100%	0
Research Fellows	1	2		60%	40%
Total	201	90	291	69	31