Our Core Values:
1. A global outlook and outreach
2. Breadth of vision, creativity and openness to change
3. Collaboration and teamwork
4. Excellence and continuous improvement
5. Transparent and courteous internal and external communication in the organization
6. The highest intellectual and ethical standards and;
7. The values of humane and just society; and in realizing Makerere University as an internationally recognized and globally focused, research-intensive institution, with a vigorous learning and teaching environment; the University commits an unequivocal commitment to high quality permeating all dimensions of academic activities and support services.

Our mission:
To promote confidence in the quality provision (teaching, research and outreach services) that the quality and the standards of awards of Makerere University are safeguarded, enhanced and effectively managed.
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Directorate of Quality Assurance

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12. Mr. Richard Mulumba, Ministry of Health;
13. Ms. Irene Namatende, Administrative Assistant, Quality Assurance Directorate (QAD);
In executing its mandate, Makerere University receives support from a number of stakeholders. This Self-assessment exercise was conducted with the intention of providing a basis for evaluating the Impact of the support received by the University from the various stakeholders. The Self-assessment Exercise was carried out with support from the Swedish International Development Agency (Sida) under activities of the Bilateral Support extended to the Government of Uganda. We are grateful for the noble support towards this exercise.

The Self-assessment exercise covered the three core functions of the University, namely: Teaching & Learning; Research and Knowledge Transfer Partnerships & Networking. The exercise was hinged on the Quality of Inputs, Processes and Outputs. The data utilized in the exercise was for the period 2010-2012 except in a few circumstances where trend data were available for a longer period and in which case more information could be drawn such trends. The Directorate of Quality Assurance and the Planning & Development Department collected the data in this report.

The results of this exercise will help the University to locate its position as a role player in Higher Education within Uganda, the East African region and globally. This report should ignite continuous improvement. I call upon the various stakeholders to Makerere University to utilize this report to enhance the performance of the university against the various benchmarks cited in the report.

Vincent A Ssembatya, PhD.
Director, Quality Assurance Directorate.
ACRONYMS

CONAS  College of Natural Sciences
CHS    College of Health Sciences
CAES   College of Agricultural and Environmental Sciences
CEDAT  College of Engineering, Design, Art and Technology
CHET   Center for Higher Education Transformation
CHUSS  College of Humanities and Social Sciences
COBAMS College of Business and Management Sciences
COCIS  College of Computing and Information Sciences
EASLIS East African School Of Library and Information Science
FCIT  Faculty of Computing and Informatics Technology
FEMA   Faculty of Economics and Management
HERANA Higher Education Research and Advocacy Network for Africa
IACE   Institute of Adult and Continuing Education
MTSIFA Margaret Trowell School of Industrial and Fine Arts National
NCHE  Council for Higher Education
1.0 CHAPTER ONE: INTRODUCTION

1.1 The Self Assessment Exercise

This Self-Assessment for Makerere University was conducted in order to measure the performance of the University in its core functions of Teaching & Learning, Research and Knowledge Transfer Partnerships. The self-assessment was based on national, regional and international benchmark metrics. From the regional point of view, the guidelines specified in Volume 4: The Implementation of a Quality Assurance system, which is part of the Handbook for Quality Assurance in Higher Education were followed. To place this exercise in international perspective we have incorporated performance indicators from the Organisation for Economic Corporation for Development (OECD) as published in European Universities Association’s Quality Assurance: A Reference System for Indicators and Evaluation Procedures.

Three teams were formed to collect and analyse data for this exercise: the Teaching & Learning Team; the Research Team and the Support Environment Team. The report writing processes were coordinated by the Directorate of Quality Assurance. The research teams collected data from the various units in the University that are mandated to handle such data. Such units included: the Directorate of Human Resources; the Directorate of Research and Graduate Training; the Academic Registrar’s Department; Planning & Development Department as well as the various colleges. The Communication Officers in the colleges collected and compiled the research output data. Some Research Data was extracted from Scopus. Scopus is the world’s largest abstract and citation database of peer-reviewed literature with smart tools that track, analyze and visualize research (http://www.info.sciverse.com/scopus/scopus-in-detail/facts).

The self-assessment exercise is centered on evidence- covering the period 2010-2012, in some cases providing instantaneous data for the year 2012; as well as trend data on enrolment and graduation covering the period 2000 -2012.

1.2 The Higher Education sub-sector in Uganda

The university system in Uganda has two major segments: the public funded university system and the privately funded universities. According to the State of Higher Education report of 2010, produced by National Council for Higher Education (NCHE), there was a total of 29 universities in Uganda. Of these, five were Public universities whereas 24 were Private universities. According to the same report, there were 181 other tertiary (non-university) institutions.

In 2010 the total enrolment in Higher Education was 183,985. The State of Higher Education Report of 2010 further indicated that students registered for science and technology were 45,584 in 2010 and those registered for arts and humanities were 84,658 in the same period in universities. The gender distribution in the university sub-sector in 2010 was as follows: females accounted for 44% (80,391) compared to males at 56% (103,594).

In 2005, the number of academic staff was 5,258 and this grew to 6,465 in 2006. In 2010 the number had grown to 7,785. This is a modest growth since 2005. The number of females is still dismally low compared to that of males (1,990 females against 5,134). The number of staff with PhD qualifications had grown from 549 in 2004 to 858 in 2010.

The tertiary enrolment ratio for selected countries extracted from the World Bank website (http://data.worldbank.org/indicator/SE.TER.ENRR) is shown in the Table 1. Uganda’s tertiary enrolment ratio has grown from 4% in 2008 to 9% in 2011 according to the World Bank. The Gross Tertiary Enrolment ratio is the total enrolment in tertiary education, regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school leaving. According to UNESCO Institute for Statistics (http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf) the Gross Tertiary Enrolment Ratio for Sub-Saharan Africa was at an average of 6%. In the same period the global average was 26%.
Table 1: Gross Tertiary Enrolment Ratio for Selected Institutions

<table>
<thead>
<tr>
<th>Country</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Rwanda</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Kenya</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tanzania</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Burundi</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ghana</td>
<td>8</td>
<td>9</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>UK</td>
<td>57</td>
<td>59</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>83</td>
<td>89</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>71</td>
<td>71</td>
<td>71</td>
<td>73</td>
</tr>
</tbody>
</table>

1.3 Makerere University Institutional Profile

Established was in 1922 as a technical college. In 1949, it became a University College affiliated to the University College of London, offering courses leading to the general degrees of its then mother institution. This affiliation lasted until 1963 when it became one of the three constituent colleges of the University of East Africa. It became an independent University in 1970 by an Act of Parliament. This status continued until 2001 when the Universities and Other Tertiary Institutions Act 2001 was enacted. Makerere University offers not only day but also evening and external study programmes to a student body of about 40,000 undergraduates and 3,000 postgraduates (both Ugandan and foreign). It is also a very active centre for research. The University transitioned from the Faculty-based to the Collegiate system in December 2011.

Among the Public Universities, Makerere University shares 53% of the enrollment. Figure 1 shows the percentage distribution of students in Public Universities in Uganda.

Figure 1: Illustrating the percentage distribution of Students in Public Universities in Uganda
Makerere University has a comprehensive curriculum at undergraduate and graduate levels across disciplines in Science & Technology; Business & Management; Social Sciences, Humanities and Education.

1.4 University Estate

The University Estate is spread over three campuses. The 350-acre Main Campus is located on Makerere Hill, 5 km from the city centre. The College of Health Sciences sits on a 45-acre campus located on Mulago Hill adjacent to the National Referral Hospital; 2 km from the Main Campus. The Agricultural Research Institute is located at Kabanyolo, 30 kms north of the Ugandan Capital City Kampala. The University Estate also includes, a 350-acre Farm at Buyana 60 kms to the South of Kampala. The University has a number of discipline-based Research Centres in Health, Forestry & Environment and Education.

1.5 Governance

The University Council is the supreme decision-making body. The University Council works through Committees. Academic matters are channelled to Council through The University Senate.

The University is led by a Vice-Chancellor and two deputies in charge of Academic Affairs and Finance & Administration respectively. Other officers of the University include the University Secretary (responsible for amongst other things, policy formulation); the Academic Registrar, the University Bursar, the University Librarian and the Dean of Students.

Representatives to the University Council include four government appointees from the Ministry of Education and Sports; the Ministry of Finance, Planning and Economic Development; the private sector; representatives of academic & administrative staff; and representatives of the Support Staff as organised under their Union. The Vice-Chancellor and his deputies are ex-officio members of the University Council. The University Secretary is the Secretary to the Council.

The University consists of nine constituent colleges and one independent school:

1. The College of Agriculture and Environmental Sciences (CAES);
2. The College of Engineering, Design, Art and Technology (CEDAT);
3. The College of Health Sciences (CHS);
4. The College of Humanities and Social Sciences (CHUSS);
5. The College of Business and Management Sciences (CoBAMS);
6. The College of Computing and Information Sciences (CoCIS);
7. The College of Education and External Studies (CoEES);
8. The College of Natural Sciences (CoNAS);
9. The College of Veterinary Medicine, Animal Resources and Biosecurity (CoVAB);
10. The School of Law.

The Distribution of Schools and Departments in the Colleges

(A) College of Natural Sciences (CoNAS)

School of Physical Sciences

1. Chemistry
2. Mathematics
3. Physics
4. Geology and Petroleum Studies
Directorate of Quality Assurance

School of Biological Sciences
1. Biology
2. Biochemistry and Sports Science

(B) College of Business and Management Sciences (CoBAMS)

School of Economics
1. Economic Theory and Analysis
2. Policy and Development Economics

School of Business
1. Marketing & Management
2. Accounting and Finance

School of Statistics and Applied Economics
1. Planning and Applied Statistics
2. Population Studies
3. Statistics and Actuarial Science

(C) College of Computing and Information Sciences (CoCIS)

School of Computing and Informatics Technology (CIT)
1. Computer Science
2. Information Technology
3. Information Systems
4. Networks

East African School of Library and Information Science (EASLIS)
1. Library and Information Sciences
2. Records and Archives Management

(D) College of Engineering, Design, Art and Technology (CEDAT)

School of Engineering
1. Civil and Environmental Engineering
2. Electrical and Computer Engineering
3. Mechanical Engineering

School of The Built Environment
1. Architecture and Physical Planning
2. Construction Economics and Management
3. Geomatics and Land Management.

Margaret Trowell School of Industrial and Fine Arts
1. Department of Fine Art
2. Visual Communication Design and Multi-media
3. Industrial Art and Applied Design

(E) College Of Humanities and Social Sciences (CHUSS)

School of Languages, Literature and Communication
1. Literature
2. Linguistics, English Language Studies & Communication Skills
3. African Languages European
4. Oriental Languages
5. Depart of African Languages
School of Women and Gender Studies

School of Liberal and Performing Arts
1. Philosophy & Development Studies
2. Religion and Peace Studies
3. Performing Arts
4. History, Archaeology & Organisational Studies

School of Psychology
1. Mental Health and Community Psychology
2. Educational, Organisational and Social Psychology

School of Social Sciences
1. Sociology & Anthropology
2. Social Work and Social Administration
3. Political Science and Public Administration

Makerere University Institute of Social Research (MISR)

(F) College of Agricultural and Environmental Sciences (CAES)
School of Agricultural Sciences
1. Agricultural Production (AP)
2. Agribusiness and Natural Resource Economics (Ag & NRE)
3. Extension & Innovations (EI)

School of Food Technology, Nutrition and Bioengineering
1. Agricultural & Bio systems Engineering (ABE)
2. Food Technology and Human Nutrition (FT&HN)

School of Forestry, Environmental and Geographical Sciences
1. Forestry, Bio-Diversity and Tourism (F, B & T)
2. Environmental Management (EM)
3. Geography, Geo Informatics and Climatic Sciences (GGCS)

(G) College of Education and External Studies (CoEES)

School of Education (SoE)
1. Social Sciences & Arts Education
2. Science, Technology & Vocational Education (DSTVE)
3. Foundations & Curriculum Studies (DFCS)

School of Distance and Lifelong Learning (SoDLL)
1. Open & Distance Learning (DODL) and
2. Adult & Community Education (DACE)

East African School of Higher Education Studies and Development (EASHESD)

(H) College of Health Sciences (CHS)

School of Biomedical Sciences
1. Anatomy
2. Biochemistry
3. Medical Illustration
4. Microbiology
5. Pathology
6. Pharmacology and Therapeutics
7. Physiology
School of Medicine
1. Clinical Epidemiology Unit
2. Child Health & Development Centre
3. Family Medicine
4. Infectious Diseases Institute (IDI)
5. Obstetrics & Gynaecology

School of Health Sciences
1. Allied Health Science
2. Dentistry
3. Nursing
4. Pharmacy

School of Public Health
1. Community Health and Behavioural Sciences
2. Disease Control and Environmental Health
3. Epidemiology and Biostatics
4. Health Policy Planning and Management

(I) College of Veterinary Medicine, Animal Resource and Biosecurity (CoVAB)

School of Biosecurity, Biotechnology and Laboratory Sciences (SBS)
1. Biomolecular Resources and Biolab Sciences (BBS)
2. Biotechnical and Diagnostic Sciences (BDS)
3. Biosecurity, Veterinary Public Health and Eco-Health (BPE)
4. Industrial Products and Resource Economics (IPE)

School of Veterinary Medicine and Animal Resources (SVAD)
1. Livestock Health and Entomology (LIHE)
2. Food Animal Resources and Zootechnics (FAZ)
3. Wildlife and Aquatic Animal Resources Management (WARM)
4. Comparative Medicine, Veterinary Pharmacy and Clinics (CPC)

School of Law
1. Commercial Law
2. Human Rights and Peace Centre
3. Law and Jurisprudence
4. Public and Comparative Law

Research and Outreach Centres
Research and outreach centres previously under the faculty systems have been integrated into the college structure.

Table 2: Research and Outreach Centres

<table>
<thead>
<tr>
<th>College</th>
<th>Research/Outreach Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>1. Makerere University Agricultural Research Institute Kabanyolo;</td>
</tr>
<tr>
<td></td>
<td>2. Kibale Field Station;</td>
</tr>
<tr>
<td></td>
<td>3. Budongo Forest Reserve;</td>
</tr>
<tr>
<td>CHS</td>
<td>4. Kasangati Health Centre– School of Public Health</td>
</tr>
<tr>
<td>CoVAB</td>
<td>5. Buyana Stock Farm;</td>
</tr>
<tr>
<td>Multi-Disciplinary</td>
<td>6. Mayuge Demographic and Surveillance Site</td>
</tr>
</tbody>
</table>

By December 2012, Makerere University had 18 affiliated institutions within the country. This represents 10% of all 181 Tertiary Institutions in Uganda as of 2010.
Affiliated Institutions

1. Makerere University Business School
2. National Major Seminary Kinyamasika
3. National Major Seminary Katigondo
4. National Major Seminary Ggaba
5. National Major Seminary Alokolum
6. Mulago Paramedical School
7. Mbale School of Hygiene
8. Mbale School of Clinical Officers
9. School of Clinical Officers, Fort Portal
10. Masaka School of Comprehensive Nursing
11. Soroti School of Comprehensive Nursing
12. Jinja Ophthalmic Clinical Officers Training School
13. School of Psychiatric Clinical Officers
14. Nsamizi Training Institute for Social Development
15. Uganda Institute of Bankers
16. Health Tutors College, Mulago
17. Sheikh Technical Institute
18. Kimaka Senior Command and Staff College
2.0 CHAPTER TWO: POLICY AND PROCEDURES FOR INTERNAL QUALITY ASSURANCE

2.1 Directorate of Quality Assurance

The Directorate of Quality Assurance is the Makerere University’s unit charged with the responsibility of providing leadership in prescribing, controlling and implementing quality standards at Makerere University. This Directorate was set up in May 2007. The University Quality Assurance Policy and Framework of 2007 guides the activities of the Directorate. The activities of the Quality Assurance Directorate include:

1. Ensuring the development and maintenance of high quality academic programmes;
2. Enhancement of Quality Experiential and Flexible learning;
3. Development of mechanisms to motivate high quality and competitive research;
4. Ensuring an effective external examination system;
5. Ensuring an efficient staff recruitment, development and appraisal system;
6. Ensuring an effective student admission, assessment and progression process;
7. Ensuring a high quality support environment for staff and students for effective teaching, learning, research and knowledge transfer partnerships;
8. Contributing to the formulation of the university quality assurance enhancement policies and practices; to their implementation and monitoring across the university and where appropriate with collaborative partner institutions.

The Quality Assurance Directorate routinely attends to internal and external Quality Assurance mechanisms that span across the mission areas of the university: Teaching and Learning; Research; as well as Knowledge Transfer Partnerships. In addition, the Directorate has the responsibility of ensuring that high quality standards are maintained in the support environment.

2.2 Quality Assurance, Gender and ICT Committee

The University committees on the Quality Assurance, ICT and Gender Main streaming were merged in the year 2010 into one committee to be responsible for policy related issues in those areas.

Membership to the Quality Assurance, Gender and ICT Committee

1. Council Appointee from the public;
2. Deputy Vice Chancellor (Academic Affairs);
3. Representative of the Ministry of Education &Sports;
4. Representative from the Ministry of ICT;
5. One Senate Representative;
6. One Student Representative;
7. Council Appointee;
8. MUASA Representative;
9. Convocation Representative;
10. MASA Representative;
11. NUDIPU Representative.

Ex-Officio Members of the Quality Assurance, Gender and ICT Committee

1. Chairperson of Council;
2. Vice Chancellor;
3. University Secretary.
Directorate of Quality Assurance

In attendance

1. Director, DICTS;
2. Academic Registrar;
3. University Librarian;
4. Director, Gender Mainstreaming Directorate.

Secretariat
Directorate of Quality Assurance

Terms of reference
1. To initiate Policies and Plans on the development and use of ICT in management, teaching and research in the University;
2. To establish, review, evaluate and monitor quality assurance systems, procedures, standards and practices;
3. To provide the overall supervision of the Gender Mainstreaming Programme;
4. To attend to specific recommendations as required from time to time by council and senate on the cross-cutting issues of Quality Assurance, ICT and Gender Mainstreaming.

2.3 Quality Assurance Policy
The University strives to be an example of an efficient and effective educational institution in Uganda and has adopted Quality a “fitness for purpose” concept that stresses conformity to generally accepted standards such as those defined by an accreditation or quality assurance body.

The features of the QA Structure include the Joint University Council and Senate Committee known as the University Quality Assurance Committee (UQAC), College / Institute/School Quality Assurance Committees and the Quality Assurance Directorate. Non-teaching departments will implement the QA Policy through a Quality Assurance Administrative Team. Currently UQAC also handles Gender issues as well as issues of Information and Communication Technologies (ICT).

The Vice-Chancellor spearheads the implementation of the QA policy. This policy applies to all units of the University through continuous internal quality assurance mechanisms and periodic external Quality Assurance strategies. The Internal Quality Assurance mechanisms shall focus on the quality of: programmes and courses; teaching and learning experiences; staff/student performance; research support services; resources and facilities.

Code of Practice
The codes of practice serve as benchmarks and guidelines for implementation of the Quality Assurance Policy. The codes of practice are categorized as follows:

i. Sources of Information and Accessibility
ii. Maintenance of High Quality Research and Graduate Programmes
iii. Maintenance of High Quality Research on Undergraduate Programmes
iv. Collaborative Provision of Quality and Standards
v. Quality of Experiential and Flexible Learning
vi. Academic Appeals and student Complaints on Academic matters
vii. Student Admission, Assessment and Quality Standards
viii. Programme Approval, Monitoring and Review
ix. Staff Recruitment, Development and Appraisal
x. Career Guidance Based
xi. Guidelines on Disability.

**Purpose of the Quality Assurance Policy**

The purpose of the Policy is to enhance the effectiveness of the University’s activities focusing on its contribution to and alignment with the University’s Strategic Goals and to match with the international standards against verifiable processes and outcomes.

**Objectives of the Policy**

The objectives of the Policy are:

(a) to provide guidance in development and implementation of internal and external quality assurance procedures and practices;
(b) to ensure that the quality of academic programmes at Makerere University meet the stakeholders’ needs and expectations;
(c) to ensure that graduates attain valuable skills, knowledge and attitudes;
(d) to ensure that the University’s policies, systems and processes are functioning efficiently and effectively;
(e) to provide guidance in identifying internally and externally recognized standards;
(f) to guide in maintaining and developing quality academic programmes and support services;
(g) to facilitate the development of a culture of continuous quality improvement;
(h) to strengthen the independence of the Quality Assurance Unit;
(i) to ensure that various quality assurance aspects/activities are consistent with international standards;
(j) to ensure effective and efficient performance of staff and students;
(k) to ensure that the University attracts and retains staff and students; and
(l) to provide guidance in the transformation of the University core Quality Assurance business processes.

**The Guiding Principles of the Quality Assurance Policy**

The principles underpinning Makerere University Quality Assurance are as follows:

(a) **Principle 1:** “Holistic” approach which means all aspects of the institution’s academic, administrative and managerial activities are subject to audit and reporting;

(b) **Principle 2:** “Based on self-assessment” - “Trust but verify” which means the institution will be judged according to its own objectives, that is, on whether or not it is achieving its own mission in a purposeful and clear manner;

(c) **Principle 3:** “Improvement focus” which means Makerere University Quality Assurance (MUQA) shall focus on assisting and facilitating improvement within the University;

(d) **Principle 4:** “Planning policy” which means that the quality assurance model adopted presupposes a planning and evaluation policy to ensure quality systems and the objectives must be “SMART”, i.e. Specific, Measurable, Achievable, Realistic and Time-bound;

(e) **Principle 5:** “Data and resources” which means that the resources are needed by the MUQA shall be in line with the institutions’ own internal quality systems and processes that are in existence;
(f) **Principle 6:** Quality teaching, learning, research and support services or auxiliary services shall have continuous improvement as a core value;

(g) **Principle 7:** Benchmarking and evidence-based approach which means that the University shall evaluate its achievements against appropriate national and international benchmarks and its quality assurance methods shall be evidence-based, where outcomes and feedback from stakeholders will provide the basis for analyses and conclusions on which improvements are planned;

(h) **Principle 8:** Collegiality and Team spirit which means that the University’s procedures shall reflect the principles of rigorous peer review to identify areas for improvement, foster collaboration and team spirit, exchange of best practices and encourage a spirit of critical self-evaluation; and

(i) **Principle 9:** Modus Operandi which means that members of audit teams shall be independent of the institution they are auditing and will be trained in auditing techniques and audit guidelines shall be developed collaboratively between the Makerere University Quality Assurance Unit and the Senate.

### 2.4 The University Reforms and the Change Management Committee

At her inception, Makerere University was anatomically organized along the Faculty and Schools model, which was highly centralized and appropriate for a small number of academic programmes and students. The advent of privately sponsored students was a novel move on the part of the University and was in response to the changing character of government support to higher education. The beginning of the 1990/91 academic year marked the introduction of cost-sharing in Makerere, paving way for the admission of the first group of paying students. Leading up to the admission of privately sponsored students at the University, the enrolment was limited by the available government scholarships and had peaked at 8,000 students. About 60% of the students at the University were residents in facilities whose capacity was about 5,000 beds.

The University, the parents and the government embraced the initiation of privately sponsored Academic Programs. As a result, the growth in enrolment was five fold within a period of ten years. It is noteworthy that the infrastructure at the University was not expanding in proportionate magnitudes within the same period and this resulted in a number of opportunities and challenges. In addition to stretching its resources, the rapid expansion rendered the University a predominantly teaching university.

The negative consequences of the rapid expansion started resonating through a number of syndromes, which the University could not afford to ignore. The University made its response to the growing list of challenges not only by capping student enrolment in the year 2006 but also by seeking strategies to match its facilities with the student enrolment.

The idea of turning Makerere University into a collegiate university was first discussed by Makerere University Council in the late 1990s. The Makerere University Strategic Plan 2000/2001-2006/2007 identified and recommended the transformation of faculties and institutes into larger colleges as one of the strategies to improve on the efficiency and effectiveness of the overall organisation and management. Subsequently, the Makerere University Council approved the Makerere University Statute for Constituent Colleges in May 2011; this together with the Universities and Other Tertiary Institutions Act 2001 provided the legal framework for implementation.

The initial impetus for transformation into the collegiate system was boosted with support from the
Rockefeller Foundation for the formation of the College of Health Sciences; bringing together the Faculty of Medicine and the Institute of Public Health. Other attempts included i) the College of Humanities bringing together Faculty of Social Sciences, Faculty of Arts and the Institutes of Social Research and Psychology; and ii) the College of Agriculture and Veterinary Sciences to accommodate 5 units namely: Faculty of Agriculture; Faculty of Veterinary Medicine, Faculty of Forestry and Nature Conservation, Institute of Environment and Natural Resources and the Fisheries section of Department of Zoology in the Faculty of Science. The two latter attempts were largely unsuccessful; nonetheless, they provided lessons for the university in terms of the approach to the collegiate model and the management of the attendant transition challenges. The process also provided a platform for the realization that effective change management would have a broader scope to embrace research, administrative and financial reforms in addition to the academic processes.

Articulated in the University Strategic Plan 2008/09- 2018/19, this realization plus the need for a more robust and versatile institutional set up sprouted the “University Research, Academic, Administrative and Financial Reforms (URAFR) Committee.” The activities of the Committee were funded with support from three key sources, namely: Government of Sweden (Sida); Government of Norway, European Developing Countries Clinical Trials Programme (EDCTP) and Makerere University from the Internally Generated funds. The process brought together key stakeholders among who were Parliamentarians and officials from the Ugandan Ministries of Education and Finance. Other stakeholders included the National Council for Higher Education (NCHE), Vice Chancellors from other universities in addition to internal stakeholders; the staff and students. The process was further facilitated by technical support from KPMG.

Under the URAFR Committee, the University identified processes and policies that affect academic delivery; mainly teaching, learning and research; as well as governance, finance and administration. The key outputs of URAFR were documented in the institution’s Organisational Manual and the Research Manual launched in 2011.

2.5 The Change Management Process

The Change Management Committee (CMC) was set up in June 2011 to fast track the implementation of the recommendations of the University Reforms Committee (URAFR). The CMC secured funding from IDRC to focus on three specific objectives:

1. Leadership and training - To encourage ownership, at the leadership level, of the change process and unblock existing bottlenecks of resistance;
2. Support to decentralising financial management – in the form of training for the finance teams at the two colleges. The training will ensure readiness of the staff in the use of the newly upgraded financial system which has been funded by the Government of Uganda and the World Bank; and
3. Support to University’s efforts to improve its financial sustainability – capacity building in resource mobilisation for the University’s resource mobilisation unit, grants officers and principals in all the nine colleges.

The funding from IDRC targeted two colleges: the College of Humanities and Social Sciences (CHUSS) and the College of Agriculture and Environment Studies (CAES). The two colleges were piloted to provide a basis for scaling up the reforms.

In the process of implementing the reforms at the University a number of challenges were anticipated. It was expected that change would create uncertainty and anxiety. It was found necessary to:

1. Create a critical mass of change agents; Success of any reform or change would depend on a critical mass of people with the right mindsets and skills. There would be
need to create ambassadors of change among all stakeholders of the University. This would need a lot of sensitization of the stakeholders so as to unlock pockets of resistance;

2. Ensure that key policies and regulations are in place. The College Statute was gazetted in December 2011 and stakeholders needed time to comprehend it;

3. Set up new structures in support of the devolution of powers and responsibilities without weakening the central structures so as to enable the central administration to play a calibrated supervisory role; and

4. Support the process of amalgamation of the units that had fused into the colleges; the different faculties were structurally independent and had different financial bases. There was need to harmonize the academic programs so as to avoid duplication.

Makerere University has a long tradition of using the committee system of governance to ensure participatory representation and effective implementation of policies. The CMC was comprised of Makerere University staff to whose responsibilities were add-on tasks. The approach of utilizing internal capacities was ingrained in the institution's 2008-2018 Strategic Plan as an innovation of leveraging its internal capacity to handle its challenges. The CMC adopted a disposition of integrating reforms in the on-going operations and strategies of the University, rather than creating parallel interventions with external persons. The committee contracted external consultants in circumstances where optimal value was to be relinquished.

The Directorate of Quality Assurance was to ensure continuity and sustainability, after the CMC and project life spans. As an exit strategy, the Quality Assurance Directorate was to be buttressed to take up the change management function of the University.
3.0 CHAPTER THREE: QUALITY OF INPUTS

In execution of its mandate, the university works with a number of inputs. Key inputs include: Students, Staff, Finances, Facilities and Infrastructure. The Quality and Quantity of Inputs has a major bearing on the core functions of the university. In order to assess the adequacy and quality of the inputs, we employed the frameworks developed by the National Council for Higher Education, the Centre for Higher Education Transformation (CHET) and that of the European Universities Association.

3.1 Quality of Students
The Quality of Students was assessed on the following Matrix: Admission Requirements; Graduation Rates; Retention Rates; Drop Outs; Student Enrolment Numbers; Student Distribution by Disciplines and Programs and Employability.

3.2 Student Admissions
Makerere University has three admission channels to the undergraduate programmes: Direct Entry scheme, for students who have completed secondary school and sat the Uganda Advanced Certificate of Education in a maximum of two years preceding the year of admission; Diploma holders scheme, for students from other tertiary institutions seeking to obtain a university degree; and the Mature age entry scheme for students who have been out of the formal education system for not less than six years.

Undergraduate admission criteria however, falls under two different categories:

i) Based on scholarship and sponsorship; this includes state/government sponsored students and private/fee paying students, the category is further subdivided into- national merit, district quota, disabled and sports students. The category also includes Tanzanian students under the Inter University Council for East Africa exchange programme for Ugandan and Tanzanian university students; and

ii) Students are also categorized according to the time schedule of the programmes: day, afternoon, evening or external. Day/afternoon and Day/evening programmes are predominantly parallel programmes offering similar content and assessment. External programmes are offered in distance education mode. There is however, a provision for face-to-face sessions to provide interaction between staff and students each semester.

Table 3: Student Admission trend for the last 10 years

<table>
<thead>
<tr>
<th>Admission Year</th>
<th>Sitting Year</th>
<th>No. of A’level Candidates</th>
<th>Eligible A’level Applicants</th>
<th>Admission Figures</th>
<th>Percent Eligible Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>1999</td>
<td>35,706</td>
<td>22,712</td>
<td>1,943</td>
<td>13,293</td>
</tr>
<tr>
<td>2001/2002</td>
<td>2000</td>
<td>39,000</td>
<td>22,021</td>
<td>4,002</td>
<td>15,800</td>
</tr>
<tr>
<td>2002/2003</td>
<td>2001</td>
<td>44,404</td>
<td>25,555</td>
<td>2,795</td>
<td>14,349</td>
</tr>
<tr>
<td>2003/2004</td>
<td>2002</td>
<td>54,032</td>
<td>28,892</td>
<td>2,527</td>
<td>13,282</td>
</tr>
<tr>
<td>2004/2005</td>
<td>2003</td>
<td>55,253</td>
<td>32,613</td>
<td>2,268</td>
<td>15,206</td>
</tr>
<tr>
<td>2005/2006</td>
<td>2004</td>
<td>59,288</td>
<td>35,196</td>
<td>2,212</td>
<td>15,943</td>
</tr>
<tr>
<td>2006/2007</td>
<td>2005</td>
<td>72,083</td>
<td>45,558</td>
<td>2,162</td>
<td>13,990</td>
</tr>
<tr>
<td>2007/2008</td>
<td>2006</td>
<td>84,947</td>
<td>54,044</td>
<td>2,071</td>
<td>12,246</td>
</tr>
<tr>
<td>2009/2010</td>
<td>2008</td>
<td>96,638</td>
<td>60,634</td>
<td>1,979</td>
<td>15,321</td>
</tr>
<tr>
<td>2010/2011</td>
<td>2009</td>
<td>99,802</td>
<td>61,820</td>
<td>2015</td>
<td>15,989</td>
</tr>
</tbody>
</table>

While the number of eligible applicants to Academic Programs at the University has progressively increased...
over the years 2000-2010, the proportion of applicants that get admitted each year has progressively declined and settled to around 25%. This proportion is likely to decline even further given that the number of vacancies available at the university is not increasing and yet the number of applicants is increasing.

The population of applicants has increased threefold in the same period of time while the capacity of the University has not significantly changed. The proportion of applicants that get admitted has progressively declined from about 60% in the Year 2000 to about 25% in the Year 2010.

**Figure 2: Population of Applicants Admitted to Makerere University 2000 – 2011**

![Graph showing population of applicants admitted to Makerere University from 2000 to 2011.](image)

### 3.3 Student Enrolment

Student Enrolment in the Colleges is determined by a number of factors. The key factors include: the number and capacities of academic programmes in the Colleges; popularity of the programmes; job market; parental influence; fees; pass rates; drop out rates; graduation rates; admission requirements; among others. At Makerere University, programmes in the Humanities including Business and Law, tend to attract more students than the Science and Technology programmes. The College of Humanities and Social Sciences (CHUSS) alone has more than 20% of the student enrolment in the University. The Humanities Based colleges (including Business and Law) constitute 60% of the Student Enrolment. This gives the University a 40% enrolment proportion in Science and Technology. The proposed target for the South African Universities is 40% enrolment in the Science Engineering and Technology.

The Centre for Higher Education Transformation (CHET) in Cape Town, South Africa has adopted the same proportion for its project under the Higher Education Research and Advocacy Network in Africa (HERANA). The HERANA project has eight participating universities from Eight Countries in Africa. Through the HERANA network, CHET has developed an analytical framework upon which the extent to which universities participate in economic development can be determined.

#### 3.3.1 Distribution of Enrolment across Offering Modes

The distribution of students across the different offering modes of Day, Evening and External is shown in Figure 3: The distribution of students in various program categories and

**Figure 4: Enrolment Distribution in the various program categories.** The majority of the students were enrolled in the Day programmes with a proportion of 54%. The proportion for Evening students was 38%, whereas the External programmes had 8% of the students.
Figure 3: The distribution of students in various program categories

Figure 4: Enrolment Distribution in the various program categories.

Figure 5: Student Enrolment at Makerere University as of December 2012
3.3.2 Enrolment in the Graduate Programmes

The proportion of graduate students enrolled at the university is 5%. The recommended percentage by CHET is 15%.

**Figure 6: Enrolment trend 2002/03-2010/11**

**Figure 7: Registered Undergraduate students by Period of Study 2008/09-2010/11 (Head Count)**
### Table 4: Enrolment trend by College 2008/09-2010/11

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>1418</td>
<td>1383</td>
<td>1369</td>
<td>83</td>
<td>102</td>
<td>157</td>
<td>1501</td>
<td>1485</td>
<td>1526</td>
</tr>
<tr>
<td>COSIS</td>
<td>3685</td>
<td>3969</td>
<td>4352</td>
<td>154</td>
<td>213</td>
<td>242</td>
<td>3839</td>
<td>4182</td>
<td>4594</td>
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<tr>
<td>COBAMS</td>
<td>4464</td>
<td>5029</td>
<td>5490</td>
<td>337</td>
<td>327</td>
<td>340</td>
<td>4801</td>
<td>5356</td>
<td>5830</td>
</tr>
<tr>
<td>CHUSS</td>
<td>7348</td>
<td>7349</td>
<td>7353</td>
<td>431</td>
<td>348</td>
<td>370</td>
<td>7779</td>
<td>7697</td>
<td>7723</td>
</tr>
<tr>
<td>CONAS</td>
<td>1087</td>
<td>1098</td>
<td>1060</td>
<td>24</td>
<td>29</td>
<td>40</td>
<td>1111</td>
<td>1127</td>
<td>1100</td>
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<tr>
<td>CEDAT</td>
<td>2406</td>
<td>2587</td>
<td>2748</td>
<td>53</td>
<td>49</td>
<td>49</td>
<td>2459</td>
<td>2636</td>
<td>2797</td>
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<tr>
<td>COEES</td>
<td>8383</td>
<td>6883</td>
<td>6098</td>
<td>90</td>
<td>100</td>
<td>47</td>
<td>8473</td>
<td>6983</td>
<td>6145</td>
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<tr>
<td>CHASS</td>
<td>1040</td>
<td>1046</td>
<td>1020</td>
<td>262</td>
<td>241</td>
<td>336</td>
<td>1302</td>
<td>1287</td>
<td>1356</td>
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<tr>
<td>LAW</td>
<td>1192</td>
<td>1172</td>
<td>1165</td>
<td>42</td>
<td>38</td>
<td>36</td>
<td>1234</td>
<td>1210</td>
<td>1201</td>
</tr>
<tr>
<td>COVABS</td>
<td>575</td>
<td>519</td>
<td>520</td>
<td>40</td>
<td>23</td>
<td>28</td>
<td>615</td>
<td>542</td>
<td>548</td>
</tr>
<tr>
<td>Total</td>
<td>31598</td>
<td>31035</td>
<td>31175</td>
<td>1516</td>
<td>1470</td>
<td>1645</td>
<td>33114</td>
<td>32505</td>
<td>32820</td>
</tr>
</tbody>
</table>

**Figure 8: Three Year trend in Enrolment in Bachelors Programs.**

![Enrolment in Bachelors Programs](image)

**Figure 9: Three Year trend in Enrolment in Masters Programs**

![Enrolment in Masters Programs](image)
The computation for supervision potential for Masters students is based on the requirement that each supervisor can take on up to five Masters students for supervision. The Colleges of COBAMS and COCIS have exceeded their potentials and hence there is an acute need to increase the number of supervisors on their programs. The rest of the Colleges need to exploit their potential and admit more graduate students. The University aims at 25% as the proportion of Graduate Students in its student mix. For the entire university, this proportion leads to 10,000 graduate students.

International standards set by CHET indicate that for strong research-oriented universities, the ratio of PhD to Masters students should be 1:4; this implies that if the university aims at enrolling 10,000 graduate students 2,000 should be PhD students and 8,000 should be Masters students.

**Figure 10: Proportion of Graduate Students in the Colleges**

**Figure 11: Percentage of international students by academic level**
The computations of Student to Staff Ratios in this table does not take into account the fact that the student programs are segmented between Day, Evening and External programs. If those segments are taken into account, the ratios would be within those recommended by the National Council for Higher Education.

Table 5: Staff Student Ratio 2009-2011 (Full time Staff- Head count)

<table>
<thead>
<tr>
<th>College</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Staff</td>
<td>SSR</td>
<td>Students</td>
</tr>
<tr>
<td>CAES</td>
<td>1503</td>
<td>149</td>
<td>38</td>
</tr>
<tr>
<td>COSIS</td>
<td>4466</td>
<td>66</td>
<td>114</td>
</tr>
<tr>
<td>COBAMS</td>
<td>4986</td>
<td>81</td>
<td>130</td>
</tr>
<tr>
<td>CHUSS</td>
<td>8153</td>
<td>230</td>
<td>130</td>
</tr>
<tr>
<td>CONAS</td>
<td>1140</td>
<td>117</td>
<td>10</td>
</tr>
<tr>
<td>CEDAT</td>
<td>2489</td>
<td>130</td>
<td>35</td>
</tr>
<tr>
<td>COEES</td>
<td>8406</td>
<td>94</td>
<td>238</td>
</tr>
<tr>
<td>CHASS</td>
<td>1312</td>
<td>223</td>
<td>15</td>
</tr>
<tr>
<td>LAW</td>
<td>1276</td>
<td>41</td>
<td>31</td>
</tr>
<tr>
<td>COVABS</td>
<td>585</td>
<td>86</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>34316</td>
<td>2434</td>
<td>14</td>
</tr>
</tbody>
</table>

These ratios have been improving corresponding to the deliberate efforts by the University to restrict enrolment to its programs through a period of consolidation. This commitment was made in her Strategic Plan of 2008-2018. The University opted to gradually match its resources to enrolment in this period of consolidation.

Figure 12: The diagram portrays Student to Staff ratios for three consecutive years.
3.3.3 Gender Disparity in Student Enrolment

The proportion of female students enrolled at Makerere University is 44% of the total student population. Across the colleges, the distribution of students is generally tilted towards male students. The exceptions are CHUSS and the School of Law. The ideal distribution across gender is 50%. The university has an affirmative action policy that has assigned extra 1.5 points to all female applicants. The policy which has been in place for the last 25 years has greatly contributed narrowing the gender disparity in student enrolment.

Figure 13: Gender Distribution in Makerere University Enrolment

![Gender Distribution](image)

Figure 14: The Student Gender Gap in the various colleges

![Student Gender Gap](image)

3.4 Quality of Academic Staff

As at December 2012, the University had about 1,600 Academic Staff distributed across its nine colleges and the independent School of Law. The Members of Staff are further segmented into the permanent staff categories of Professors (67), Associate Professors (99), Senior Lecturers (189) and Lecturers (414); the training category of Assistant Lecturers (440) and Teaching Assistants (285); as well as Part-time Lecturers (124). This gives a total of 759 permanent members of staff, 725 staff members in the training category and 124 part-time lecturers – see Table 6: The Distribution of Academic Staff within Colleges with Professors (P); Associate Professors (AP); Lecturers (L); Senior Lecturers (SL); Assistant Lecturers (AL); Teaching Assistants (TA); Part Time Lecturers (PTL). Most of the Assistant Lecturers are doing their PhDs whereas most of the Teaching Assistants...
are those members who excelled in their undergraduate studies (got first classes or upper second classes degrees) and are doing their Masters degrees.

There are more Male Academic Staff than the Female Academic Staff. In most cases, the Male Academic Staff outnumber the Female twice over. The worst situation is in CAES where the proportion of female staff is 23% and the best relative situation is in the School of Law with a proportion of 36%. Overall the proportion of women academic staff in the University is 28%.

**Figure 15: The Distribution of Academic Staff within Colleges with Professors (P); Associate Professors (AP); Lecturers (L); Senior Lecturers (SL); Assistant Lecturers (AL); Teaching Assistants (TA); Part Time Lecturers (PTL).**

![Academic Staff in the Colleges](image-url)
Table 6: The Distribution of Academic Staff within Colleges with Professors (P); Associate Professors (AP); Lecturers (L); Senior Lecturers (SL); Assistant Lecturers (AL); Teaching Assistants (TA); Part Time Lecturers (PTL).

<table>
<thead>
<tr>
<th>College</th>
<th>P</th>
<th>AP</th>
<th>L</th>
<th>SL</th>
<th>AL</th>
<th>TA</th>
<th>PTL</th>
<th>Total</th>
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<td>CAES</td>
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<td>14</td>
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<td>CEDAT</td>
<td>3</td>
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<td>24</td>
<td>53</td>
<td>47</td>
<td>10</td>
<td>185</td>
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<td>CHS</td>
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<td>30</td>
<td>40</td>
<td>47</td>
<td>16</td>
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<td>CHUSS</td>
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<td>41</td>
<td>85</td>
<td>41</td>
<td>13</td>
<td>299</td>
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<td>59</td>
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<td>7</td>
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<td>94</td>
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<tr>
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<td>1</td>
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<td>8</td>
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</tr>
<tr>
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<td>45</td>
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<td>LAW</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>24</td>
<td>3</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>VET</td>
<td>12</td>
<td>6</td>
<td>17</td>
<td>11</td>
<td>22</td>
<td>39</td>
<td>3</td>
<td>111</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>99</strong></td>
<td><strong>414</strong></td>
<td><strong>189</strong></td>
<td><strong>440</strong></td>
<td><strong>285</strong></td>
<td><strong>124</strong></td>
<td><strong>1626</strong></td>
</tr>
</tbody>
</table>

Figure 16: Permanent Academic Staff in Colleges with Professors (P); Associate Professors (AP); Lecturers (L); Senior Lecturers (SL); Assistant Lecturers (AL); Teaching Assistants (TA).
3.4.1 Staff to Student Ratios

The University’s staff to student ratio is 1:21, which is good according to the NCHE Capacity Indicators in Schedule 4 of Statutory Instrument No. 85 of 2005. The ideal overall Staff to Student ratio according to the same instrument is 1:15. According to the Centre for Higher Education Transformation (CHET), a ratio of 1:20 is considered strong. Such a strong ratio allows for PhD supervision and research. The staff to student ratio requirements vary between disciplines and the University is compliant mostly in the Science and Technology disciplines. The noncompliant Colleges are COEES, COCIS and COBAMS.

It should be noted that the University runs three modes of academic programmes: Day, Evening and External. These three colleges have large student populations in the non-conventional modes of Evening and External. As such the staff and student ratios should be interpreted in context, as the modes of delivery are mutually exclusive. In addition, the part-time staff is not part of this computation.

Figure 17: A Radar Diagram showing the Gender Gap in the Distribution of Academic Staff in the University.

Figure 18: A radar diagram showing Staff to Student Ratios in the Colleges
3.4.2 Staff Qualifications

There are five broad categories of staff in Makerere: academic staff includes, teaching, research and library staff; Technicians predominantly in the science based teaching units and the estates and works department; Administrative staff at the senior level in the administrative units and administrators in the teaching units; and support staff at the intermediate and group level in both teaching and administrative units. Kitchen staff operate in the Halls of Residence for the provision of food to resident students.

According to the University Policy on Appointments and Promotions, a PhD is a requirement for a teaching position at the level of Lecturer and above. With the exception of the Clinical Disciplines, this applies across the university.

In computing the proportion of academics with doctoral degrees, the training category of Teaching Assistants and Assistant Lecturers is not considered. In addition, only permanent members of staff are considered in this computation. This category of staff had 777 members of whom 566 were PhD holders. This gives 72.8% as the percentage of PhD holders. This is considered strong according to CHET and ideal according to the NCHE. The distribution of staff with PhDs is summarised in Table 7.

<table>
<thead>
<tr>
<th>Makerere Staff with PhDs</th>
<th>College</th>
<th>School</th>
<th>Abbreviation</th>
<th>Staff with PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>Food Technology Nutrition &amp; Bio-Engineering</td>
<td>FTBN</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>AS</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forestry Environment And Geographical Science</td>
<td>FEGS</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDAT</td>
<td>Built Environment</td>
<td>BE</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>ENG</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margaret Travel School Of Industrial And Fine Art</td>
<td>MTSIFA</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHS</td>
<td>Biomedical Sciences</td>
<td>BS</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>HS</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>MEDICINE</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health</td>
<td>PH</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHUSS</td>
<td>Languages Literature And Communication</td>
<td>LLC</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Liberal And Performing Arts</td>
<td>LPA</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>SS</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women And Gender Studies</td>
<td>WGS</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COBAMS</td>
<td>Economics</td>
<td>ECO</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>BUS</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics And Applied Economics</td>
<td>SAE</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COGIS</td>
<td>Computing And Information Technology</td>
<td>CIT</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Library And Information Science</td>
<td>LIS</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COEES</td>
<td>Distance And Lifelong Learning</td>
<td>DLL</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>East African School Of Higher Education And Development</td>
<td>EASHED</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>EDUC</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONAS</td>
<td>Biological Sciences</td>
<td>BS</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>PS</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COVABS</td>
<td>Veterinary Sciences</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW</td>
<td>Law</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>566</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7: The distribution of staff with PhDs in the Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>PhD Staff</th>
<th>Students</th>
<th>Student PhD Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>102</td>
<td>1685</td>
<td>17</td>
</tr>
<tr>
<td>CEDAT</td>
<td>75</td>
<td>2911</td>
<td>39</td>
</tr>
<tr>
<td>CHS</td>
<td>49</td>
<td>1694</td>
<td>35</td>
</tr>
<tr>
<td>CHUSS</td>
<td>114</td>
<td>8109</td>
<td>71</td>
</tr>
<tr>
<td>COBAMS</td>
<td>29</td>
<td>6182</td>
<td>213</td>
</tr>
<tr>
<td>COGIS</td>
<td>23</td>
<td>5017</td>
<td>218</td>
</tr>
<tr>
<td>COEES</td>
<td>48</td>
<td>6595</td>
<td>137</td>
</tr>
<tr>
<td>CONAS</td>
<td>81</td>
<td>1140</td>
<td>14</td>
</tr>
<tr>
<td>COVABS</td>
<td>38</td>
<td>576</td>
<td>15</td>
</tr>
<tr>
<td>LAW</td>
<td>7</td>
<td>1237</td>
<td>177</td>
</tr>
</tbody>
</table>

Figure 19: A radar diagram showing the distribution of Staff with PhDs in the various schools.

Figure 20: A radar diagram showing PhD staff to student ratios in the colleges.
3.4.4 The Age Structure of Staff

Academic Staff of Makerere University are considered to be Public Servants. The Retirement Age of Public Servants in Uganda is 60 years. The University loses a number of staff because of this legal requirement. The University has mitigated the devastating effects of this requirement by contracting staff at the level of Associate Professor and above. These can retire at 70 after serving out contracts of a maximum of ten years. Even with this innovation, some professors are forced into retirement when they are at their "most productive scale size". A few of the professors are retired into prime positions in the private universities in the country. The Age Distribution of Staff in the University is shown in Figure 21.

Figure 21: Age Range of Staff by Category as of December 2012.

3.3.5 Rate of Academic Staff turnover

More than 170 members of staff (4% of the University staff) left the University for various reasons in the period 2010-2012. The biggest turnover was in the Directorate of Information and Communication Technology Support (DICTS), which lost close to 50% of its staff including its Director and her deputies. The cause for this turnover in DICTS is attributable to the differentials between the salaries of Makerere ICT staff as opposed to the salaries in the ICT industry within the country.

Even though no official survey has been carried out to establish the main reason for the staff turnover in Makerere University, the expansion of the Higher Education Sub-sector could be the main reason for this. Some of the senior staff in academics have moved on to become administrators in upcoming universities in the country. Another major reason for staff turnover is likely to be the low salaries (as compared to salaries of staff in premier universities within the region). Low salaries have been a cause for staff unrest in the university over the last two years.

The university regularly advertises and fills the vacant positions in its establishment. It is noteworthy however, that entry into the university establishment is usually at lower levels of the staff ranks.

3.6 Quality of Academic Programs

At the undergraduate level Makerere University has 13 Diploma and 98 Bachelors Degree programmes. The University has 19 Postgraduate Diploma and 135 Masters Degree programmes. All Schools and Institutes have provision for offering Doctoral Degrees either by research only or by course work and dissertation.
Table 9: Table showing the various Undergraduate Academic Programs in the Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate Programs</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>1. B. Conservation forestry &amp; product techn</td>
<td>FOR</td>
</tr>
<tr>
<td></td>
<td>2. B. Of sc. In agricultural engineering</td>
<td>AGE</td>
</tr>
<tr>
<td></td>
<td>3. B. Of science food science &amp; technology</td>
<td>FST</td>
</tr>
<tr>
<td></td>
<td>4. B. Of science in horticulture</td>
<td>HOT</td>
</tr>
<tr>
<td></td>
<td>5. B. Social and entreprenueural forestry</td>
<td>BCF</td>
</tr>
<tr>
<td></td>
<td>6. Bach of agricultural &amp; rural innovation</td>
<td>BAR</td>
</tr>
<tr>
<td></td>
<td>7. Bachelor of agricultural extension education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Bachelor of agribusiness management</td>
<td>AGM</td>
</tr>
<tr>
<td></td>
<td>9. Bachelor of community forestry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Bachelor of environmental science</td>
<td>BVS</td>
</tr>
<tr>
<td></td>
<td>11. Bachelor of science in agriculture</td>
<td>AGR</td>
</tr>
<tr>
<td></td>
<td>12. Bachelor of science in human nutrition</td>
<td>HUN</td>
</tr>
<tr>
<td></td>
<td>13. Bachelor of wood science and technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. Bsc. Agric. Land use &amp; management</td>
<td>BAM</td>
</tr>
<tr>
<td></td>
<td>15. Bachelor of tourism</td>
<td>BTM</td>
</tr>
<tr>
<td></td>
<td>16. Bachelor of Science in Meteorology</td>
<td>BMT</td>
</tr>
<tr>
<td>CEDAT</td>
<td>17. B. Of science electrical engineering</td>
<td>ELE</td>
</tr>
<tr>
<td></td>
<td>18. Bachelor of sci. In construction mg’t</td>
<td>SCM</td>
</tr>
<tr>
<td></td>
<td>19. Bachelor of sci. In quantity surveying</td>
<td>SQS</td>
</tr>
<tr>
<td></td>
<td>20. Bachelor of science in computer engineer</td>
<td>CMP</td>
</tr>
<tr>
<td></td>
<td>21. Bachelor of science in land economics</td>
<td>SLE</td>
</tr>
<tr>
<td></td>
<td>22. Bachelor of science in telecommunication eng</td>
<td>STE</td>
</tr>
<tr>
<td></td>
<td>23. Bachelor of architecture</td>
<td>ARC</td>
</tr>
<tr>
<td></td>
<td>24. Bachelor of science in civil engineering</td>
<td>CIV</td>
</tr>
<tr>
<td></td>
<td>25. Bachelor of science in mechanical engine</td>
<td>MEC</td>
</tr>
<tr>
<td></td>
<td>26. Bachelor of science in surveying</td>
<td>SUR</td>
</tr>
<tr>
<td></td>
<td>27. Bachelor of Industrial and Fine Arts</td>
<td>FIN</td>
</tr>
<tr>
<td></td>
<td>28. Diploma in civil engineering surveying</td>
<td>CSD</td>
</tr>
<tr>
<td></td>
<td>29. Bachelor of Urban and Regional Planning</td>
<td>BUP</td>
</tr>
<tr>
<td></td>
<td>31. Bachelor of pharmacy</td>
<td>PHA</td>
</tr>
<tr>
<td></td>
<td>32. Bachelor of science in palliative care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34. Bachelor of dental surgery</td>
<td>BDS</td>
</tr>
<tr>
<td></td>
<td>35. Bachelor of environmental health science</td>
<td>BEH</td>
</tr>
<tr>
<td></td>
<td>36. Bachelor Of Sci. In Medical Radiography</td>
<td>BMR</td>
</tr>
<tr>
<td></td>
<td>37. Bachelor Of Science in Nursing</td>
<td>NUR</td>
</tr>
<tr>
<td></td>
<td>38. Bachelor of Science in Dental Technology</td>
<td>BDT</td>
</tr>
<tr>
<td></td>
<td>39. Bachelor of Biomedical Sciences</td>
<td>BSB</td>
</tr>
<tr>
<td></td>
<td>40. Bachelor of Science in Biomedical Engineering</td>
<td>BBI</td>
</tr>
<tr>
<td></td>
<td>41. Bachelor of Cytotechnology</td>
<td>BYC</td>
</tr>
<tr>
<td>CHUSS</td>
<td>42. Bach.of arts (environmental management)</td>
<td>BEM</td>
</tr>
<tr>
<td></td>
<td>43. Bachelor of arts in social development</td>
<td>BSD</td>
</tr>
<tr>
<td></td>
<td>44. Bachelor of community psychology</td>
<td>BCO</td>
</tr>
<tr>
<td></td>
<td>45. Bachelor of indus. &amp; organisational psy.</td>
<td>BIP</td>
</tr>
<tr>
<td></td>
<td>46. Bachelor of journalism and communication</td>
<td>BJC</td>
</tr>
<tr>
<td></td>
<td>47. Bachelors arts in social sciences</td>
<td>ASS</td>
</tr>
<tr>
<td></td>
<td>Program Name</td>
<td>Code</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>48</td>
<td>Bachelor of arts (arts)</td>
<td>ARS</td>
</tr>
<tr>
<td>49</td>
<td>Bachelor of arts (drama)</td>
<td>DRM</td>
</tr>
<tr>
<td>50</td>
<td>Bachelor of arts (music)</td>
<td>MUS</td>
</tr>
<tr>
<td>51</td>
<td>Bachelor of arts(dance)</td>
<td>DNC</td>
</tr>
<tr>
<td>52</td>
<td>Bachelor of development studies</td>
<td>DVS</td>
</tr>
<tr>
<td>53</td>
<td>Bachelor of mass communication</td>
<td>BMC</td>
</tr>
<tr>
<td>54</td>
<td>Bachelor of secretarial studies</td>
<td>BSS</td>
</tr>
<tr>
<td>55</td>
<td>Bachelor of urban planning</td>
<td>BUP</td>
</tr>
<tr>
<td>56</td>
<td>Bachelor of social work and social adm</td>
<td>SOC</td>
</tr>
<tr>
<td>57</td>
<td>Diploma in music dance and drama</td>
<td>MDD</td>
</tr>
<tr>
<td>58</td>
<td>Bachelor of business administration</td>
<td>ADM</td>
</tr>
<tr>
<td>59</td>
<td>Bachelor of commerce</td>
<td>COE</td>
</tr>
<tr>
<td>60</td>
<td>Bachelor of development economics</td>
<td>DEC</td>
</tr>
<tr>
<td>61</td>
<td>Bachelor of procurement and supplies mgt</td>
<td>BPR</td>
</tr>
<tr>
<td>62</td>
<td>Bachelor of arts in economics</td>
<td>ECO</td>
</tr>
<tr>
<td>63</td>
<td>Bachelor Of Sci. In Business Statistics</td>
<td>BBS</td>
</tr>
<tr>
<td>64</td>
<td>Bachelor of science in actuarial science</td>
<td>SAS</td>
</tr>
<tr>
<td>65</td>
<td>Bachelor of science quantitative economi</td>
<td>BQE</td>
</tr>
<tr>
<td>66</td>
<td>Bachelor of statistics</td>
<td>STA</td>
</tr>
<tr>
<td>67</td>
<td>Bachelor of Population Studies</td>
<td>BPS</td>
</tr>
<tr>
<td>68</td>
<td>Bachelor adult and community education</td>
<td>BAC</td>
</tr>
<tr>
<td>69</td>
<td>Bachelor of education</td>
<td>BED</td>
</tr>
<tr>
<td>70</td>
<td>Bachelor of arts with education</td>
<td>EDA</td>
</tr>
<tr>
<td>71</td>
<td>Bachelor of commerce</td>
<td>COX</td>
</tr>
<tr>
<td>72</td>
<td>Bachelor of science with education</td>
<td>SCX</td>
</tr>
<tr>
<td>73</td>
<td>Bachelor of Science</td>
<td>EDM</td>
</tr>
<tr>
<td>74</td>
<td>Diploma in palliative care</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Diploma in project planning and managt.</td>
<td>DPM</td>
</tr>
<tr>
<td>76</td>
<td>Diploma in youth in development work</td>
<td>CYP</td>
</tr>
<tr>
<td>77</td>
<td>Bachelor of sc. In industrial chemistry</td>
<td>BIC</td>
</tr>
<tr>
<td>78</td>
<td>Bachelor of sci. In fisheries and aqu</td>
<td>BFS</td>
</tr>
<tr>
<td>79</td>
<td>Bachelor of science in geo. Resource mgt</td>
<td>SCI</td>
</tr>
<tr>
<td>80</td>
<td>Bachelor of science</td>
<td>SCI</td>
</tr>
<tr>
<td>81</td>
<td>Bsc in petroleum geoscience production</td>
<td>BGP</td>
</tr>
<tr>
<td>82</td>
<td>Bachelor of science in ethnobotany</td>
<td>ETB</td>
</tr>
<tr>
<td>83</td>
<td>Bachelor of sports science</td>
<td>BSP</td>
</tr>
<tr>
<td>84</td>
<td>Bachelor science in conservation biology</td>
<td>BCB</td>
</tr>
<tr>
<td>85</td>
<td>Bachelor of library &amp; information science</td>
<td>ISD</td>
</tr>
<tr>
<td>86</td>
<td>Bachelor of information systems</td>
<td>ISD</td>
</tr>
<tr>
<td>87</td>
<td>Bachelor of information technology</td>
<td>BIT</td>
</tr>
<tr>
<td>88</td>
<td>Bachelor of records &amp; archives managemen</td>
<td>BRA</td>
</tr>
<tr>
<td>89</td>
<td>Bachelor of science in software engineer</td>
<td>BSW</td>
</tr>
<tr>
<td>90</td>
<td>Bachelor of science in computer science</td>
<td>CSC</td>
</tr>
<tr>
<td>91</td>
<td>Diploma in computer science</td>
<td>DCS</td>
</tr>
<tr>
<td>92</td>
<td>Dip.comp. Sc. &amp; information technology</td>
<td>DCS</td>
</tr>
<tr>
<td>93</td>
<td>Diploma in library &amp; information science</td>
<td>DCS</td>
</tr>
<tr>
<td>94</td>
<td>Bachelor of laws</td>
<td>BAT</td>
</tr>
<tr>
<td>95</td>
<td>Diploma in computer science</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>Bachelor of animal prodn tech and management</td>
<td>BAT</td>
</tr>
<tr>
<td>97</td>
<td>B. Of biomedical laboratory technology</td>
<td>BLT</td>
</tr>
<tr>
<td>98</td>
<td>Bachelor of information technology</td>
<td></td>
</tr>
</tbody>
</table>
3.6.1 Mechanisms for the development of inter-disciplinary programmes

The programme development process has evolved since the approval of the Quality Assurance policy in 2007. The Quality Assurance Directorate and a committee of the University Council in charge of Quality Assurance are additional mechanisms that were put in place. These ensure that the developed academic programmes are not only inter disciplinary but are properly coordinated; to ensure the utilization of various resources across the various disciplines incident to the programmes in the most effective and efficient manner. Examples of courses offered in this mode include the Bachelor of Sciences in Plant Biotechnology, Bachelor of Sciences in Ethnobotany and the Bachelor of Sciences in Conservation Biology. These programmes are run collaboratively between CONAS, CAES and COVABS. The newly introduced programmes of Biomedical Engineering and Biomedical Sciences are run collaboratively between CHS and respectively CEDAT and CONAS.

The University runs a couple of multidisciplinary programmes in collaboration with other Universities on the continent and elsewhere in the world. Examples include the Masters of Arts in Public Infrastructure Management, the PhD in Agricultural Rural Innovations and the Transboundary Animal Diseases programmes.

Table 10: Academic Programmes by College 2010/11

<table>
<thead>
<tr>
<th>College</th>
<th>Bachelor</th>
<th>Diploma</th>
<th>Masters</th>
<th>PGD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>15</td>
<td>0</td>
<td>17</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>COBAMS</td>
<td>9</td>
<td>0</td>
<td>11</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>COGIS</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>COES</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>CEDAT</td>
<td>12</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>CHS</td>
<td>9</td>
<td>2</td>
<td>25</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>CHUSS</td>
<td>12</td>
<td>1</td>
<td>26</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>CONAS</td>
<td>8</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>LAW</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>COVABS</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>13</td>
<td>123</td>
<td>19</td>
<td>236</td>
</tr>
</tbody>
</table>

3.7 Institutional adaptability

The University regularly reviews its curriculum in response to the rapid developments of knowledge and constantly changing requirements in the area of teaching and research. In addition, the National Council for Higher Education requires the universities in the country to review the curriculum in order to update their accreditation. Such accreditation lasts between 3 to 5 years.

A major curriculum review exercise took place in 2009. In this exercise the curricula for the undergraduate degree programmes were harmonized, a number of programmes merged and a few phased out.
Table 11: Makerere University phased out Academic Programs (since 2009)

<table>
<thead>
<tr>
<th>College</th>
<th>Program Details</th>
</tr>
</thead>
</table>
| CAES    | 1 Bachelor Of Agricultural Extension Education
|         | 2 Bachelor Of Community Forestry
|         | 3 Bachelor Of Wood Science And Technology
| CHS     | 4 Bachelor of Science in Palliative Care
| CHUSS   | 5 Bachelor of Arts (Environmental Management)
|         | 6 Bachelor of Arts in Social Development
|         | 7 Bachelor Of Arts (Dance)
|         | 8 Bachelor Of Mass Communication
|         | 9 Bachelor Of Secretarial Studies
|         | 10 Bachelor Of Urban Planning
| COBAMS  | 11 Bachelor of Procurement and Supplies Management
| CONAS   | 12 Bachelor of Science in Geological Resource Management

3.8 Quality of Facilities and Infrastructure

3.8.1 Computer to Student Ratios

Computers are considered very important inputs in the process of teaching and learning. The National Council for Higher Education (NCHE) recommended computer to student ratio is one computer to five students. In the College of Computing and Information Sciences (COCIS), there is the required number of computers for the students. In addition, it is a requirement in the College that second and third year students own laptop computers. Students can access the WIFI network anywhere on campus.

The worst student to computer ratio is in the School of Law. Efforts are underway to deal with this situation. In addition, it is hoped that Colleges should try and attain an overall average of the ratios recommended by the NCHE.

Table 12: The Distribution of Computers in the colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Computers</th>
<th>Total Students</th>
<th>Student/Computer</th>
<th>Required Computers</th>
<th>Computer Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>COCIS</td>
<td>1035</td>
<td>4842</td>
<td>5</td>
<td>968</td>
<td>-67</td>
</tr>
<tr>
<td>VET</td>
<td>100</td>
<td>584</td>
<td>6</td>
<td>117</td>
<td>17</td>
</tr>
<tr>
<td>CAES</td>
<td>260</td>
<td>1627</td>
<td>6</td>
<td>325</td>
<td>65</td>
</tr>
<tr>
<td>CONAS</td>
<td>143</td>
<td>1147</td>
<td>8</td>
<td>229</td>
<td>86</td>
</tr>
<tr>
<td>CHS</td>
<td>117</td>
<td>1423</td>
<td>12</td>
<td>285</td>
<td>168</td>
</tr>
<tr>
<td>LAW</td>
<td>4</td>
<td>1205</td>
<td>301</td>
<td>241</td>
<td>240</td>
</tr>
<tr>
<td>CEDAT</td>
<td>239</td>
<td>2912</td>
<td>12</td>
<td>582</td>
<td>343</td>
</tr>
<tr>
<td>COBAMS</td>
<td>147</td>
<td>5884</td>
<td>40</td>
<td>1177</td>
<td>1030</td>
</tr>
<tr>
<td>COEES</td>
<td>163</td>
<td>6008</td>
<td>41</td>
<td>1322</td>
<td>1159</td>
</tr>
<tr>
<td>CHUSS</td>
<td>200</td>
<td>7879</td>
<td>39</td>
<td>1576</td>
<td>1376</td>
</tr>
<tr>
<td>Total</td>
<td>2405</td>
<td>34111</td>
<td>14</td>
<td>6822</td>
<td>4417</td>
</tr>
</tbody>
</table>
3.8.2 The Student Computer Usage Survey

A survey on the Ownership and Usage of ICTs was conducted among students as part of this self-assessment. The objective of the survey was to collect data that would be used to derive recommendations for more effective provisioning for ICT services and facilities at Makerere University. The survey was limited to students on the main campus. On-line and Distance Programmes were not covered in this survey.

The survey covered all the nine colleges and the School of Law. A total number of 4000 self-administered questionnaires were distributed targeting more than a 10% population. The sampling was based on the year of study, nature of programme (Day or Evening) and targeting 10% of the student population in each school. The response rate was 61%.

The data was captured using the software Epidata, entered into Microsoft Excel Worksheets and analyzed using SPSS version 6.0. The findings of the survey are presented in tables, bar charts and radar diagrams. The major areas of analysis included Demographic Distribution of the respondents; ICT usage capacity; Nature of ICT usage; Ownership of ICT equipment and Nature of Access to the Internet;

**Demographic characteristics of the Respondents**

The number of questionnaires that were correctly filled and analysed was 2520 representing a 61% response rate. Among the respondents, 1146 (46%) were female whereas 1374 (54%) were male. Figure 23 shows the Gender Distribution of Respondents to the Survey. The radar diagram in Figure 24 portrays the divergence in the gender distribution of the respondents. An earlier analysis of the enrolment of Makerere University for 2011/2012 academic year done by the Directorate of Quality Assurance revealed that 44% of the current enrolled students are female.
Figure 23: Gender Distribution of Respondents to the Computer Usage Survey

![Gender Distribution Chart]

The average age of the respondents was 22 years with the majority of the respondents being of age 20. The maximum age captured in this survey was age 45 whereas the minimum was age 17. Figure 25 shows the age distribution of the respondents to this survey.

Figure 24: Age Distribution of Respondents to the Computer Usage Survey

![Age Distribution Chart]

The majority of the respondents were in the second year of their studies and as was expected, the majority of the respondents came from the College of Humanities and Social Sciences (CHUSS). It should be noted that this college has the largest number of students.

Figure 25: Distribution of ICTs Ownership by Gender

![ICTs Ownership Chart]
Ownership of ICTs

A total of 1561 students from those that participated in this survey said that they owned a mobile phone. This represents 67% or two thirds of the respondents. The survey also revealed that 61% of the respondents owned either a laptop or a desktop computer. There were no evident discrepancies of ICTs ownership across gender as revealed in Figure 26.

Table 13: Ownership of Personal ICT equipment by College

<table>
<thead>
<tr>
<th>ICTs Owned</th>
<th>CAES</th>
<th>CEDAT</th>
<th>CHS</th>
<th>CHUSS</th>
<th>COBAMS</th>
<th>COEES</th>
<th>COIS</th>
<th>CONAS</th>
<th>COVAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESKTOP</td>
<td>93</td>
<td>27</td>
<td>17</td>
<td>86</td>
<td>26</td>
<td>49</td>
<td>27</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>LAPTOP</td>
<td>165</td>
<td>110</td>
<td>64</td>
<td>151</td>
<td>71</td>
<td>177</td>
<td>37</td>
<td>58</td>
<td>41</td>
</tr>
<tr>
<td>PDAS</td>
<td>11</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>22</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>IPOD</td>
<td>28</td>
<td>12</td>
<td>5</td>
<td>36</td>
<td>9</td>
<td>25</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>CELLPHONE</td>
<td>245</td>
<td>149</td>
<td>88</td>
<td>302</td>
<td>90</td>
<td>291</td>
<td>165</td>
<td>103</td>
<td>79</td>
</tr>
</tbody>
</table>
Figure 27: Distribution of ICT Ownership by College

Figure 28: Distribution of System used on ICTs

Figure 29: Distribution of Use of ICTs across Colleges by Students at Makerere University
Table 14: Use ICTS by Students

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>CAES</th>
<th>CEDAT</th>
<th>CHS</th>
<th>CHUSS</th>
<th>COBAMS</th>
<th>CO CIS</th>
<th>COES</th>
<th>CONAS</th>
<th>COVAB</th>
<th>LAW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>183</td>
<td>168</td>
<td>84</td>
<td>357</td>
<td>241</td>
<td>331</td>
<td>166</td>
<td>125</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>Email</td>
<td>188</td>
<td>157</td>
<td>80</td>
<td>233</td>
<td>207</td>
<td>248</td>
<td>119</td>
<td>97</td>
<td>65</td>
<td>92</td>
</tr>
<tr>
<td>Social Networking</td>
<td>151</td>
<td>126</td>
<td>60</td>
<td>139</td>
<td>113</td>
<td>184</td>
<td>64</td>
<td>61</td>
<td>47</td>
<td>111</td>
</tr>
<tr>
<td>Entertainment</td>
<td>159</td>
<td>141</td>
<td>71</td>
<td>181</td>
<td>151</td>
<td>200</td>
<td>92</td>
<td>69</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Classwork</td>
<td>271</td>
<td>140</td>
<td>69</td>
<td>243</td>
<td>177</td>
<td>259</td>
<td>105</td>
<td>84</td>
<td>58</td>
<td>105</td>
</tr>
<tr>
<td>Word Processing</td>
<td>232</td>
<td>98</td>
<td>41</td>
<td>140</td>
<td>101</td>
<td>203</td>
<td>52</td>
<td>53</td>
<td>35</td>
<td>93</td>
</tr>
<tr>
<td>Library</td>
<td>95</td>
<td>62</td>
<td>46</td>
<td>105</td>
<td>64</td>
<td>94</td>
<td>50</td>
<td>40</td>
<td>26</td>
<td>59</td>
</tr>
</tbody>
</table>

Figure 30: Distribution of Network Access by Gender

3.9 Makerere University Library

Makerere Main University Library was established in 1949 with a total area of 4,000 square metres. The space has been expanded to 12,000 square metres with a seating capacity of over 2,800. During the academic year 2010/11, the registered student-book ratio was 1:7. The University has set to increase the student-book ratio to 1:22 (Strategic Plan 2008/09-2018/19), which would be categorized as “acceptable” but below the ratio of 1:30, which is categorized as “good” by the National Council for Higher Education (Statutory Instruments 2005 No.80).

The general facilities provided by the Library include: workstations, servers, sunray terminals, digital library (Dspace) full text records, digital music archive, online books, e-journals, print journals, monographs and book bank collections. By 2009, the entire library collection was 384,800 monographs, 2,250 books, 82,000 bound serials and 182,000 books kept in departmental libraries. By August 2011, the library collection consisted of over 400,800 monographs with an annual addition of about 2,500 print books and 271 electronic books excluding donations and exchange, over 12,000 titles of bound serials/periodicals and an annual subscription of about 150 titles of print serials/periodicals and over 22,000 titles of electronic journals which can be accessed through the online catalogue.

The Library services comprise of the Main Library and seven specialised Branch Libraries. It serves as an Academic Library, National Reference Library, a National Legal Depository of all works published in and on Uganda by Ugandans and United Nations. The Main Library currently has eight sections namely: Technical Services, Periodicals/Serials, Reference and Circulation (including the Law collection and IDA/Basic textbook Reserve collection), Africana, Information and
Communication Technology (ICT), Microfilming and Digitization, Book Bank and Bindery.

The Makerere University Library Research Commons (MakLib RC), with up-to-date sophisticated computer hardware and software, provide a genuinely new and different service for the Makerere University graduate students (PhD and masters) and researchers; support research and enhance research output of Makerere University. The MakLib RC is intended to meet the study, teaching, and research needs of graduate students and academic staff.

The MakLib RC was formed as a result of the emerging needs with the growth of data-driven research, digital scholarship and interdisciplinary studies. The space provides a collaborative environment in which graduate students and academic staff can come together to share and discuss research, as well as get support for all steps of the research process: searching, writing, publishing, and funding. The MakLib RC is a place to collaborate and connect with fellow students and academic staff on research projects.

The MakLib RC which is located on Level 2 (New Library Extension) has 800 square meters of space and sitting capacity of 220. The space is divided into five spaces each with specialized activities and equipment. These include: - The Computer Laboratory, the Multimedia Room, the Presentation Conference Room, and Group Discussion Room. The Computer Laboratory has 138 Internet connected computers installed with Windows Operating System and MS Office applications. Each computer is placed in a cubicle with 0.25 Square Meters of workspace. The Multimedia Room is equipped with four workstations, each with a computer installed with digital and multimedia software like: - Audacity for recording and editing audio recordings, graphic design software like Adobe Photo-shop, Illustrator, Coral Draw, and Adobe PageMaker - to help users work on their projects. The room has a networked printer and scanner, a high tech. digital camera, a digital recorder, DVD/MP3/CD players, and a radio. The Multimedia room has a Television set connected to over 20 international educational, research and academic channels and well as local channels.

The Presentation room has a capacity of 50 seats and a presentation stand. Graduate students and academic staff can pre-test their presentation to their selected audience. The room is used on a first come first serve basis, however a booking is allowed by sending e-mail to maklibrc@Maklib.mak.ac.ug at least 12 hours before the scheduled time for the presentation. The group discussion room is equipped with 16 Internet connected computers installed with Windows operating system, and MS Office application. The computers have specialized research analysis tools and software. Each workstation (16 of them) is divided into 4 partitions with a computer and enough space to allow at least 2 students to engage in a discussion. The group discussion room also has 8 free for use cubical spaces where users with laptops can sit and hold discussions.

Table 15: Books in Makerere University Library

<table>
<thead>
<tr>
<th>Location</th>
<th>Seating Capacity</th>
<th>Book collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On Campus Libraries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Library</td>
<td>2650</td>
<td></td>
</tr>
<tr>
<td>School of Education</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Faculty of Veterinary Medicine</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Institute of Adult and Continuing Education</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Makerere Institute of Social Research</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Institute of Statistics</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Faculty of Technology</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Faculty of Forestry and Nature Conservation</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>MIENR</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td><strong>Off Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albert Cook Library (College of Health Sciences, Mulago)</td>
<td>262</td>
<td></td>
</tr>
<tr>
<td>Makerere Agricultural Research Institute (Kabanyolo)</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>3891</strong></td>
<td><strong>365,832</strong></td>
</tr>
<tr>
<td><strong>On and off campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Bank Collection</td>
<td></td>
<td><strong>224,564</strong></td>
</tr>
</tbody>
</table>
### General Facilities

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>Annual addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workstations</td>
<td>747</td>
<td>30-80</td>
</tr>
<tr>
<td>Servers</td>
<td>13</td>
<td>03</td>
</tr>
<tr>
<td>Sunray terminals</td>
<td>60</td>
<td>03</td>
</tr>
<tr>
<td>Digital Library (DSpace) full text records</td>
<td>407</td>
<td>200</td>
</tr>
<tr>
<td>Digital Music Archive</td>
<td>2213</td>
<td>20-50</td>
</tr>
<tr>
<td>Online books</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>e-Journals</td>
<td>82,000</td>
<td>330</td>
</tr>
<tr>
<td>Print journals</td>
<td>8773</td>
<td></td>
</tr>
<tr>
<td>Monographs</td>
<td>365,832</td>
<td>2,250</td>
</tr>
<tr>
<td>Book Bank Collection</td>
<td>191,803</td>
<td>4,230</td>
</tr>
</tbody>
</table>

### Library Ratios

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Student-Book Bank Books Ratio</td>
<td>1-7</td>
</tr>
<tr>
<td>Registered Student-Library Seat Ratio</td>
<td>7-1</td>
</tr>
</tbody>
</table>

### 3.10 Lecture Space

Makerere University Strategic Plan: 2008/09-2018/19, underscored the significance of infrastructure in facilitating teaching, learning, research, administration and other functions. The University is committed to increase lecture space by **20,000 sqm** by the end of 2018, enhance the re-organization and efficient running and management of laboratory facilities by end of 2014 and improve the efficiency and effectiveness in the management of physical resources such as classrooms, laboratories, equipment and estate by the end of 2014.
Table 16: Space available in the colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Space sqm</th>
<th>Lab space</th>
<th>Space Ratio per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>1653</td>
<td>2976</td>
<td>2.85</td>
</tr>
<tr>
<td>COCIS</td>
<td>3355</td>
<td></td>
<td>1.36</td>
</tr>
<tr>
<td>CoBAMS</td>
<td>1399</td>
<td></td>
<td>0.43</td>
</tr>
<tr>
<td>CHUSS</td>
<td>2504</td>
<td></td>
<td>0.72</td>
</tr>
<tr>
<td>CONAS</td>
<td>1273</td>
<td>3470</td>
<td>4.55</td>
</tr>
<tr>
<td>CEDAT</td>
<td>2790</td>
<td>1817</td>
<td>2.37</td>
</tr>
<tr>
<td>COEES</td>
<td>1687</td>
<td>159</td>
<td>1.15</td>
</tr>
<tr>
<td>CHASS</td>
<td>1065</td>
<td>1032</td>
<td>1.65</td>
</tr>
<tr>
<td>LAW</td>
<td>479</td>
<td></td>
<td>0.99</td>
</tr>
<tr>
<td>COVAB</td>
<td>575</td>
<td>1760</td>
<td>10.56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19216</strong></td>
<td><strong>11214</strong></td>
<td><strong>1.75</strong></td>
</tr>
</tbody>
</table>

Figure 31: A radar diagram showing the space available per student.
Table 17: Laboratories by College as of December 2012

<table>
<thead>
<tr>
<th>School</th>
<th>Department</th>
<th>Description</th>
<th>Level/No. Floor</th>
<th>Total Area m²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Physics</td>
<td>Project Laboratory</td>
<td>Ground Level</td>
<td>98.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced optics</td>
<td>“</td>
<td>98.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radios tape</td>
<td>“</td>
<td>45.65</td>
</tr>
<tr>
<td></td>
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<td>Computer Laboratory</td>
<td>“</td>
<td>25.55</td>
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<tr>
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<td></td>
<td>Optic Laboratory</td>
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<td>113.40</td>
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<tr>
<td></td>
<td></td>
<td>1st year lab</td>
<td>First Level</td>
<td>168.00</td>
</tr>
<tr>
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<td>Electric Laboratory</td>
<td>“</td>
<td>98.00</td>
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<tr>
<td></td>
<td></td>
<td>2nd Year Lab</td>
<td>“</td>
<td>98.00</td>
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<tr>
<td>Botany</td>
<td>1st year lab</td>
<td>Ground Level 17A</td>
<td></td>
<td>495.00</td>
</tr>
<tr>
<td></td>
<td>2nd Year Lab</td>
<td>“</td>
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<td>319.00</td>
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<td>Ethno botany Lab</td>
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<td>3rd Year Lab Office</td>
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<tr>
<td>Zoology</td>
<td>Physiology Lab</td>
<td>Ground Level G0Z10</td>
<td></td>
<td>131.14</td>
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<tr>
<td></td>
<td>Hydrobiology Lab</td>
<td>Ground Level G0Z4</td>
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<tr>
<td></td>
<td>Ivory Lab</td>
<td>Ground Level MZ 15</td>
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<td>164.45</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Research Lab</td>
<td>Ground Level S008</td>
<td></td>
<td>61.48</td>
</tr>
<tr>
<td></td>
<td>Teaching Lab</td>
<td>Ground Level S006</td>
<td></td>
<td>47.56</td>
</tr>
<tr>
<td></td>
<td>Lab Part II</td>
<td>Ground Level</td>
<td></td>
<td>72.00</td>
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<tr>
<td></td>
<td>Research Lab</td>
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<td>53.94</td>
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<td></td>
<td>Teaching Lab</td>
<td>First Lab S104</td>
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<td>53.36</td>
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<td>Small Block</td>
<td>First Level S101</td>
<td></td>
<td>103.82</td>
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<td>1st Year lab</td>
<td>Ground Level (big)</td>
<td></td>
<td>113.22</td>
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<td></td>
<td>1st Year lab</td>
<td>Ground Level (small)</td>
<td></td>
<td>72.00</td>
</tr>
<tr>
<td></td>
<td>Main block</td>
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<td>“</td>
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<td>Physical Chemistry Lab</td>
<td>“</td>
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<td></td>
<td>Advanced inorganic Lab</td>
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<td>Animal Science Laboratory</td>
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<td></td>
<td>Biology</td>
<td>“</td>
<td></td>
<td>86.26</td>
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<tr>
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<td>Food Micro-Biology</td>
<td>“</td>
<td></td>
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<tr>
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<td>“</td>
<td></td>
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<td></td>
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<td>Agriculture</td>
<td>Crop Science</td>
<td>East Laboratory</td>
<td>First Floor No. 40</td>
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<td></td>
<td>Bio Technology</td>
<td>Laboratory</td>
<td>“</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Post Graduate Lab (SIDA)</td>
<td>“</td>
<td>86.25</td>
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<td></td>
<td></td>
<td>Soil Laboratory</td>
<td>“</td>
<td>86.25</td>
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<td></td>
<td>Soil Science Research Lab.</td>
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<td>86.25</td>
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<td>Soil Physics Lab.</td>
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<td>17.10</td>
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<td></td>
<td></td>
<td>Main Soil Laboratory</td>
<td>“</td>
<td>161.50</td>
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<tr>
<td>MUARIK</td>
<td>Animal Science</td>
<td>Laboratory</td>
<td>Ground Level</td>
<td>139.00</td>
</tr>
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<td>Kabanyolo</td>
<td>Laboratory</td>
<td>Ground Level</td>
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<td></td>
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<td>Ground Level</td>
<td></td>
<td>30.00</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Food Science &amp;</td>
<td>Wet &amp; Dry Plant Lab</td>
<td>Ground Level</td>
<td>441.36</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td>(Lab &amp; Block)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nutrition Lab</td>
<td>Second Floor</td>
<td></td>
<td>42.72</td>
</tr>
<tr>
<td>Institution</td>
<td>Lab Type</td>
<td>Location</td>
<td>Area (sqm)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------</td>
<td>----------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Sensory analysis Lab</td>
<td></td>
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<td>28.40</td>
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</tr>
<tr>
<td>Research Analytical Lab</td>
<td>Second Floor</td>
<td>77.44</td>
<td></td>
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<tr>
<td>Microbiology Lab</td>
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<td>Food Chemistry Lab</td>
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<tr>
<td>Research Lab</td>
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<td>86.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute of Environment and Natural Resources</td>
<td>Wet Laboratory</td>
<td>Ground Level</td>
<td>27.35</td>
<td></td>
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<tr>
<td>Computer Laboratory</td>
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<td></td>
<td>40.26</td>
<td></td>
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<tr>
<td>Remote Sensing &amp; G.I.S Lab</td>
<td>Computer room</td>
<td></td>
<td>29.92</td>
<td></td>
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<tr>
<td>Forestry &amp; Natural Conservation</td>
<td>Teaching Lab</td>
<td>Ground Level</td>
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<tr>
<td>Total CAES</td>
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<td></td>
<td>2975.77</td>
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</tr>
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<td>Education</td>
<td>Chemistry Laboratory</td>
<td>Second Floor</td>
<td>105.02</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Laboratory</td>
<td>Second Floor</td>
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</tr>
<tr>
<td>TOTAL COEES</td>
<td></td>
<td></td>
<td>159.02</td>
<td></td>
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<tr>
<td>Technology</td>
<td>Electric Engineering</td>
<td>Ground Level</td>
<td>151.60</td>
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<td>Mechanical</td>
<td>Thermodynamics</td>
<td>Ground Level</td>
<td>152.00</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Structural/Mechanic Lab</td>
<td>Ground Level</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Fluid mechanic</td>
<td>Ground Level</td>
<td>226.00</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Material Lab</td>
<td></td>
<td>211.80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Material Lab</td>
<td></td>
<td>97.20</td>
<td></td>
</tr>
<tr>
<td>Industrial Fine Arts</td>
<td>Design Studio</td>
<td>Ground Level</td>
<td>84.00</td>
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</tr>
<tr>
<td>Fine Arts</td>
<td>Printing Studio</td>
<td>Ground Level</td>
<td>90.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Painting Studio</td>
<td>Ground Level</td>
<td>133.00</td>
<td></td>
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<tr>
<td>Sculpture</td>
<td>Sculpture Studio</td>
<td>Ground level</td>
<td>350.00</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td>Lower Ceramic Studio</td>
<td></td>
<td>48.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ceramic-Laboratory</td>
<td></td>
<td>48.36</td>
<td></td>
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<tr>
<td>Total CEDAT</td>
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<td>1817.32</td>
<td></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Main endocrine Lab</td>
<td>Ground Floor</td>
<td>65.80</td>
<td></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Biochemistry Lab</td>
<td>First Floor</td>
<td>90.45</td>
<td></td>
</tr>
<tr>
<td>Old Pathology/Micro</td>
<td>Teaching Lab</td>
<td>Second Floor</td>
<td>162.80</td>
<td></td>
</tr>
<tr>
<td>Old Pathology/Micro</td>
<td>Ground Floor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology Building</td>
<td>Chemistry Lab</td>
<td>First Floor</td>
<td>110.00</td>
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<td></td>
<td>History Lab</td>
<td></td>
<td>75.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Floor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New extension of</td>
<td>Ground Floor</td>
<td>110.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Haematology Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New extension of</td>
<td>Pathology/Micro-</td>
<td>First Floor</td>
<td>65.00</td>
<td></td>
</tr>
<tr>
<td>Pathology/Micro-</td>
<td>Routine Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology Building</td>
<td>Teaching Laboratory</td>
<td>Second Floor</td>
<td>200.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parasitological Laboratory</td>
<td></td>
<td>29.25</td>
<td></td>
</tr>
<tr>
<td>Public Health</td>
<td>Public Health Lab</td>
<td>Mezzanine</td>
<td>122.88</td>
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<td>Total CHS</td>
<td></td>
<td></td>
<td>1031.58</td>
<td></td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>Operating Theatre</td>
<td>Level 1</td>
<td>184.75</td>
<td></td>
</tr>
<tr>
<td>Main Building</td>
<td>Dissection Room</td>
<td>Level 2</td>
<td>120.00</td>
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</tr>
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<td></td>
<td>Research Lab</td>
<td></td>
<td>45.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laboratory</td>
<td>Level 3</td>
<td>45.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Radiography</td>
<td></td>
<td>64.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Lab</td>
<td></td>
<td>105.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation Laboratory</td>
<td></td>
<td>56.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Laboratory</td>
<td></td>
<td>56.00</td>
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</tr>
</tbody>
</table>
3.11 Student Support Environment

3.11.1 Accommodation Facilities

Makerere University is one of the most populous universities in the East African region. It was originally mainly a residential university until the mid-1990s. It is currently mainly a non-residential university with a large number of students residing off-campus. A number of students live in hostels facilities located outside campus. The landscape of the student population has also largely changed from predominately young students to include relatively older students.

Table 18: Makerere University Accommodation Facilities; Sourced from the Makerere University Fact book 2010/2011

<table>
<thead>
<tr>
<th>Hall</th>
<th>Year</th>
<th>Affiliation</th>
<th>Rooms</th>
<th>Area (M2)</th>
<th>Students</th>
<th>Lavatories</th>
<th>Space Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex</td>
<td>1971</td>
<td>Female</td>
<td>252</td>
<td>5920</td>
<td>530</td>
<td>64</td>
<td>11.2</td>
</tr>
<tr>
<td>Mary Stuart</td>
<td>1953/64</td>
<td>Female</td>
<td>298</td>
<td>8130</td>
<td>556</td>
<td>63</td>
<td>14.6</td>
</tr>
<tr>
<td>Lumumba</td>
<td>1971</td>
<td>Male</td>
<td>496</td>
<td>12560</td>
<td>648</td>
<td>98</td>
<td>19.4</td>
</tr>
<tr>
<td>Nkrumah</td>
<td>1952/65</td>
<td>Male</td>
<td>267</td>
<td>7333</td>
<td>529</td>
<td>41</td>
<td>13.9</td>
</tr>
<tr>
<td>Nsibirwa</td>
<td>1952/65</td>
<td>Male</td>
<td>290</td>
<td>7736</td>
<td>510</td>
<td>46</td>
<td>15.2</td>
</tr>
<tr>
<td>Livingstone</td>
<td>1958</td>
<td>Male</td>
<td>281</td>
<td>6365</td>
<td>528</td>
<td>78</td>
<td>12.1</td>
</tr>
<tr>
<td>Africa</td>
<td>1971</td>
<td>Female</td>
<td>198</td>
<td>4740</td>
<td>498</td>
<td>70</td>
<td>9.5</td>
</tr>
<tr>
<td>Mitchell</td>
<td>1963</td>
<td>Male</td>
<td>293</td>
<td>7030</td>
<td>542</td>
<td>53</td>
<td>13.0</td>
</tr>
<tr>
<td>University Hall</td>
<td>1958</td>
<td>Male</td>
<td>256</td>
<td>5536</td>
<td>487</td>
<td>79</td>
<td>11.4</td>
</tr>
<tr>
<td>Galloway House</td>
<td>1962/72</td>
<td>Mixed</td>
<td>71</td>
<td>1200</td>
<td>102</td>
<td>27</td>
<td>19.7</td>
</tr>
<tr>
<td>Dag Hammarskjold</td>
<td>1970</td>
<td>Mixed</td>
<td>101</td>
<td>4000</td>
<td>114</td>
<td>20</td>
<td>13.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2,838</td>
<td>5,124</td>
<td>649</td>
<td>649</td>
<td></td>
</tr>
</tbody>
</table>

Makerere University has nine undergraduate halls of residence three female and six male and one postgraduate hall. Two off campus hostels in Mulago and Kabanyolo accommodate students from the College of Health Sciences and the College of Agriculture and Environmental Sciences.
Figure 32: Capacity of Halls of Residence

Figure 33: Area in Square Meters in the Halls of Residence

Table 19: Places of Worship in the University

<table>
<thead>
<tr>
<th>Year</th>
<th>Floor space M2</th>
<th>Religious Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Augustine Chapel</td>
<td>1955</td>
<td>780</td>
</tr>
<tr>
<td>St Francis Chapel</td>
<td>1955</td>
<td>840</td>
</tr>
<tr>
<td>University Mosque</td>
<td>1948</td>
<td>803</td>
</tr>
</tbody>
</table>
Table 20: Games and Sports Facilities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Number</th>
<th>Acreage M2</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics track</td>
<td>8 lane</td>
<td>16385.4</td>
<td>Main sports ground</td>
</tr>
<tr>
<td>Football pitch</td>
<td>1</td>
<td>5000</td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Football pitch</td>
<td>1</td>
<td>5000</td>
<td>Nsibirwa</td>
</tr>
<tr>
<td>Football pitch</td>
<td>1</td>
<td>5000</td>
<td>Katanga</td>
</tr>
<tr>
<td>Tennis Courts</td>
<td>2</td>
<td>260.7</td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Tennis Court</td>
<td>2</td>
<td></td>
<td>Guest House</td>
</tr>
<tr>
<td>Tennis Court</td>
<td>9</td>
<td></td>
<td>Each Hall of Residence</td>
</tr>
<tr>
<td>Basketball court</td>
<td>1</td>
<td>420</td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Basketball court</td>
<td>1</td>
<td>420</td>
<td>Pool Road</td>
</tr>
<tr>
<td>Netball pitch</td>
<td>1</td>
<td>462</td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Cricket Oval</td>
<td>1</td>
<td>462</td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Rugby Pitch</td>
<td></td>
<td></td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Handball pitch</td>
<td></td>
<td></td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Boxing Training Area</td>
<td></td>
<td></td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Volley ball pitch</td>
<td>1</td>
<td>162</td>
<td>Main Sports ground</td>
</tr>
<tr>
<td>Volley ball pitch</td>
<td>9</td>
<td></td>
<td>Each Hall of Residence</td>
</tr>
<tr>
<td>Squash</td>
<td>2</td>
<td>81.74</td>
<td>Swimming pool</td>
</tr>
<tr>
<td>Badminton court</td>
<td>1</td>
<td>81.74</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1</td>
<td></td>
<td>Privately run</td>
</tr>
<tr>
<td>Swimming pool</td>
<td>1</td>
<td>200 yds</td>
<td>Pool Road</td>
</tr>
</tbody>
</table>

Mechanisms for the recognition of student participation

The supreme student governing body is the Students’ Guild. This is an elective body mandated by the Universities and Other Tertiary Institutions Act. A Guild President heads the Student Guild. This body is represented on the University Council (2 students), University Senate (2 students), and their subcommittees. At the College level, the students’ body is represented on the relevant college structures.

Students Participation in Makerere University Governance

Frequently referred to as the “Harvard of Africa,” Makerere University has steadily nurtured leaders who have shaped the destiny of Uganda and the world at large. Its dictum “We Build for the Future” provides its students and alumni a stimulus destined to shaping the future. Mentoring enables students to nourish democratic values for future generations. Elected students are dynamic in deliberations and decisions involving, among others, university finances, academic, administrative, discipline and welfare as well as sports and games.

Platforms of Students Engagements

Students remain integral in the governance of the University through active participation of elected representatives. Students are represented in University Council and Senate committees, Halls of residences, Colleges, Schools levels and students associations. Furthermore, favorable platforms exist for International students; students with learning disabilities (impairments); talented students in sports and a progressive linkage in gender aspects. Students’ involvement is well enshrined in the Makerere University Guild constitution.

Formal channels for advancing students governance comprise the Department of the Dean of Students;
Wardens in the Halls of Residence and the International Students Affairs office. Accommodation of increasing enrollment is partially catered by privately owned hostels where students’ involvement in governance is equally reflected.

Other recognized opportunities enhancing students’ governance include:

a) Spiritual associations (displaying religious pluralism and harmonious co-existence);

b) Cultural associations (registered in Makerere University Guild offices);

c) International Students association (mainly from African countries);

d) Makerere University Games and Sports union offering opportunities to enhance students’ talent;

e) General assemblies enshrined in the Guild and Halls constitutions respectively;

f) Makerere university Guild Representative Council (GRC) or students Parliament attained for 1 year, with elected members from Colleges and Halls of residence;

g) Guild Standing Committees from where students nurture their future potential include: Students Affairs; National and Pan-Africa Affairs; International Affairs; Finance; Social Affairs; University and Guild Disciplinary; Health; Justice and Constitutional Affairs; Academic; Off Campus Affairs; Production; Women Affairs; Transport; Students with Disabilities; Private Students; Ethics and Integrity; Post graduate; Gender; Security; Information and Technology;

h) Students Common Rooms in halls governance composed of elected students’ leaders who advance students’ welfare and discipline at halls of residence. Leadership is guided by the constitution approved by Makerere University council;

i) Committees of Students Common Rooms for enhancing students governance at halls levels including Room Allocation, Finance, Discipline, Mess affairs, Culture, Sports and games, Gender affairs notably in female halls;

j) Local Council Committees that are supportive in mobilizing students for political and other students’ affairs.

Shortcomings to students’ engagement at Makerere University

While established students forums could be rated as involving, particular aspects require attention:

a) Students’ impact is conspicuously noticed in Halls and Guild affairs but narrows in University Council, Senate levels (with two representatives) and respective committees. There are often dwarfed by numerical inferiority on contentious student’s issues, aggravated by their junior positions among imposing academic and public giants whose institutional memory and debating skills leave students overwhelmed.

b) Students’ participation is limited to 1(one) academic year, too brief to acclimatize their positions to institutional norms amidst academic challenges. While the Dean of Students office organizes 1week orientation session for leaders, it is insufficient to accomplish all required aspects.

c) Historic trends tend to align students election process with national politics. Consequently, external political muscles duly influence students’ leadership outcomes. It is not unusual to witness national party colors reflected in campaigns leaving doubt to whose priorities and loyalty student leaders serve.

d) Combinations of factors repeatedly plug University administration and students leadership in confrontation leading to strikes, demonstrations, destruction of property, students’ incarceration, suspensions and dismissals if deemed appropriate. Students are often misled to equate their election to staff appointment and ignore recourse to diplomacy preferring ”the stick” to “the carrot” with dire magnitudes.

e) Suffice to stress that increased students societal dynamics, global outlook, broadened youth curiosity and winds of change require appropriate students governance to assist them realize their future potentials.
3.12 Quality of Financial Inputs

3.12.1 Diversity of sources of financing

Makerere University enjoyed the monopoly of University Education in Uganda, until 1989 when Mbarara University of Science and Technology (MUST) was established. The University was fully supported from public resources and student enrolment was until 1994 less than 30% of current (2012) enrolment. While the university had experienced phases of decline and there was evidence of underfunding, the regulated education environment did not provide an adequate incentive for resource mobilisation. The 1992 Government White Paper, liberalised higher education provision and provided an opportunity for the university to explore non-conventional sources of funding (Gov’t of Uganda, 1992). The funding nomenclature changed from 100% public support to 36% of the recurrent expenditure coming from government by financial year 2010/11.

The ten-year Makerere University Strategic Plan (2008/9-2018/19) articulated the need to adopt a systematic approach to broaden the University resource base through philanthropy: gifts from University alumni, friends, corporations and foundations as viable alternative to the dwindling resources. Concomitant to the university resource diversification intentions, the university evolved an Investment Policy that outlined the pathway for mobilising resources through investments. The policy envisaged diversification to include investments comprising of a strategic mix of funding sources from endowments, tuition funds, research and consultancies, private investors and rental income from acquisitions and leases with the aim of maximizing the rate of return on these investments. Funding for these investments shall include but not be limited to grants, loans, and donations within the confines of the Policy on Mobilisation and Management of Grants, Gifts and other Philanthropic Income and the University's Investment Policy, and as shall be acceptable to Makerere University Council.

Makerere University's has three main sources of funding: government subvention; appropriation in aid/non tax revenue that is internally generated; and donor support. Over the past decade, the university has witnessed remarkable support and interest from development partners. The partnerships have been of three forms, namely; multilateral, bilateral and direct support. In line with the Paris Declaration on Aid Effectiveness (2005), a consultative process has been adopted, thus areas for support are usually identified in line with the University Strategic Plan, the National Development Framework and Policies, Millennium Development Goals and in line with the development cooperation goals.

Makerere University operates in an environment in which Government funding of tertiary education averages only 11% of the total education sector budget. Although the Visitation Committee on public universities in Uganda 2007 recommended to Government to increase funding to the tertiary education sub-sector to 20% of the education budget by 2011, this is yet to be realized. Furthermore, the Education Sector Strategic Plan (ESSP 2005-2015) projects that state funding to tertiary education will decline over the years. Nonetheless, this declined funding has provided an opportunity for Makerere University to come up with a well-thought-out income diversification strategy.
3.12.2 Existing Development Partner Support

Institutional Support

In the implementation of the university strategy and research priorities, the university has sourced and attracted support from various development partners.

Table 21: Major Development Partners over the Period 2000-2012

<table>
<thead>
<tr>
<th>Development Partner</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government of Sweden (Sida)</td>
<td>$62,380,000</td>
</tr>
<tr>
<td>Government of Norway (NORAD)</td>
<td>$39,809,385</td>
</tr>
<tr>
<td>USAID</td>
<td>$28,926,924</td>
</tr>
<tr>
<td>Rockefeller Foundation/IDA/WB</td>
<td>$24,468,824</td>
</tr>
<tr>
<td>Carnegie Corporation of New York</td>
<td>$16,591,000</td>
</tr>
<tr>
<td>European Union (EU)</td>
<td>$9,992,885</td>
</tr>
<tr>
<td>CDC</td>
<td>$5,670,572</td>
</tr>
<tr>
<td>African Capacity Building Foundation</td>
<td>$5,150,000</td>
</tr>
<tr>
<td>Netherlands Government (NUFFIC)</td>
<td>$4,750,000</td>
</tr>
<tr>
<td>IDRC</td>
<td>$4,073,651</td>
</tr>
<tr>
<td>DFID</td>
<td>$3,621,209</td>
</tr>
<tr>
<td>Ford Foundation</td>
<td>$2,826,000</td>
</tr>
<tr>
<td>Millennium Science Initiative</td>
<td>$2,134,453</td>
</tr>
<tr>
<td>World Health Organisation</td>
<td>$1,288,325</td>
</tr>
<tr>
<td>Uganda National Council of Science &amp; Technology</td>
<td>$1,245,898</td>
</tr>
<tr>
<td>John Hopkins University</td>
<td>$766,228</td>
</tr>
<tr>
<td>MacArthur Foundation</td>
<td>$735,000</td>
</tr>
<tr>
<td>PHEA (Partnership for Higher Education)***</td>
<td>$450,000</td>
</tr>
</tbody>
</table>

Table 22: Financing of Makerere University 2000/01-2008/09

<table>
<thead>
<tr>
<th>Year</th>
<th>Gov’t Recurrent Funding</th>
<th>Private Funding</th>
<th>Donor Operational Budget</th>
<th>Credit</th>
<th>Total Funding</th>
<th>Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>23,228,971,654</td>
<td>14,014,545,258</td>
<td>7,308,450,000</td>
<td>44,551,966,912</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001/02</td>
<td>27,542,569,313</td>
<td>19,030,438,782</td>
<td>18,644,013,000</td>
<td>65,217,021,095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002/03</td>
<td>27,526,750,819</td>
<td>29,438,099,322</td>
<td>60,013,999,800</td>
<td>116,978,849,942</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003/04</td>
<td>26,590,262,050</td>
<td>31,915,900,197</td>
<td>22,959,122,400</td>
<td>81,465,284,647</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004/05</td>
<td>36,653,142,917</td>
<td>37,411,816,460</td>
<td>12,693,974,400</td>
<td>86,758,933,777</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005/06</td>
<td>35,102,426,787</td>
<td>53,589,637,625</td>
<td>17,082,388,800</td>
<td>105,774,453,212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007/08</td>
<td>44,147,434,819</td>
<td>55,701,794,772</td>
<td>15,903,651,997</td>
<td>115,752,881,588</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/10</td>
<td>44,952,151,664</td>
<td>59,572,726,655</td>
<td>5,788,765,456</td>
<td>118,151,073,461</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

124,010,954,031 131,328,510,741 148,246,202,332
The amounts are in millions of United States Dollars. The total amount attributed to Donor Funding is USD 97.25 millions for the period of 2000-2009. Swedish Government donated 35 Million USD in the period whereas the Norwegian Government donated 30 Million USD in the same period. Other funders in the same period contributed as follows: Carnegie Corporation of New York 14.65 Million USD; Rockefeller Foundation 11.8 Million USD; World Bank/IDA 5.79 Million USD.
Table 23: Proportion of Internally Generated Funds dedicated to Research

<table>
<thead>
<tr>
<th>Year</th>
<th>Gov’t Recurrent Funding</th>
<th>Private Funding</th>
<th>Internally Generated Research Funds</th>
<th>Percentage of IGF spent on Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>23,228,971,654</td>
<td>14,014,545,258</td>
<td>121,627,560</td>
<td>0.87%</td>
</tr>
<tr>
<td>2001/02</td>
<td>27,542,569,313</td>
<td>19,030,438,782</td>
<td>18,193,202</td>
<td>0.10%</td>
</tr>
<tr>
<td>2002/03</td>
<td>27,526,750,819</td>
<td>29,438,099,323</td>
<td>49,599,690</td>
<td>0.17%</td>
</tr>
<tr>
<td>2003/04</td>
<td>26,590,262,050</td>
<td>31,915,900,197</td>
<td>720,621,176</td>
<td>2.26%</td>
</tr>
<tr>
<td>2004/05</td>
<td>36,653,142,917</td>
<td>37,411,816,460</td>
<td>60,176,550</td>
<td>0.16%</td>
</tr>
<tr>
<td>2005/06</td>
<td>35,102,426,787</td>
<td>53,589,637,625</td>
<td>841,308,657</td>
<td>1.57%</td>
</tr>
<tr>
<td>2006/07</td>
<td>36,399,715,724</td>
<td>57,237,857,370</td>
<td>252,739,252</td>
<td>0.44%</td>
</tr>
<tr>
<td>2007/08</td>
<td>44,147,434,819</td>
<td>55,701,794,772</td>
<td>407,213,850</td>
<td>0.73%</td>
</tr>
<tr>
<td>2008/09</td>
<td>43,726,764,110</td>
<td>64,414,263,337</td>
<td>322,960,692</td>
<td>0.50%</td>
</tr>
<tr>
<td>2009/10</td>
<td>44,952,151,664</td>
<td>59,572,726,655</td>
<td>572,698,884</td>
<td>0.96%</td>
</tr>
</tbody>
</table>

Mechanisms for allocating budgetary resources

The University budgetary cycles are tagged to those of the country. The Financial Years run from July to June. The budgetary processes are participatory. The University runs an Activity Based budget whereby resources are allocated to the unit that is mandated to carry out specific activity budget for.

Institutional planning mechanisms

The University periodically puts in place Strategic Plans developed in a participatory manner. The current plan spans the period of 2008 – 2018. In addition Administrative and Academic units develop strategic plans, which feed into the institutional strategic plans. Monitoring of the strategic plan is the mandate of the Planning and Development Department. This monitoring is based on a system of performance indicators, which were determined in the course of development of the strategic plan. The table below provides the monitoring indicators for the current strategic plan.
4.0 CHAPTER FOUR: QUALITY OF OUTPUTS

4.1 Student Graduation Rates

When all things are equal, one should expect the graduation rates to be at 100%. This means that all students admitted to a particular program should be able to graduate at the end of their study period. In reality this does not normally happen as many factors tend to come into play and, in most times, slow down the progression rate of some students or even stop the progression altogether. Some of these factors may be financial (say the lack of tuition), academic (failure of some of the courses), health and otherwise social.

On the other hand, extremely high graduation rates do not always mean that the quality of the provision is high. Moderate graduation rates might reflect a rigorous curriculum and a high level of quality control. The graduation rates presented in the figures below are computed as the number of graduates in a given program divided by the number of students admitted in that cohort for the specific program. The average graduation rate is computed over for the data of 3 consecutive cohorts.

**Figure 36: A graph showing the graduation rates in CAES**

<table>
<thead>
<tr>
<th>Graduation Rate 2011</th>
<th>AGE</th>
<th>AGM</th>
<th>AGR</th>
<th>BAM</th>
<th>BVS</th>
<th>FST</th>
<th>HOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.86</td>
<td>0.86</td>
<td>1.03</td>
<td>1.09</td>
<td>0.69</td>
<td>0.86</td>
<td>0.81</td>
</tr>
<tr>
<td>Av Grad Rate</td>
<td>0.66</td>
<td>0.79</td>
<td>1.10</td>
<td>0.88</td>
<td>0.45</td>
<td>0.68</td>
<td>0.52</td>
</tr>
</tbody>
</table>

Colleges are advised to take interest in the graduate rates as low average graduation rates may be indicative of bottlenecks inherent in a specific program. At the time of designing programs, expectations are leveled on several input parameters like the required academic proficiency for admissible students; quality of teaching staff; quality of scholastic inputs and teaching labs; books and other reference materials; and largely the whole spectrum of quality assurance mechanisms deployed to ensure the output of the intended graduate.
High graduation rates are registered in CAES in the Agriculture program with an average of over 100%. In addition, in the program of Community Psychology (in CHUSS) and in the external programs in COEES (BED and Commerce) register graduation rates of over 100%. The lowest graduation rates are in the Sports Science program in CONAS with an average of 26%. In the CEDAT, the program in Architecture has unusually low graduation rates with an average of 30% and 46% registered graduation rate for 2011. In CHUSS, a program with exceptionally low graduation rates is that Bachelor of Arts in Drama with an average graduation rate of 35%. However this program has now been suspended and probably a modified program may appear in the future.
Figure 39: A graph showing the graduation rates in COBAMS

Graduation Rate

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate 2011</th>
<th>Av Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BBS</td>
<td>0.72</td>
<td>0.38</td>
</tr>
<tr>
<td>BPS</td>
<td>0.63</td>
<td>0.50</td>
</tr>
<tr>
<td>BQE</td>
<td>1.39</td>
<td>0.79</td>
</tr>
<tr>
<td>DEC</td>
<td>0.79</td>
<td>0.60</td>
</tr>
<tr>
<td>ECO</td>
<td>0.82</td>
<td>0.76</td>
</tr>
<tr>
<td>SAS</td>
<td>0.47</td>
<td>0.39</td>
</tr>
<tr>
<td>STA</td>
<td>0.53</td>
<td>0.66</td>
</tr>
</tbody>
</table>

Figure 40: A graph showing the graduation rates in COCIS

Graduation Rate

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate 2011</th>
<th>Av Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIT</td>
<td>0.55</td>
<td>0.61</td>
</tr>
<tr>
<td>CSC</td>
<td>0.50</td>
<td>0.44</td>
</tr>
<tr>
<td>LIS</td>
<td>0.74</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Figure 41: A graph showing the graduation rates in CONAS

Graduation Rate

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate 2011</th>
<th>Av Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCB</td>
<td>0.55</td>
<td>0.49</td>
</tr>
<tr>
<td>BFS</td>
<td>0.78</td>
<td>0.57</td>
</tr>
<tr>
<td>BIC</td>
<td>0.71</td>
<td>0.48</td>
</tr>
<tr>
<td>BSP</td>
<td>0.38</td>
<td>0.26</td>
</tr>
<tr>
<td>ETB</td>
<td>0.37</td>
<td>0.32</td>
</tr>
<tr>
<td>SCI</td>
<td>0.72</td>
<td>0.60</td>
</tr>
</tbody>
</table>
Figure 42: A graph showing the graduation rates in COVABS

![Graph showing graduation rates in COVABS](image)

Table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate 2011</th>
<th>Average Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAT</td>
<td>0.52</td>
<td>0.44</td>
</tr>
<tr>
<td>BLT</td>
<td>0.61</td>
<td>0.62</td>
</tr>
<tr>
<td>VET</td>
<td>1.00</td>
<td>0.69</td>
</tr>
<tr>
<td>WHM</td>
<td>0.44</td>
<td>0.43</td>
</tr>
</tbody>
</table>

Figure 45: A graph showing the graduation rates in COEES

![Graph showing graduation rates in COEES](image)

Table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate 2011</th>
<th>Average Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAC</td>
<td>0.83</td>
<td>0.74</td>
</tr>
<tr>
<td>BED</td>
<td>0.00</td>
<td>1.05</td>
</tr>
<tr>
<td>COK</td>
<td>1.03</td>
<td>1.43</td>
</tr>
<tr>
<td>EDA</td>
<td>0.72</td>
<td>0.70</td>
</tr>
<tr>
<td>EDS</td>
<td>0.77</td>
<td>0.56</td>
</tr>
<tr>
<td>SCX</td>
<td>0.00</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Figure 46: A graph showing the graduation rates in LAW

![Graph showing graduation rates in LAW](image)

Table:

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate 2011</th>
<th>Average Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLB</td>
<td>0</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>0.92</td>
<td></td>
</tr>
</tbody>
</table>
### Distribution of Graduates Across Colleges at Makerere University

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAES</td>
<td>1</td>
<td>Agricultural Engineering</td>
<td>16</td>
<td>25</td>
<td>15</td>
<td>21</td>
<td>17</td>
<td>106</td>
<td>200</td>
</tr>
<tr>
<td>AGM</td>
<td>2</td>
<td>Agribusiness Management</td>
<td>64</td>
<td>71</td>
<td>72</td>
<td>85</td>
<td>12</td>
<td>144</td>
<td>448</td>
</tr>
<tr>
<td>AGR</td>
<td>3</td>
<td>Agriculture</td>
<td>47</td>
<td>95</td>
<td>64</td>
<td>99</td>
<td>25</td>
<td>519</td>
<td>849</td>
</tr>
<tr>
<td>AR1</td>
<td>4</td>
<td>Agriculture and Rural Innovation</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>AR2</td>
<td>5</td>
<td>Agriculture Extension Education</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td>104</td>
<td>131</td>
</tr>
<tr>
<td>BAM</td>
<td>6</td>
<td>Agricultural Land Use and Management</td>
<td>39</td>
<td>49</td>
<td>44</td>
<td>58</td>
<td>7</td>
<td>98</td>
<td>295</td>
</tr>
<tr>
<td>BVS</td>
<td>7</td>
<td>Environmental Science</td>
<td>60</td>
<td>66</td>
<td>49</td>
<td>20</td>
<td>41</td>
<td>27</td>
<td>263</td>
</tr>
<tr>
<td>FST</td>
<td>8</td>
<td>Food Science and Technology</td>
<td>28</td>
<td>43</td>
<td>38</td>
<td>24</td>
<td>7</td>
<td>184</td>
<td>324</td>
</tr>
<tr>
<td>EM</td>
<td>9</td>
<td>Environmental Management</td>
<td>110</td>
<td>183</td>
<td>204</td>
<td>0</td>
<td>131</td>
<td>907</td>
<td>1535</td>
</tr>
<tr>
<td>Forestry</td>
<td>10</td>
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The graduation rate is frequently applied to measure the "productivity" of university programmes. Use of this indicator requires considerable caution, with due regard to factors such as the social composition and preparedness of the student body, as well as the employment market to which a particular programme is geared. A modest graduation rate points to a mismatch between programme requirements and student expectations, to a certain misuse of public resources and, above all, a misuse of human capital.
Table 24: Graduates of Makerere University from 1985 to 2012

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Proportion of Graduates by Class of Degree - 10 Year Period

Proportion of Graduates by Offering Mode - 10 Year Period
4.2 Quality of Research Output

4.2.1 Research at Makerere University

Since its inception, Makerere University has evolved into one of the leading Universities in sub-Saharan Africa. In the 1950s, 60s and early 70s, the University experienced her most productive decades with a vibrancy of teaching in the region, research and engagement with government and the public through public lectures and other fora of academic and political engagement. From the mid 70s to the mid 80s, the volume of research not only decreased but also increasingly became project based and dependent on individual's motivation. A lot of the research that was carried out under such circumstances, even where it was significant, oftentimes did not get registered as a Makerere University product. At the dawn of the 90s, with the introduction of privately sponsored Academic Programs, the university was more focused on the teaching function.

The plight of research at the University was overturned by the advent of Institution-wide Research Capacity building funding from Development Partners in the 90s. These programs were instituted with innovative mechanisms like sandwich arrangements intended to avert the so-called brain-drain syndrome; long-term in design to allow for completion of high-level training especially at PhD; flexible enough to allow the university to develop competences in its areas of research priority; enabling collaborative networks among researchers and supervisors in different institutions. These research efforts enabled the University to not only develop a critical mass of researchers but also to re-align the research environment.

4.2.2 Enabling Environment for Research at Makerere University

In her Strategic Plan (2008/09 -2018/19) the University recognizes research & innovations as one of the core functions with the following two strategies:

i) To provide a robust supportive environment for a research driven university by 2016 through:

(a) Developing and operationalising the University Research Agenda;
(b) Strengthening research capacity for staff and students;
(c) Strengthening research management and coordination;
(d) Main streaming gender in all research activities;
(e) Mobilising more research funds.

ii) Increase capacity for knowledge transformation and innovation and dissemination through:

(a) Developing dissemination strategy;
(b) Promoting commercialisation of innovations/exploit intellectual property;
The Makerere University Research and Innovation Policy

The Research and Innovations Policy was approved in 2008. The policy is meant to strengthen the research capacity and output and increase the contribution of Makerere to the world of knowledge and innovation. Its strategic objectives are as follows:

(a) To create an enabling, harmonious, transparent and efficient environment for research and innovations
(b) To strengthen research management and coordination
(c) To improve research and publications culture
(d) To improve funding for research and innovations
(e) To improve gender responsiveness of the University through research and innovations.

The Board of Research and Publications

This Board was established to guide the research and innovation function of the University. The Directorate of Research and Graduate Training is the secretariat to the Board. The functions of the Board of Research and Publications shall be to:

(a) Initiate, develop, implement and review periodically the policy on research and innovations;
(b) Develop policy on sourcing and administration of research funds;
(c) Oversee the scholarly aspects of Makerere University Press;
(d) Submit to senate reports on its activities annually.

The policy provides for technical sub-committees to assist the Board of Research and Publications in implementing its mandate. These include:

a) The Ethics Committee;
b) Intellectual Property Management committee;
c) Editorial Board of Makerere University Press.

The Directorate of Research and Graduate Training

The Research and Innovations Policy puts in place a structure for the Management and Coordination of Research and Graduate Training. At the inception of the policy, the School of Graduate Studies was given the mandate to carry out this function. After the institution-wide reforms that took place in 2010, the status of the Graduate School was changed and the school became the Directorate of Research and Graduate Training; the Directorate was further mandated with the responsibility of Knowledge Transfer Partnerships (KTP) as well overseeing innovations. Currently a Director and two deputies head the Directorate for Graduate Training and Research respectively.

A recent task force on Job Evaluation and Reorganization of Staff Structures of Makerere University has recommended that the Directorate of Research and Graduate Training be further restructured and elevate the position of the Directorate to that of a Deputy Vice-Chancellor in charge of Research and Innovations. This would be similar to the way this function is organized at the Universities of Dar es Salam in Tanzania and Nairobi in Kenya.
The University Research Agenda

The University Priority Research Areas (2009 to date) were developed in preparation of the call for Sida Phase III proposal in 2009. The agenda has identified the following priorities:

Research priority areas
- Research in health, indigenous knowledge and health systems;
- Environment and Natural Resources Management;
- Agricultural production and productivity (crop and livestock), nutrition, Food security and value addition;
- Technology and basic sciences;
- Governance, human rights and economic management;
- Biotechnology.

The following research themes based on Colleges were identified:

College of Agriculture and Environmental Sciences (CAES) research themes:
- Sustainable agricultural production and productivity
- Renewable energy production and management
- Food nutrition, processing and value addition and market niche expansion
- Sustainable environmental and water resources management, biodiversity, forestry management and conservation
- Natural products and climate change resilience and adaptation
- Policy research and information dissemination to support agricultural and rural transformation

College of Engineering, Design and Technology (CEDAT) research themes:
- Infrastructure and land management systems
- Energy and environmental sustainability
- Information and Communication Technologies and Geo-Information Sciences and Technology
- Natural resources use and management
- Architecture, planning and urbanism
- Conservation of artefacts, visual and industrial art

College of Computing and Information Sciences (COCIS) research themes:

School of computing and Information Technology:
- Artificial Intelligence (AI)
- Development Informatics (DI)
- Wireless Networks & Systems Security (WN&SS)
- Software & Enterprise Engineering (S&EE)

School of Library & Information Science:
- Knowledge Management
- ICTs for Library
- LIS Curriculum
- Documentary Heritage
- Records and Archives Management Education
- Electronic Records Management
- Information Policy Research and Publishing
College of Veterinary Medicine, Animal Resources and Bio-security (COVABS)
Research areas:
• Animal health, productivity and value chains
• Animal biotechnology and vaccine development
• Public health, bio-security & epidemiology
• Wildlife health & sustainable tourism
• Eco-system health, climate change and socio-economics
• Natural products, alternative and complementary medicines.

College of Health Sciences (CHS) research themes
• Infectious and communicable diseases (including HIV, TB and malaria)
• Maternal, Adolescent and Child health, sexual and reproductive health including behavioural research
• Health systems research
• Professionalism, health professional education, ethics and medico-legal
• Non-communicable diseases including mental health

Additional Areas
• Basic Sciences
• Trauma
• Occupational Health
• Environmental health
• Neglected Tropical diseases

4.2.3 Makerere University Research Focus for the Period 2010-2012
Data collected on Makerere University Research output reveals that HIV/AIDS is the most researched topic with close to 20% of all the research output; distantly followed by Malaria (4%), Water (3%) and ICT (3%). The pie chart below shows the share of the ten most popular research topics in the period 2010-2013. Figure 47 presents the summary of Makerere University key research areas.

Figure 47: Makerere University Research Output in Key Areas 2010-2012

Other prominent research areas and the respective output in those areas are presented in the chart below:
4.2.4 Research Funding at Makerere University

Research funding at Makerere University is mainly from internally generated funds and by development partners. Figure—presents the magnitude of research funding by donor to Makerere University between 2000 and 2012.
4.2.5 PhD Enrolment and Outputs

Enrolment and graduation numbers are some of the key indicators of a university’s research productivity. These indicators carry information not only on the capacity of the University to produce its own staff but also on its potential for production of new knowledge. There was great in the enrolment into the PhD program between the years 2000 and 2012. According the data available in the Academic Registrar’s office, the enrolment in the PhD program increased by more than 14 times from 28 in the year 2000 to about 400 in the year 2007; enrolment in the Masters program increased by just more two times from 1167 to 2767 in the same period.

By the end of 2012 the University had 600 students registered in the PhD program while the Masters program has close to 2177 students. The major reason for the slide back in the enrolment in the Masters program was caused policy reforms that reduced enrolment in the programs in Computer Sciences and Education. The University enforced the student to supervisor ratios of one supervisor to five Masters Students and correspondingly one supervisor to five PhD students.

Potential for PhD Supervision by College
Directorate of Quality Assurance

The computation for the supervision of the Colleges for PhD students is based on the requirement that each supervisor can be assigned up to three PhD students. The College of Health Sciences had the highest potential for enrolment and supervision of PhD students.

The current potential for PhD enrolment stands at about 1000 students considering the number of supervisors available. The University needs more supervisors to realise its target of 2000 PhD students to meet the ratio of a PhD student for every four Masters students; also considering that the University aims at 25% graduate students (as a percentage of a student of enrolment of 40,000 students). A total of 330 supervisors are required to meet the shortage for PhD students. In addition to realise maximum utilization of the available potential, there is need to build capacity in the colleges of COBAMS, COCIS, COEES and the School of Law.

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## Doctoral Graduates by Field of Study 2008-2010

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**Figure 50:** Makerere University PhD Graduates per year 2000-2012
According to the CHET, a university with a strong research orientation should have not more than 6 Masters Students for every Doctoral student. The ratio for Makerere University in the year 2012 was 4 whereas in the year 2007 this ratio was 7 showing a strengthening in this regard. In comparison the ratio of Masters to Doctoral students at the University of Cape Town averaged at 4 between the year 2000 and the year 2007.

The number of students graduating in the PhD program steadily grew from a bare 12 students in the year 2000 reaching 23 in the year 2007 and 61 in the year 2012. The proportion of female PhD graduates averaged 22.7% in the period 2000-2012. The most productive colleges (in terms of PhD graduates) were CAES and CONAS.
Figure 51: Makerere University PhD Graduates per College by Gender

Figure 52: Makerere University PhD Productivity by College
4.3 Benchmarking Makerere University’s Research Output

4.3.1 The Higher Education and Research Advocacy Network for Africa

Makerere University is part of the Higher Education Research and Advocacy Network in Africa (HERANA) that was established in 2007. The research component of HERANA is investigating the complex relationships between Higher Education and development in the African context. There is also an advocacy component that aims to disseminate the findings of the research projects among other things.

The flagship universities under the HERANA projects provide an ideal context for locating institutional data. Within the HERANA network there is an analytical framework (the core of a research oriented university) that has been developed and tested.

The centre has developed a couple of indicators that are relevant for the broad spectrum of issues across the missions of universities. A compilation of Cross-National Performance Indicators is a specific output. These indicators have been validated on eight flagship universities in Africa including Makerere University. The set of indicators constitute the diagnostic mechanisms for determining the strength of the core of a university.

4.3.2 International Rankings

Many universities in the world have instituted a Framework for Engagement with International Ranking Systems as the university’s response to its rise in the world’s leading ranking systems, i.e. the Shanghai Jiao Tong University’s Academic Ranking of World Universities and Times Higher Education World University Rankings. The Framework aims at informing the way in which faculties position themselves in relation to these rankings. In 2009, faculties were beginning to shape their responses, but already it was clear that awareness of the indicators is focusing the minds of researchers on the impact of their research, and by consequence, on their evaluation and dissemination strategies.

Rankings have shown a sign of taking a life of their own and drifting towards a steady-state through a series of refining of methodologies; In the Research Arena, Makerere University has consistently occupied a top ten spot on the continent and the researchers have not only become aware of it but have also developed
sensitivity to them. In addition the Development Partners who are funding Research at Makerere University have access to this information, which could easily be utilized not only to assess the impacts of their intervention but also to inform the direction of their future intervention.

In comparison, the Makerere University’s response to rankings was initially directed towards the Webometrics Ranking of Universities in which the university has gained tremendous improvement in the last six rankings. A rankings team was set up to devise and monitor strategies that are aimed at increasing the visibility of the university worldwide. This committee came up with internal rankings of faculties/schools/institutes utilizing the same set of indicators as those used by the Cybermetric Group. The interest and response to the internal rankings has been very impressive so far. The group now has been refocused with the Quality Assurance Directorate taking the centre stage in arranging the activities of the group; and the VC’s office picking keen interest in the activities of the group.

Research data shared at CHET during the visit was obtained from citation indices to which CHET has access. This data strongly suggested that Makerere University has given focus to research and is showing all signs of being research-led. The data shows that among the flagship universities in the HERANA study, Makerere is next to UCT in research output. Details of relevant parallels related to research and Graduate Training were the focus of this visit and will be included in the Self – Assessment final report. A synopsis of this parallel is presented in the tables appended.

**Figure 54: Data from the Centre for Higher Education Transformation (CHET) showing comparative research output for four Universities in Africa.**
Science and Technology remained the dominant research discipline for the university in the period 2010-2012; distantly followed by Humanities and Social Sciences (1%) while Business & Economics and Education contributed least to the research output of the University.

### Research Output in the Various Disciplines

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### 4.3.3 Research Rankings by SCIMAGO

Makerere University’s Research Ranking improved from 12th in Africa in 2011 to 9th in 2012 according to the Scimago Institutions Ranking (SIR) World Report 2012. Makerere University is the only institution in Uganda that featured in the ranking and is competing with well funded Institutions from South Africa, Nigeria and Egypt.

According to the information available on their website, SIR is a comprehensive ranking of Worldwide Research Institutions; following the goal of embracing every institution around the world with meaningful scientific output. The ranking includes 3,290 institutions that together are responsible for more than 80% of worldwide scientific output during the term 2006-10 as indexed in Elsevier’s SCOPUS database.

Makerere University moved up 11 places her worldwide ranking from 1,563rd in 2011 to 1,552nd in 2012. The SCOPUS database is the largest abstract and citation database of peer-reviewed literature and quality web resources with smart tools that track, analyse and visualize research. The report which annually considers the number of scientific articles, reviews and conference papers contained in the database is good news to Makerere’s research efforts as the improvement in ranking implies a greater worldwide audience is being impacted by publications and output from the University.
4.3.4 Research Rankings by Webometrics

Makerere University’s position in the Webometrics rankings rose 4 positions up from 1,177th in January 2012 to 1,173rd in the world in July 2012. Makerere University at 11th in Africa is still the best ranked university in Sub-Saharan Africa outside South Africa and the best in the region.

A statement posted on the Webometrics website [http://www.webometrics.info/](http://www.webometrics.info/) notes that the Cybermetrics Lab CSIC, Spain further adopted several key changes for the July ranking and considered new factors such as: Presence; The global volume of content published as indexed by Google [http://www.google.com](http://www.google.com) (20%), Impact; The quality of contents measured by the link visibility data collected by Majestic SEO [http://www.majesticseo.com/](http://www.majesticseo.com/) and ahrefs [http://hrefs.com/](http://hrefs.com/) (50%).

Other factors considered were Openness; The global effort to set up institutional research repositories as measured by the academic search engine Google Scholar [http://scholar.google.com/](http://scholar.google.com/) (15%) and the newest component Excellence; The academic papers published in high impact international journals, as provided by Scimago group [http://www.scimagoir.com/](http://www.scimagoir.com/) (15%).

The University registered a marked improvement in the “Presence” factor, rising from the 371st position in January 2012 to the 299th position in July 2012. The improvement in presence is attributed to the continued increase in the volume of content as published on the 9 constituent colleges as well as the School of Law’s websites.
5.0 CHAPTER FIVE: RECOMMENDATIONS

In March, 2006 the President of the Republic of Uganda in his capacity as the Visitor to all public universities as provided for in Section (26) sub-section (3) of the Universities and other Tertiary Institutions Act 2001, appointed a twelve person Visitation Committee to public universities chaired by Prof. Gordon P McGregor. The terms of reference were to visit, study and make a situational analysis of Public Universities (Makerere University, Mbarara University of Science and Technology, Kyambogo University and Gulu University), and make recommendations in respect of the following areas:

1. Administrative Affairs
2. Academic Affairs’
3. Funding
4. Student Management
5. Public Private sector partnership

5.1 Recommendations by the Visitation Committee to Public Universities

(A). Administration
1. Sections of the UOTIA Act 2001 should be amended to provide for the Academic Registrar and University Secretary to be responsible to the Vice Chancellor through the relevant Deputy Vice Chancellors and that the third Deputy Vice Chancellor post be made optional. While the option of phasing out the University Secretary and Academic Registrars should be examined further. The rest is carried.

Implementation Strategy: Section 30.07 of the UOTIA Act 2001 to be amended in order to review the roles and responsibilities of the various management organs in Universities and Other Tertiary Institutions.

2. Councils should have the autonomy to charge fees in consultation with the Ministry of Education and sports and with approval of the Cabinet.

Implementation Strategy: Government should ensure that technical structures work out realistic unit costs.

3. Councils and Vice Chancellors should review their Senates functions and structures to ensure Senates’ responsibilities for the academic work and quality of education are carried out efficiently and with integrity. The members of Councils and Senates should be fully committed to, and informed about their responsibilities and the detailed structures and functions of their Universities. Currently, in some universities allowances and retainer fees are unreasonably high. There is need to review the attendance allowances and retainer fees of Council members. The attendance allowance and retainer fees of Council Members be reviewed to address the current unreasonably high allowances and retainer fees.

Implementation Strategy: University Councils and Vice Chancellors will be required to implement the recommendation with immediate effect according to the Universities and Other Tertiary Institutions Act (UOTIA 2001).

4. Universities should create efficient and reliable management information systems. Staff including senior staff should be provided with ICT Training and to ensure effective planning and management. All University officials should be trained in the collection, storage and dissemination of data.

Implementation Strategy: All Universities will be required to start ICT training
programmes for staff. E-learning will be introduced and staff trained accordingly. The communication channel, such as the Makerere University web page will be upgraded and utilized by administrators to ease communication. The new Ministry of ICT should support institution efforts.

5. Human resources management systems should review the quality of staff performances. Good performers should be acknowledged and where possible rewarded but poor performers should not be re-appointed. Academic staff in public Universities will be maintained on permanent and pensionable terms and appropriate criteria for their promotion will be put in place.

6. Staff appraisal system should be universal, regular and effective with feedback. Students should be involved in the appraisal and assessment of academic staff and should have a right to appeal against academic assessment.

**Implementation Strategy:** It will be implemented immediately and Government will require all Universities to develop and implement appraisal systems. Students and fellow staff will be part of the appraisal processes.

7. Management needs to greatly improve the professional commitment to basic obligations such as regular attendance, punctuality, meeting deadlines and doing a full day’s work.

**Implementation strategy:** Regular appraisal will be mandatory and resource mobilization will be diversified. Terms and conditions of service will be streamlined across all Public Universities.

8. Councils and senior management should make every effort to heal sharp antagonisms between academics and administrators through open discussion of major problems, followed by careful advice. Clear divisions of responsibility should achieve better cooperation.

**Implementation strategy:** Appointment procedures, personnel job specifications, roles and responsibilities will be reviewed with immediate effect.

9. Makerere University in particular should undergo an overhaul of its administrative structure and style, including financial administration. Management training and in training are urgently required.

10. All Public Universities should revert to budget lines agreed upon by government since the subvention block grants of funding from the state has not in the past been managed well enough to fund key academic elements of the University.

11. All public universities students’ enrolment should match facilities according to the National Council for Higher Education (NCHE) benchmarks.

12. Posts for officials and top academics will be advertised instead of the current elective systems and the proposed search team approach, the council will present the Chancellor with two names from which to appoint a Vice Chancellor.

13. The visitor shall perform an overall supervisory role over the affairs of each public university as provided for under sub-section (2) of section (26) of the UOTIA 2001 and as amended.
1. Except for cases of affirmative action in case of females, talented sports persons, persons with disabilities and district quota that are in place in public Universities, all students should be admitted on merit, including children of staff.

2. At present, specialization is too early and there is little scope for change for mobility of students amongst disciplines and paper choices or for broad liberal public universities be modified to permit students to offer both science courses and arts courses in the same programme.

Comment: Recommendation was recast as follows: “Government will re-examine the curricular at all levels of education. Universities will be required to revisit their respective curricular particularly in the first year of the degree programme.”

Implementation strategy: Universities will be encouraged through the relevant organs to review their courses particularly in the first year degree programmes so as to allow flexible choices.

3. The current enrolment of students in sciences and technology is still below the recommended 40% of total enrolment. Accordingly government should continue its affirmative funding of science and technology students because these disciplines are key to economic development.

Implementation strategy: Government will increase support to science education at all levels. Other funding modalities will be sought.

4. We commend the good progress Makerere has made in expanding ICT facilities and competence, and urge the institution to continue its good work in this area. All public universities should move rapidly to integrate in all teaching/learning, assessment and research.

Implementation strategy: Government will solicit support from diverse sources and support development of ICT. Universities will set up consortiums to facilitate I.C.T. development and integration.

5. Most of the buildings in public universities were built in the colonial period to serve the needs of the 1940s, 1960s and 1960s. To restore the quality of Higher Education in many of the faculties and departments to internationally acceptable levels, Government should undertake rehabilitation, modernization and expansion of infrastructure.

Implementation strategy: Government will provide funds for capital development for public universities with individual institutions will budget for infrastructural maintenance. Other funding modalities will also be included.

6. The current funding of libraries in Public Universities ranges from 1.3% to 5% of annual University expenditure. There is need to raise the library budget to the acceptable level of 10% of University budget. Senior finance administrators should ensure that libraries are allocated budgets and actually receive them.
Implementation strategy: The library management will budget strategically and aggressively look for the required inputs.

7. Practical work is crucial in training of science and technology students and requires provision of laboratory/workshop space and materials. Currently, public universities are producing scientists/technologists with little practical experience. Therefore public universities should put emphasis on provision of functional laboratory/workshop.

8. In view of the huge number of defective science equipment lying in educational and research institutions, hospitals and factories, a national instruments service centre should be urgently established. Government should set up a national training centre of instrumentation technicians. Such a centre should also be able to offer consultancy on procurement of scientific equipment. Universities should establish interdisciplinary research laboratories. This will enable them to afford expensive equipment, avoid duplication and promote national utilization of equipment.

Comment: Government will establish or transform one of the Technical Colleges to become a National Training Centre of Instrumentation Technicians.

Implementation strategy: Implementation will proceed and amended.

9. Owing to the shortage of senior academic staff, we recommend that Government should revise the retirement age of academic staff to 70 years and Council should be at liberty to give contract beyond statutory age.

Comment: Recommendation was accepted with the following addition: "Universities Councils should be at liberty to give contract beyond statutory age."

Implementation strategy: Staff development strategies will be enhanced to allow for academic growth.

10. Distance learning in our public universities has made a promising start, though because of inadequate facilities, drop out and non-completion rates are high. We recommend cautious expansion of distance education by Public Universities bearing in mind that the creation of new specific distance learning materials is expensive in terms of staffing and facilities. Meanwhile, preparations for an Open University should begin and materialize within the medium term.

Comment: Recommendation was accepted: Expansion of distance education will be implemented by Public Universities in phases in consultation with specialists institutions on national policy will be formalized. But creation of an Open University will be studied and implemented immediately.

11. Public Universities should develop stronger involvement in public/private research and development to deploy the full potential of our science and technology graduates so as to contribute to national development /economic growth.

Implementation strategy: Government and private sector will strengthen collaborative research and application into national growth and development initiatives.

12. The overall records of public universities in research and publication fall well below
NCHE requirements. Public Universities should provide more funding, training for research and publication. Public Universities should do more basic research in light of this. Makerere Institute of Social Research and School of Postgraduate Studies should thoroughly redefine their roles. The Postgraduate School should focus on training high-level personnel for universities and the nation; MISR should be funded for applied development and basic research. The vacancies for researchers and other academic staff at MISR should be filled to enable the Unit fulfill its function.

Comment: Universities and government will provide more funding, training for research and publication, in accordance with African Union Lagos Plan of Action where 3% of GDP of each country should be used for this purpose. Public Universities will develop stronger involvement in public/private research.

Implementation strategy: It will be implemented within short term 1-2 years).

13. Currently, the training of postgraduate students is left to private and donor funding leading to very low output. Government should resume funding for post graduate students.

Comment: Recommendation was accepted. Government has resumed funding for postgraduate students in fields critical to socio-economic transformation.

Implementation Strategy: Both government and private sector will be urged to invest in post graduate studies critical to national development.

14. NCHE should come up with a flexible credit system to permit upward and downward mobility as well as transfer of students amongst programmes and institutions of tertiary education.

Implementation strategy: It will be implemented in short term. Government, private sector and institutions will support a provision of required inputs.

(C) Funding

1. The current mismatch of student numbers and facilities is the major cause of the developing quality crisis in public universities. The government should increase funding to public universities to match the surging numbers of students created by the UPE and USE policies as well as population growth. The government should also fund research in Universities on a sustainable basis. This means that the Ministry of Education allocations to the tertiary sub-sector should be raised to at least 20% per year.

Comment: Recommendation was accepted.

Implementation Strategy: It will be implemented within the long term, the Ministry of Finance, Planning and Economic Development and the Ministry of Education and Sports will review the sub-sector shares.

2. Public universities should continue to expand areas of income generation to more sources including endowments, alumni, research consultancies and partnership, to reinforce public sources of funding.

Comment: Recommendation was accepted.


**Implementation Strategy:** Funds generated will be properly apportioned and accounted for by University Management.

3. The current “decentralized” IGF policy at Makerere where faculties define areas to fund without reference to the centre is unacceptable. University Councils should have overall responsibility of allocation of all Internally Generated Funds in public universities, which should be contained in an integrated budget. Public Universities should determine levels of consolidated pay packages. Care, however, should be taken not to kill the initiative and energy of money making units and individuals.

**Comment:** Recommendation was accepted with amendment as follows: “University Councils will have overall responsibility of allocation of all Internally generated funds in public universities which should be contained in an integrated budget. Public Universities should determine levels of consolidated pay packages.”

4. All appointments of part-time staff should be made according to Council approved procedures, and be approved and recorded by central administration.

**Comment:** Recommendation was accepted.

**Implementation:** It will be implemented immediately.

5. Currently there is massive duplication of courses that hike the cost of running public universities. Faculties and Departments should not be permitted to start courses which are beyond their subject mandate and demonstrated competence. Accordingly, the School of Education at Makerere should focus on training pedagogy and creating knowledge in that discipline not to duplicate academic programmes whose competences lie in other faculties.

**Comment:** Recommendation was accepted with the following amendment: “Faculties and Departments should not be permitted to start academic programmes which are beyond their subject mandate and demonstrated competence”

**Implementation strategy:** The quality assurance sections will be mandatory and enhanced in all universities. These must approve the courses on offer or any new course to be taken on for clearance by National Council for Higher Education. This move will be implemented immediately.

6. The present system or culture/practice of paying wide ranging “Allowances” should be reviewed and drastically reduced. Universities should not pay allowances for duties which form part of staff contract responsibilities of an employee during normal working days including meetings.

**Comment:** Recommendation was accepted.

**Implementation strategy:** University Councils will immediately review the allowances and implement the recommendation immediately.

7. Public universities should phase out the payment of non-pedagogical expenses for government – sponsored students. Money saved from those could be part of the seed funds for the loan scheme.
Comment: Recommendation was not accepted. A study will be undertaken to guide the loan scheme.

Implementation strategy: Implementation will be effected in medium term using lessons learnt from countries within the region.

8. Government should introduce, as soon as possible, an equitable student loan scheme based on a MEANS TEST on the lines of those operating successfully; for example, Canada, UK, Ghana and Kenya. This would ensure access to university education for all qualified students irrespective of income. It would also enable universities to charge realistic fees based on unit costs. This loan scheme should be introduced as soon as possible.

Comment: Recommendation was accepted.

Implementation strategy: The Ministry of Education and Sports to start with the loan system for applicants to Public Universities who will apply for programmes which are key to economic and social transformation of society.

9. Councils and senior administrators should ensure that through reformed procedures, university funds are efficiently and fairly allocated to all areas which contribute to the achievement of high quality education. Public Universities should design integrated budgets arrived at by all stakeholders.

Comment: Recommendation is accepted but recast as follows: Councils and Senior Administrators will ensure that, through reformed procedures, university funds are efficiently and fairly allocated to all areas. Public Universities will design integrated budgets to fund courses which are critical for social economic transformation in the country.

Implementation strategy: It will be implemented in the short term (1-2 years).

10. To lessen the treasury’s work load in dealing with many public institutions, to reduce government financial micromanagement of universities, and to ensure the financial, and ultimately, government autonomy of public universities, we recommend to the government to consider a Funding Council, similar to the Grants Committee that was in place during the years of the University of East Africa and currently in the UK and Pakistan.

Comment: Recommendation was not accepted. The budget sector working group will continue to deal with the budgets of Public Universities.

Implementation Strategy: Budget sector working group to address it in the short term.

11. Government should apply to the World Bank and other donors for emergency funds for Universities’ infrastructure development for creating facilities that match with the surging student enroll numbers. This is because we realize that the amounts of money needed to academically stabilize the public university system to a point to take off to the road of delivering quality Higher Education is very high. Cutting back students to match facilities may have negative political repercussions.

Comment: Recommendation was recast as follows:
Government should mobilize enough emergency funds for universities infrastructure development, and for creating facilities that match with the surging student enrolment numbers.

Implementations strategy: Government University Councils and alumni, will apply collaborative approaches to enhance revenue collection.

(D) Student management

1. Councils and senior administrators should review arrangements for the security and healthcare of students living on or near university campuses.

Comment: Recommendation was amended as follows: Councils and senior administrators should thoroughly review arrangements for the security and health care of students, living on or off university campuses.

Implementation strategy: It will be implemented as amended.

2. However, universities should privatize halls of residence to private companies or create autonomous companies to run them; money saved should be directed to other core academic activities.

Comment: Universities will privatize the management of halls of residence and service therein.

Implementation strategy: Use will be made of lessons learnt from sister institutions in the region which have proved successful.

(E) Private Sector

1. Public Universities should strive to establish close working links with private sectors in research and development, sharing of facilities, fund-raising and co-operation in capital building capacity and investment.

Comment: Other self assessment Recommendation were accepted.

Implementation strategy: It will be implemented within short term.

5.2 Recommendations from the self assessment

Governance:

1. A three tier College level to eliminate duplication of roles between school level and the college level; This would require strengthening the Departments and the offices of the College Principals along with the support structures at the College level; The remnant Schools will need to be monolithic (single discipline) and non-departmentalised;

2. There will be need for College Principals to be members of Senate and University Management; This will require a review of the Universities and Other Tertiary Institutions Act 2001 as amended.
Teaching and Learning:

1. Program offering mode – end the teaching of the evening students at 7.00 pm to minimize the administrative pressure and monitoring requirements on the evening programmes; Part of the compensation from time loss could be gained from starting teaching at 7.00 am and utilizing some of the lunch period (1.00 pm to 2.00 pm);

2. To increase the proportion of Graduate Students to 20% of the enrolment by the year 2015; this recommendation is part of the current strategic plan; This will require building capacity for supervision especially for PhD students. The enrolment in the University graduate program will need to increase to the required proportion and this will require increased funding for the graduate programs as well as incentives for supervision;

3. Enhance the teaching experience by main streaming into the curriculum Open Distance and E-learning and other flexible modes;

4. Provide an environment conducive to the learner-centered pedagogies;

Research:

1. To sustain the provision of a robust supportive research environment, the university will have to: strengthen the research capacity for staff and students; increase the motivation for supervision and research by staff (improve the reward system); Provide funding for research; enhance the research management environment and research infrastructure; Improve research dissemination;

2. Enhance the uptake and utilization of research outputs and IP; Increase the number of Technology Innovation and Business Incubation Centres;

Affirmative Action:

1. The university has affirmative action for women, persons with disabilities and gender. It will be necessary to continue with these policies;

2. Enrolment in Science and Technology is 40% in line with the recommendation of the Government White Paper on Report of The Visitation Committee to Public Universities in Uganda of November 2008;

3. Funding to the University Library is below the 10% that was recommended by the Government White Paper;
Bibliography


6.0 APPENDICES

Research Publications from the Colleges and the School of Law 2010-2012
College of Computing and Information Sciences (CoCIS)

PUBLICATIONS


22. Wakholi, Peter Khisa. Workflows support for mobile application: The case of openXdata. 6th ANNUAL INTERNATIONAL CONFERENCE ON COMPUTING AND ICT RESEARCH - ICCIR 10; 2010-07-30 to 2011-08-05

23. Wakholi, Peter Khisa; Chen, Weiqin; Klungsøyr, Jørn Ivar. A
Framework for Mobile Based Electronic Data Collection in Clinical Trials. The 7th International Conference on E-Governance (ICEG-2010); 2010-04-22 - 2010-04-24

24. Wakholi, Peter Khisa; Weiqin, Chen; Nabukenya, Josephine. A FRAMEWORK FOR MOBILE BASED ELECTRONIC DATA COLLECTION IN CLINICAL TRIALS. 7th International Conference on E-Governance (ICEG-2010); 2010-04-22 - 2010-04-24

25. Koosha Paridel, Engineer
26. Tuhumwire, I & Okello-Obura, C.


35. Divergence based learning vector quantization (E. Mwebaze, P. Schneider, F.M. Schleif, S. Haase, T. Villmann, M. Biehl), In European Symposium on Artificial Neural Networks (ESANN), d-side, 2010.


als/edu/2011/705572.pdf


68. E. Mwebaze, M. Biehl, J.A. Quinn. Causal Relevance Learning for Robust Classification under Interventions, To appear in European Symposium on Artificial Neural Networks, Computational Intelligence and Machine Learning (ES-ANN), 2011.

69. E. Mwebaze, M. Biehl, J.A. Quinn. Causal Relevance Learning for Robust Classification under Interventions, To appear in European Symposium on Artificial Neural Networks, Computational Intelligence and Machine Learning (ES-ANN), 2011.

70. E. Mwebaze, P. Schneider, F.-M. Schleif, J.R. Aduwo, J.A. Quinn, S.


BOOKS


College of Humanities and Social Sciences (CHUSS)

PUBLICATIONS


112. Winchester Ms; McGrath JW; Kaawa-Mafajiri; Namutiibwa F; Szendegy G; Nahwoga A; Kyarukunda E; Birungi J; Kisakye S; Ayehazibwe N; Walakira E; and Rwabukwali CB. 2013. Early HIV Disclosure and Nondisclosure Among Men and Women on Antiretroviral Treatment in Uganda. AIDS Care: Psychological and Socio-medical Aspects of AIDS/HIV, DOI:10.1080/09540121.2013.764386


125. Winchester; McGrath; Mafugiri; Namutumba; Ssendegye-Nawooga; Kyrirakunda; Birungi; Kisakye; Ayebazibwe; Walakira; Rwabukwali (forthcoming 2013) “Early HIV disclosure and nondisclosure among men and women on antiretroviral treatment in Uganda” AIDS Care, Manuscript ID: 764380


129. Omona, J. (2012) “Funding Higher Education in Uganda: Modalities, Challenges and Opportunities in the twenty-first Century”, in Winchester; McGrath; Mafugiri; Namutumba; Ssendegye-Nawooga; Kyrirakunda; Birungi; Kisakye; Ayebazibwe; Walakira; Rwabukwali (forthcoming 2013) “Early HIV disclosure and nondisclosure among men and women on antiretroviral treatment in Uganda” AIDS Care, Manuscript ID: 764380


132. Omona, J. (2010) “Meeting the Millennium Development Goals’ Targets: Proposed UN global governance framework to confront challenges of the 21st Century”, in Jupiter; McGrath; Mafugiri; Namutumba; Ssendegye-Nawooga; Kyrirakunda; Birungi; Kisakye; Ayebazibwe; Walakira; Rwabukwali (forthcoming 2013) “Early HIV disclosure and nondisclosure among men and women on antiretroviral treatment in Uganda” AIDS Care, Manuscript ID: 764380


CONFERENCE PRESENTATIONS


156. Walakira E.J, Expert meeting and paper presenter on Child protection outside of the family care, Washington DC, Dec 2011, supported by USG thorough USAID

157. Walakira E.J, Conference on children in Urban (Kampala) and rural South Western Uganda. The XIX International Conference 2012 (Washington, DC)


159. Walakira E.J, Expert meeting for prevention of child labour in Agriculture and fisheries, Rome April 2010


Dalhousie University, Nova Scotia, Canada, I gave a public lecture on the “Situation of Child Soldiers in Africa”

167. Tayeebwa, W. May 2010, I served as a panelist during a session entitled “Denounce: The Abuse of Children” as part of the 2010 Congress of the Humanities and Social Sciences at Concordia University, Canada: William Tayeebwa at https://www.concordia.ca/presidents-conferences/human-rights-day/speaker-biographies/.

RESEARCH PROJECTS

168. Eric Awich Ochen, Principal Investigator Home at Last? Exploring the Experiences of Children Affected by Armed Conflict in Post-Conflict Northern, USD 6000 funded by School of Social Sciences SIDA SAREC research programme, ongoing

169. Eric Awich Ochen, Principal Investigator; PhD “An exposition of intra and post-bush experiences of formerly abducted child mothers: Issues in Rehabilitation, Resettlement and Reintegration. Funded by Makerere University, 2008-2011, USD 15,000

170. Eric Awich Ochen, Principal Investigator, Challenges of downward accountability in local governance: the case of Kampala and Kayunga districts; USD 14,464, supported by Norwegian Development Cooperation (NORAD), Kampala (2008-2010)

171. 2010- 2014: Exploring Communication Strategies for Enhancing Mitigation and Adaptation to Climate Change in the Lake Victoria Basin in Uganda, Principal Researcher: Dr. Nassanga Goretti L., Assoc. Professor, Journalism & Communication Department, Makerere University, Uganda, Co-Researcher: Marjorie Kyomuhendo Niyitegeka, Assistant Lecturer & Programs Coordinator, Journalism & Communication Department, Makerere University, Uganda, Funding: UNESCO IPDC Capacity Building Project, Nairobi Regional office

172. 2012 – 2013: Assessing the Media Landscape in Uganda Using the Media Development Indicators Principal Researcher: Dr. Nassanga Goretti L., Assoc. Professor, Journalism & Communication Department, Makerere University, Uganda, Co-Researcher: Marjorie Kyomuhendo Niyitegeka, Assistant Lecturer & Programs Coordinator, Journalism & Communication Department, Makerere University, Uganda, Funding: UNESCO IPDC Capacity Building Project, Nairobi Regional office

173. 32012-2014: Application of Participatory Communication as a Model for Improving Health Communication: A Case Study of the Stop Malaria Project, Researcher: Aisha Nakivula Ssembatya - Assistant Lecturer & PhD Student Funding: Sida-SAREC Makerere University Capacity Building Program

174. 2010–2011: An investigation into the impact of ICTs on the station sustainability, content production and listenership to rural and community radio in Mozambique, Uganda and Mali. Principal Investigator: Dr. Linje Manyozo, Lecturer/Masters Program Director, Media & Communication Department, London School of Economics, Co-Investigator: Dr. Goretti Nassanga, Assoc. Professor, Journalism & Communication Department, Makerere University, Funding: IDRC & Carleton University

175. 2010- 2011: Baseline survey on the Utilization of Retired Professors and senior academic staff in the East Africa region: Case Study of Makerere University, Kampala, Dr. Nassanga Goretti L., Assoc. Professor, Journalism & Communication Department, Makerere University, Uganda, Funding: Ford Foundation/Kenyatta University Capacity Building Project


177. 2010- 2011: An investigation into the impact of ICTs on the station sustainability, content production and listenership to rural and community radio in Mozambique, Uganda and Mali (Co-Investigator) Dr. Nassanga Goretti L., Assoc. Professor, Journalism & Communication Department, Makerere University, Uganda

178. 2010- 2014: Exploring Communication Strategies for Enhancing Mitigation and Adaptation to Climate Change in the Lake Victoria Basin in Uganda (Principal Researcher, Sida-SAREC/Mass Communication Department Project – Ongoing) Dr. Nassanga Goretti L., Assoc. Professor, Journalism & Communication Department, Makerere University, Uganda

179. 2010: Baseline survey on the Utilization of Retired Professors and senior academic staff in the East Africa region: Case Study of Makerere University, Kampala, Dr. Nassanga Goretti L., Assoc. Professor, Journalism & Communication Department, Makerere University, Uganda,

180. Doctoral Research Project: “(Re)framing Mass Media Values: The Prospects and Challenges of Peace Media in Burundi and Uganda”. Due to time constraints, the doctoral thesis is focused on only the Ugandan data. Full report email: wrayebwa@yahoo.com.

181. Praxis of Philosophy, Culture and a Foreign Language (Makerere University)

182. Legislative Measures on the implementation of the right to Food in Malawi (Makerere University)

183. Globalization and Education in Uganda (Makerere University)


186. Eric Awich Ochen, Consultant ACORD Uganda country programme evaluation, October-November 2011

187. Eric Awich Ochen, Consultant Team leader, Baseline survey for the project “Nurturing the Young Trees to make a thick Forest”, an 18 months pilot project implemented by a consortium led by Voluntary Services Overseas, Uganda and funded by Comic relief, UK, August-September 2011


192. Eric Awich Ochen, Consultant Team Leader, End of Project Evaluation of the AMREF Uganda’s Sexual and Reproductive Health project in Luwero and Kiboga districts, February-March 2011;

193. Eric Awich Ochen, M&E Consultant, American Refugee Committee International’s Participatory Video Project (through our Eyes) in Nuwoy District, Northern Uganda focusing on gender based violence prevention and protection of children from exploitation.


196. Eric Awich Ochen, Consultant, Evaluation of the Vulnerable Children and Youth (VCY) Reintegration Project in Gulu and Amuru Districts, Northern Uganda; World Vision international, January-March 2010


198. Walakira E.J, Consultant on the longitudinal study of the social context of HIV treatment seeking in urban and rural Uganda during the era of increased availability of ARV. A study led by Prof. Janet MacGrath with support from National Institute of Health (NIH) grant and implemented by Case Western Reserve University and Makerere University Centres of Excellence for Social Science research on AIDS (CeSRA).

199. Walakira E.J, Principal investigator, “Improving Prevention Services among People Living with HIV in Africa: Lessons from a Positive Prevention/Positive Health, Dignity and Prevention Study in Uganda” Study commissioned by Academy for International Development/Family Health International 360 and supported by USAID. Implementation period 2010-2011

200. Walakira E.J, 2011 Lead Consultant on a study; Situation analysis of social protection in northern Uganda. The study was commissioned by Cordaid &Transcultural psychosocial organisation.

201. Walakira E.J, 2010 Lead Consultant for the Evaluation of the 5 year World Vision Child Focused Area Development programme Kitgum (livelihoods, peace building, agriculture, HIV/AIDS and water and sanitation)

202. Walakira E.J, 2011 Lead consultant for final evaluation of the project; Northern Uganda Access, Prevention, Referral, and Organizational Assistance to Combat HIV (NUAPR) project. Supported by USAID through PEPFAR funds and implemented by American Refugee Committee

203. Walakira E.J, 2010-11 Lead Consultant on the Mock Evaluation for Empower OVC project supported by US Government under the Presidential Emergency Plan for AIDS Relief (PEPFAR) implemented by Integrated Community Based Initiatives (ICOBI) with technical Assistance from New Partners Initiative (NUPITA)/USAID

204. Walakira E.J, 2009/10 Associate Team Leader and lead Consultant on qualitative Component for the Evaluation of the Local Area Anti-malaria Programme Support (LAMPS). Uganda Concern Women’s Ministry.


206. Walakira E.J, 2008-2010 Technical advisor and community facilitator on early Learning and nutrition project for Health Child in East and Central Uganda (children with disability prioritized among other vulnerable categories
Books

Book Review
208. Omona, J., Book Review Taco Brandsen, Paul Dekker and Adalbert Evers (Eds.) Civicness in the Governance and Delivery of Social Services Vol.22 Number 2, June 2011 ISSN 0957-8765
http://www.springer.com/Social+sciences

Book Chapters


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http://www.springer.com
College of Natural Sciences (CoNAS)

PUBLICATIONS


110

Directorate of Quality Assurance


microglobulin as promising markers for staging human African trypanosomiasis. Mol Cell Proteomics mcp.M110.001008
First Published on August 19, 2010, doi:10.1074/mcp.M110.001008


College of Education and External Studies (CEES)

PUBLICATIONS


Directorate of Quality Assurance

Makerere University Self Assessment Report December 2012


BOOKS


BOOK CHAPTERS


CONFERENCE PRESENTATIONS


447. Kabugo, David. (2012). In the Classroom and Beyond: Using Mobile Phones to Enhance Question and Answer Mediated Relationships. TEM 2012, IFIP AICT 350


450. Openjuru, G., I. (2011). Non-Traditional Students, the experience in Makerere University School of Distance and Lifelong Learning Colloquium on Lifelong Learners in Higher Education, University of Western Cape, 1-2 September.


459. Kajumbula, R. (2010). Enabling Success of Students with Disabilities on Teacher-training Distance Education programs in Uganda; A comparison of Two Dual Mode Universities. Paper presented at the Sixth Pan-Commonwealth Forum on Open Learning (PCF6), Kochi, INDIA.


468. Tebenkana T. (2012), Efficacy of the Distance Education mode in the training of Art and Design teachers at Makerere University, PhD

469. Wafulu W.S (2012) Transformation of the rural communities through non-formal education, Role on Non Governmental Organizations in development. PhD


PROJECTS


481. Project: Leapfrogging Distance Education from its current 1st generation to the 5th generation. Funded by NORHED Seed Funding. Project Coordinator: Dr. Paul Birevu Muyinda

482. Project/ Consultancy: Capacity building trainings to administrative staff of the United Nations Mission in South Sudan (UNMISS). Funded by UNMISS. Project Coordinator: Dr Willy Ngaka.

483. Project: Governance Models and the Quality of Leadership in African Universities. This project is a component of the Higher Education Leadership Programme by CODESRIA. Project Aim: To categorize and analyze university governance models that were pursued by different African universities from the 1960s to date and to assess how the current models in use have impacted on the quality of leadership in these universities. Funded by: Carnegie Endowment Fund Duration: June 2012 – June 2013. Project Coordinator: Assoc. Prof. Joseph Oonyu

484. Project: Literacy, Employability and Enterprise development training for out of school and work youth in western and northern Uganda. Project Aim: 500 youth who have not been able to access school education will be helped to learn reading and writing practices that are required to run simple businesses in their everyday lives, to gain hands-on experience of micro-enterprise management and to be given a helping hand to start their own small businesses.

BOOK REVIEW


485. Project: Mobile Distance Learning. Project Aim: To develop applications employing the pervasive mobile phones to support the great student numbers wishing to pursue university education. Duration: Ongoing. Funded by Uganda Communications Commission and Makerere University School of Graduate Studies. Project Coordinator: Dr Paul Birevu Muyinda.

486. Project: Development of Education for Sustainable Development Curriculum for School of Education. Project Aim: To develop an ESD curriculum in the School of Education which will enable lecturers, students and other shareholders to understand and address issues in the three pillars of sustainable development. Funded by: Swedish International Development Cooperation Agency through the Advanced International Training Programme. Duration: Ongoing. Project Coordinator: Dr Victoria R Kaggwa Tamale.

487. Teacher Education in Sub Saharan Africa (TESSA) Duration: 2005 – Current. Funding: Open University UK Project Benefits: So far Makerere University has gained access to a rich resource of materials, and has been able to network with other institutions of higher learning within Uganda and beyond. Tutors have improved their writing skills. As a result of TESSA, closer links have been established with schools. By encouraging use of the TESSA materials in schools and also using the TESSA methodology while giving assignments to students, Makerere University has been able to follow up students in schools and see their performance after studying with Makerere University. TESSA has also facilitated the introduction of activity based materials for all the external programmes of Makerere University and this has become an accepted strategy. Hence the methodology of teaching in our study materials has changed from being teacher centred to being student centred, and this is also influencing how teaching is carried out at Makerere University itself.

488. Project: Strengthening parental/community participation in enhancing quality education in primary schools in Uganda. Project Aim: To enable parents and the community to understand, appreciate and act upon issues which prevent children (girls and boys) from achieving the desired learning outcomes. Funded by: DFID under the initiative called Development Partnerships in Higher Education (DelPHIE). Duration: Sept 2008 – August 2011 and extended to August 2012. Project Coordinator: Mrs Alice Nankya Nildide.


491. Project: Learning for Empowerment Through Training in Ethnographic Research & Publishing for New Readers. Project Aim: To train adult literacy education Trainers of Trainers to be able to train adult literacy facilitators in methods of teaching literacy that draws from the reading and writing practices that goes on in the community. Part of this project is focused on the production of reading materials for new readers (people who have just learnt how to read and write). Duration 2009 - 2012. Funded by Development Partnership in Higher Education (DelPHIE). Project Coordinator: Assoc. Prof. George I. Openjuru.


AWARDS

494. Dr. Muyinda’s PhD research work won the Postgraduate Student Research Project of the Year Award of the Uganda Communications Commission Annual Communication Innovations Award 2010 (See http://www.ucrc.co.ug/award/index.htm).

495. Dr Paul Muyinda and Mr. Godfrey Mayende were recipients of the Australian Leadership Award Fellowship 2012.

CONFERENCES ATTENDED

496. Dr Paul Muyinda and Mr. Godfrey Mayende attended a five week fellowship to broaden their expertise in policy and curriculum development of e-learning practices, University of Sunshine Coast (USC) Australia in July, 2012

497. Dr Paul Muyinda One month long Sida sponsored International training Programme on ICT and pedagogical development, May – June 2012. The programme was organized by Life
Academy and Stockholm University, Department of Computer and System Sciences (DSV)

498. Assoc. Prof. George Openjuru attended the 2nd Invitational Conference on Lifelong Learning and Social Exclusion in an International Context in Groningen, Netherlands 24-30 May 2012

499. Assoc Prof Jessica Aguti and Dr Paul Birevu Muyinda from the Department of Open and Distance Learning were invited to facilitate ODeL workshops at the University of South Africa in 2011

500. Dr Victoria Kaggwa Tamale and Dr Mathias Mulumba attended the Fourth phase of the International Training Programme on Education for Sustainable Development in Higher Education in South Africa, in October and November 2011

WORKSHOPS ORGANISED

501. Third Intergenerational Literacy Learner’s Conference, Masindi, The Centre for Lifelong Learning (CLL) in collaboration with Uganda Rural Literacy and Community Development Association (URLCODA) hosted the 3rd Intergenerational Literacy Learner’s Conference in Uganda from 27-30 April 2011 at Kabalega Secondary School, Masindi. Coordinated by Dr Willy Nagaka

502. Writers workshop organized by the School of Distance and Lifelong Learning was held from 9th - 15th October 2011 in Kampala. The workshop was held as part of the activities for the LETTER (Learning for Empowerment Through Training in Ethnographic Research) DeLPhE project.

503. Policy Dialogue on Pedagogical Integration of ICT in the Ugandan Education System organized by the Department of Adult and Community Education (DACE) on December 22 2011; Coordinated by Mrs Alice Ndidde

504. The national Kiswahili Language workshop. A follow up of the annual regional conference annually held in Nairobi. The School of Education workshop brought together more than 100 Kiswahili teachers of primary school, secondary school and tertiary institutions to discuss pedagogical issues and the challenges they face in teaching the language.

ANNUAL WORKSHOPS

505. The Annual Luganda Language conference is hosted by the Department of Humanities and Language Education in conjunction with Luganda Teachers Association - a Luganda teacher’s umbrella in the country.

506. The Annual English Language and Literature conference is an annual event for English language teachers. They convene at the School of Education to discuss and share class room and research practices in the area of English and literature teaching.

507. The National Social Sciences and Arts Education workshop is organized by the Department of Humanities and Language Education for social sciences and Arts bracket teachers.

508. The Art education mini exhibition and seminar. This is organized for Fine Art teachers in secondary schools.

509. The Science teachers’ workshop is organized by the Department of Science Vocational and Technical Education for Science teachers in secondary schools.
School of Law (LAW)

PUBLICATIONS.

510. Kakungulu Mayambala; Guilty before Trial: The presumption of Innocence and the Public Parading of Criminal Suspects in Uganda (December 2012) University of Botsuana Law Journal (Forthcoming)


514. Kakungulu Mayambala; The Fate of Culture in the Era of Globalisation: A critical Appraisal of the Right to Culture in Uganda (Inuovo diritto societario, Studi e Opinio/2009, University of Turin, Italy Law Journalpp 77-86)


516. Kakungulu Mayambala; Guilty before Trial: The presumption of Innocence and the Public Parading Criminal Suspects in Uganda (2011) HURIPEC Working paper

517. Kakungulu Mayambala; Data Protection and national Security: Analysing the Right to Privacy in Correspondence and Communication in Uganda (HURIPEC working paper No. 25, 2009)


534. Tumwine Mukubwa G.P., Essays in African Banking Law and Practice 2nd
BOOKS


CHAPERS IN BOOKS

547. Kakungulu Mayambala; Co author ( with Dick Kawaoya and Jeroline Akabu) Uganda’s copyright Law in Chris Armstrong, Jeremy de Beer, Dick Kawaoya, Achal Prahala & Tobias Schormüller(eds). Access to Knowledge in Africa: The role of Copyright University of Cape town Press 2010, 281-316

548. Kakungulu Mayambala; Internet censorship and Freedom of expression: A critical appraisal of the Regulation of Hate Speech on the Internet in INTERNET ACCESS/TECHNO LEGALBARRICADES(CS Krishna ed.2009) at 73-95


REPORTS

552. Assoc. Prof. Sylvia Tamale, 2010 “Memory and Politics: Challenges & Prospects in the Documentation of African Legal Activism in Gender and Sexuality” (September 2010).


554. Dr. Christopher Mbazira, Strengthening the capacity of African minorities and indigenous peoples to advocate for the implementation of African regional and international standards. Final Project Evaluation Report, commissioned by Minority Rights Group International (MRG) on behalf of UK Department for International Development (DFID)
College of Veterinary Medicine, Animal Resources and BioSecurity (CoVAB)

PUBLICATIONS


562. Leendertz FH; Dickske M; Schompf W; Lameketer F; Boesch C; Magisha L; Dolan A.; Gatherer D; McGeoch DJ; Elders B. 2009: Novel cytopathogenicities in free-ranging and captive great apes: phylogenetic evidence of bidirectional horizontal transmission. J.General Virology 90: 2386-2394.


587. Wessels, D; Metzger, S; Balawrote, F; Beech; Sh, Cameron, K; Coucy-Hymann, E; Cranfield, M; Gray, K; Harris, L e Head J; Jeffery, K; Krauf, S; Lankeste, F; Sin Aina, L; Landsorf, E; Magiha, L; Nitzche, A; Red P; Robinson, M; Travis, D; Zummers, Z; Leendert, F; Ekhir, B. (2011): Novel adenoviruses in wild primates: high genetic diversity and evidence for zoonotic transmissions. Journal of Virology, 85: 10774-10784.


590. Anne Fischer; Kay Prüfer; Jeffrey M. Good; Michel Hallwachs; Victor Wibe; Claudine Andre; Rebeca Atencia; Lawrence Magisha; Susan E. Pioke; Stavros Paoliu. 2011. "Bonobos Fall within the Generic Variation of Chimpanzees". PLoS ONE 6(6):e21605. doi:10.1371/journal.pone.0021605.


614. Luka PD, Ayebazibwe C, Shamaki D, Mwine FN, Erume J. (2012) Sample type is vital for diagnosing infection with peste des petits ruminants virus by reverse transcription PCR. Applied Biotechnology Division, National Veterinary Research Institute, PMB 1, Vom, Plateau State, Nigeria


College of Agricultural and Environmental Sciences (CAES)

PUBLICATIONS

618. Alwony, S., Muwanika, V.B., Angara, K. & Masembe, C. Climate change vulnerability and adaptation responses among fish dependent communities in the Albertine and Victoria drainage basins in Uganda

619. Amongi, W., Ochwo-Ssemakula, M. & Nkaluho, S. Inheritance of tolerance to drought stress in selected common bean genotypes

620. Apolot, S., Kilvuta, P., Kyazze, B.F. & Loga, D. Potential of school gardening as a laboratory for developing life skills in agriculture: The case of Universal Primary Education Schools in Kamuli and Soroti districts, Uganda

621. Apolot, S., Okaje, P. & Olaja, J.A. School gardens for improved quality of primary education and community food security in Soroti district, Uganda


623. Balaba Tumwebaze, S., Bevilacqua, E., Russel Briggs & Volk, T. Spatial variation of soil organic carbon under the linear simultaneous agroforestry system

624. Bangizi, R., Mugisha, J., Tumuhairwe, J.B. & Mulwa, R. Farmers’ willingness to invest in improved soil and water conservation technologies in semi arid districts of Uganda

625. Bajiyana, I., Ekere, W. & Mugisha, J. Economic analysis of transboundary animal disease control in Ntungamo and Rakai districts in Uganda


627. Castiano, B.L., Edema, R. & Asea, G. Early-generation testing for developing maize inbreds with drought tolerance and resistance to Turcicum Leaf Blight and streak virus in Uganda

628. Ddamulira, G., Mukankusi, C., Ochwo-Ssemakula, G., Edema, R. & P. Sseruwagi Enhancing resistance to angular leaf spot of common bean in Uganda

629. Egeru, A. & Majaliwa, M.G.J. Enhancing efficient energy coping mechanisms in Olo Sub-County, Eastern Uganda


632. Kesime, V.E., Tusiime, G. & Kashaija, I.N. Inheritance and stability of earliness in solanum potato


634. Kesime, V.E., Tusiime, G. & Kashaija, I.N. Inheritance of tolerance to intermittent drought from selected potato (Solanum tuberosum) cultivars in south western Uganda

635. Khaki, N., Edema, R. & Mukankusi, C. Agronomic characterisation of farmer preferred pigeon pea landraces in Uganda

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637. Kyesimire, I., Majaliwa, J., Katusiime, E. & Kashaija, I. Economic analysis of the potato market chain in Uganda


640. Lusenge, R.K., Edema, R. & Lamo, J. Inheritance of bacterial leaf blight resistance in crosses involving interspecific and intraspecific rice genotypes

641. Majaliwa, J.G.M., Bashirwe, S., Tenywa, M. & Kansiime, F. An overview of pollution loading into Lake Kivu basin


643. Mapshosa, M., Tawana, H. & Tukumahawwa, P. Enhancing soybean rust resistance through gene pyramiding


646. Mayada Beshr, M., Abdelbaki Ali, M. & Okori, P. Strengthening sorghum breeding for dual foliar diseases

647. Mbabazi, E.G., Nakavuma, J., State, A., Mugisha, J. & Byarugaba, D.K. Socioeconomic impact of Newcastle disease vaccination of village poultry on community free-range poultry farmers in Iganga district

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649. Mugisha, J. & Alobo, S. Determinants of land management practices in the agricultural highlands of Uganda: A case of Kabale highlands in Western Uganda

650. Mukamuhirwa, F., Tusiime, G., Mukankusi, C., Gibson, P. & Edema, R. Potential sources of high iron and zinc content in Ugandan bean germplasm

651. Mukankusi, C. & Obala, J. Development of Fusarium root rot resistant ideotypes in common bean

652. Munganyinka, E., Edema, R., Lamo, J. & Gibson, P. Inheritance of resistance to rice yellow mottle virus in interspecific and intraspecific rice in Uganda

653. Munyiti, S.W., Okori, P., Mugo, S.N., Ottin, M. & Mvuroro, J. C. Mechanisms of resistance in tropical maize inbred lines to spotted stem borer (Chilo partellus)
654. Mutari, P.W., Rubaihayo, P., Kyamanywa, S., Mgonja, M. & Sharma, H.C. Performance of selected grain sorghum genotypes for improved food security and livelihoods

655. Nyambok, A., Okori, P. & Gudu, S. Inheritance of phosphorus use efficiency and resistance to anthracnose in selected sorghum genotypes grown in the acid soils of western Kenya

656. Obua, D., Malinga, M., Okia, C.A. & Okullo, J.B.L. Adapting selected grafting techniques to propagation of Vitellaria paradoxa spp. nilotica (the shea butter tree) in Uganda

657. Obua, T., Tusiime, G. & Tukamuhawba, P. Phakopsora pachyrhizi diversity and rust resistance in soybean genotypes in Uganda


659. Okao, M., Malinga, M., Okia, C.A. & Okullo, J.B.L. Vegetative propagation of Vitellaria paradoxa by stem cuttings: Effects of rooting substrate and planting technique

660. Owor, B.E., Thompson, J.A. & Shepherd, D.M. Maize streak virus (MSV) diversity in Uganda and the assessment of gene silencing as a tool for development of resistance to MSV

661. Rakwaro, R.J., Mukasa, S.B., Odongo, B., Ssemakula, G., Moar, W.J. & Ghislain, M. Impact of transgenic sweetpotato on non-target species

662. Sebatta, C., Mugisha, J., Katungi, E. & Okullo, J.B.L. Adapting selected grafting techniques to propagation of Vitellaria paradoxa spp. nilotica (the shea butter tree) in Uganda

663. Sebuliba, E., Majaliwa, J.G.M., Amoding, A.K. & Tumuhairwe, J.B. Speargrass as a soil fertility indicator along a deforestation chronosequence

665. Tiagume, A.K., Setrumaba Mukasa, B. & Omongo, C.A. Unraveling the vector transmission biology of the yam mosaic Sweet potato mild mottle virus (Potyviridae) in sweetpotato (Lam.)


675. Nicholas Kiggundu • Katii W. Migliacio • Bruce Schaffer • Yuncong Li • Jonathan H. Crane Water savings, nutrient leaching, and fruit yield in a young avocado orchard as affected by irrigation and nutrient management


747. Sserembra Owen (2010): Tree species used in the furniture Industry in Masaka District, Uganda. The Ugandan carpenters’ view; timber species used to make furniture and determinants for choice of timber species for specified furniture jobs. VDM Publishers, German. ISBN: 978-3-639-28786-8


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769. Uwizesi, W., Tenywa, J.A. & Rwaikaarica, M.S. Osmotization of rhizobium and arbuscular mycorrhizal fung benefits for grain legume production in acid soils. Second RUFORUM Biennial Meeting 20 - 24 September 2010


On 23rd October 2012, Prof. Joyce Kikafunda show that took place from October 4th – 10th in Bushenyi district, using her own funds. She implemented the experience gained in that show in the districts of Kabale, Kanungu and Rukungiri. Her project included training rural mothers on best practices for feeding and caring for their young children. She is currently carrying out a community outreach project called “Infarmed Nutrition and Agriculture (GINA)” sponsored by USAID. She headed the project from 2005-2007, in the districts of Kabale, Kanungu and Rukungiri. Her project included training rural mothers on best practices for feeding and caring for their young children. She is currently implementing the experience gained in that project in her home sub-county of Kyiezooba, Bushenyi district, using her own funds.

On October 15, 2012, the Rotary club of Kampala North District 9200 honoured the School of Agricultural Sciences that have led to the production and release of new crop varieties such as soybean by Makerere University. The school of Agricultural sciences included, added products from the FTBIC. Products from the School of Agricultural Sciences included, added products from the FTBIC. Products from the FTBIC for 20 years (1992-2012) during the 20th Anniversary celebrations that were held at Kaunda grounds on excellent team work and leadership, on traditional bananas and moving away from crude methods to industrial processes.

On 23rd October 2012, Prof. Joyce Kikafunda from the School of Food Technology, Nutrition and Bio engineering received the Nestle Nutrition Institute Africa Award at a colourful ceremony that was held at Speke Resort Hotel Kampala. This was in recognition of her community outreach project called “Infarmed Nutrition and Agriculture (GINA)” sponsored by USAID. She headed the project from 2005-2007, in the districts of Kabale, Kanungu and Rukungiri. Her project included training rural mothers on best practices for feeding and caring for their young children. She is currently implementing the experience gained in that project in her home sub-county of Kyiezooba, Bushenyi district, using her own funds.

876. Dr. William Kyamuhangire and Florence Muranga decorated with “Class One Order of the Nile Medal”

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On August 22, 2012, Prof. Noble Banadda from the School of Food Technology, Nutrition and Bio engineering was honoured by the Inter - University Council of East Africa (IUCEA) for his outstanding performance of his Vicres project. The Vicres scientific Advisory committee and Agreement partners were pleased with the outstanding performance of his project titled, “Modeling of Non- point Source Pollution in L. Victoria Basin” as indicated by the Monitoring and Evaluation report for the period June 2011 to May 2012. This was based on excellent team work and leadership, multidisciplinary nature, submission of reports, presentation and dissemination of findings, capacity building (12 MSc students), 14 publications within two years and producing 12 theses beyond the planned six.

On October 15, 2012, the Rotary club of Kampala North District 9200 honoured the School of Food Technology, Nutrition and Bio Engineering and presented the Vocational Service Award (2012-2013) to the Food Technology and Business Incubation Centre (FTBIC) for the outstanding contribution to changing lives in society. The plague was signed by the club President Nigel Othenbi and Secretary Harriet B Obbo.

The University was on September 28, 2012 recognized as one of the best institutions for the commitment and excellence in areas of Academia & Research and being among leaders and visionaries in promoting a Green Revolution in Africa by The Alliance for a Green Revolution in Africa (AGRA) Forum. Dr. Richard Edema of the School of Agricultural Sciences received the award on behalf of Makerere University from chairman of the Alliance for a Green Revolution in Africa (AGRA) and former Secretary-General of the United Nations Kofi Annan, during AGRF Awards gala dinner in Arusha. AGRA has been funding agricultural programs at the school of Agricultural sciences that have led to the production and release of new crop varieties like soybean by Makerere University. The university was recognised for domesticating Graduate trainings and preparing scientist for the entire region.

CAES recognised for her consistent participation in the Agricultural shows

The college was recognised by the National Farmers’ Federation for her consistent participation in Annual agricultural exhibitions for 20 years (1992-2012) during the 20th Source of the Nile National Agricultural and Trade show (2012). The Show took place from 23rd - 29th July 2012 as one of the activities to mark Uganda’s 50 Years’ of Independence under the theme “Promoting Smart Farming for Sustainable National Food Security, Farm Income and Regional Market Opportunities”

The school of food technology exhibited value added products from the FTBIC. Products from the school of Agricultural sciences included, Organic piggery, milk booster, banana tissue culture technology, fermented weaning animal foods, improved soy varieties, Mubende dairy goats, the Yam bean, and a demonstration of Artificial insemination of pigs, multipurpose poultry birds among others. The school of Forestry, showcased herbal plants, shea nut products. Dr. Fred Kabi received the plague on behalf of the college at a function that was presided over by the Vice President of Uganda Edward Ssekandi.

Dr. William Kyamuhangire and Florence Muranga from the School of Food Technology Nutrition and Bio- engineering were on 1st May 2012, decorated in abs une with the “Class One Order of the Nile Medal” by the President of the Republic of Uganda, H.E Yoweri Kaguta Museveni. The duo were honoured among others as distinguished hard working men and women in Uganda during the labour day celebrations that were held at Kaunda grounds in Gulu district. They were specifically recognised for applying science and technology on traditional bananas and moving away from crude methods to industrial processes.

Mutuli, Secretary General AAS, Dr. Shem Arungu- Olende indicated that Prof. Sabiiti would serve in the field of Agricultural Sciences as member of the Membership Advisory Committee, charged with the responsibility of reviewing the dossier of nominees for Fellowship to AAS.

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876. Dr. William Kyamuhangire and Florence Muranga decorated with “Class One Order of the Nile Medal”

878. Assoc. Prof. Moses Tenywa wins the first Africa College Prize.
critical review of Uganda’s soil fertility and fertilizer use” to the EPRC organized conference on the theme “The role of fertilizer in Uganda’s agricultural transformation; reality or myth?” at Imperial Royale Hotel. The work was hailed for providing evidence for institutional reforms of NAADS and the MAAIF to enhance effectiveness and efficiency.

786. CAES Wins Agricultural and Trade Show 2011

The college emerged as overall best in a week-long Source of the Nile Agricultural and Trade show organized by Uganda Farmers Federation in Jinja. From 18th – 24th July 2011. The college scooped two trophies; one for best overall in all categories and two; for winning in the first positions in Crop and Value addition categories among government institutions at the closing ceremony presided over by H. E the president of Uganda, Yoweri K. Museveni. The show was coordinator by Dr. Phinehas Tukamuhawwa who organised over 30 participants and staged over 50 products defeating over 100 competitors including Madhivan Group of Companies, BATU, NARO, Ministry of Agriculture, NAADS, UWA, Heifer International, JICA and Uganda Coffee Development Authority. Other competitors included input companies like Balton, Uganda Prisons and all private seed companies.
College of Engineering, Design, Art and Technology (CEDAT)

PUBLICATIONS


808. Investigation of Triple Helix Clusters Procedure in the sub-Saharan Africa Energy Sector: Case Study: Academia - CREEC Photovoltaic Laboratory 2012 Establishing a Solar


816. Stimulating Industrial Development in Uganda through Open Innovation Business

Inhabiters; Joshua Mutambi; Blekinge Institute of Technology; Licentiate Dissertation Series No. 2011:10; ISSN 1650-2140; ISBN 978-91-7295-213-3


818. Spatial Experience and meaning of place in Kampala city; Lilian Namuganyi, Royal Institute of Technology, Sweden

819. Uncertainty Assessment in Water Balance Modelling for Lake Victoria; Dr. Micheal Kizza

820. Analysis of loading and transportation of anthropogenic pollution on shallow groundwater in peri-urban area of Robinah Kalabako

821. Decision support system for water resource management; Frank Kizito

822. Monte Carlo Methods for Planning Power Systems; Al-man Sendegya


824. IL-Arete: Revolutionizing Teaching and Learning at Makerere University; Sandy S. Tickodri-Togboa, Cosmas Mukirize, Arthur A. Tumisiime, Paul I. Musasiri; Using Remote Labs in Education; Deusto University Press; ISBN 978-84-9830-335-3


826. Adoption of Open Innovation Approach for Sustainable Business Incubation Process; Joshua Mutambi; Presented at the 10th Global Network for the Economics of Learning, Innovation, and Competence Building Systems (GLOBELICS) International Conference 9th -11th 2012, Hangzhou China

827. Decision support system for water resource management; Frank Kizito

828. Stimulation of Industrial Development in Uganda through Open Innovation Business


830. Omolo-Okeke, F. and Songendo, H. (2011) Perspectives on City Planning of Post Independence Kampala: The Emergence of the Metropolitan Growth Model and the Hexagonal Cell Pg 64-70


833. Mutebasa, N., Okon, M. and Ekenes, B. (2011) Role of Intangible Assets in the Adoption of Advanced Manufacturing Technologies (AMT’s) in Developing Countries: Case Study of Uganda Pg 193-199


835. Senfuka, C., Kirabira, J. and Byaruhanga, J. K. (2011) Options for Improvement of the Ugandan Iron and Steel Industry Pg 228-234


Nalumansi, J. and Mwesige, G. (2011)  
853. Okadi, A., Ziraha, Y. and Mwakali, J. (2011) Approximate Large Deflection Analysis of Thin Rectangular Plates under Distributed Lateral Line Load Pg 419-425  
854. Okadi, A., Ziraha, Y. and Mwakali, J. (2011) Exact Large Deflection Analysis of Thin Rectangular Plates under Distributed Lateral Line Load Pg 426-433  
860. Musakali, J. and Byaruhanga, J. (2011) Local Content in the Oil and Gas Industry: Implications for Uganda Pg 520-525  
861. Mwesige, A., Kakwe, S. and Seidt, A. (2011) Opportunities for Generating Electricity from Municipal Solid Waste: Case of Kampala City Council Landfill Pg 526-532  
of the impact of climate change on extreme precipitation and temperature events over the upper River Nile basin Pg 659-665


874. Spatial Analysis of Construction Accidents in Kampala, Uganda; Irumba R, Wilhelmsson and Kerall A.G


876. Geographic Information Systems for Transportation —Data Model for Road Infrastructure Maintenance in Uganda; M.I Kayondo, G. Bas, S.S.T Togboa

877. Land Use and Transport Planning in the Greater Kampala, Uganda; A.T.Kiggundu, S. Mukibi


879. Monitoring the Surface Of Lake Victoria Using Multi Imagery; M. W Muhindo, G. Anthony

880. Discrepancy between Survey Practice and Legislation in Uganda; M. Musinguzi and M. Kisakye

881. Segregation Ideology and town Planning in Uganda; Fredrick Omolo-Okalebo

882. Using Agent Based Models to Stimulate Complex Geo-Spatial Systems Towards Monitoring and AIDS Transition in Uganda; J. Richard Otukei

883. You Know the Temperature at the weather station But Do You Know it Anywhere Else? Assessing Land Surface temperature Using Land Sat ETM+ Data; J.R Otukei, T. Blaschke

884. Potentials of information and Communication Technology(ICT) For Sustainable Medium Of Urban Areas and Communities Centre; H. Sengendo

885. Evaluation of EGM 08 in Uganda: Preliminary Results; R. Sengendo, L.E Sjoberg, A. Gidudu

886. Application of Geodetic Parameters as GIS inputs in Radio Propagation Studies; Maureen T, Abdulrahman A.Y, Shahidah M.A and Duncan T

887. Land Information Management in Uganda: Current Status; L. M Wabineno, M. Musinguzi, P. Ekback
College of Health Sciences (CHS)

PUBLICATIONS

888. Lisa M. Albert, Angela Akol, Kelly Ut'Angle, Elizabeth E. Tolley, Catalina B. Ramirez, Alex Opio, Nazarius M. Tumwesigye, Sarah Thomsen, Stella Neema, Sebastian O. Baine; Acceptability of male circumcision for prevention of HIV infection among men and women in Uganda

889. Edgar M Malogo, Aden S Abdulaziz, Raniert Guerra, Sebastian O Baine; Facility and home based HIV Counseling and Testing; a comparative analysis of uptake of services by rural communities in southwestern Uganda; BMC Health Services Research 2011


892. James Henry Obol, David Lagoro Kizara and Christopher Gattomoi Orach; Knowledge and misconceptions about Malaria among pregnant women in a post conflict internally Displaced Persons’ Camps (IDPs) in Gulu District, Uganda. Accepted June, 2011. Journal of Malaria Research and treatment. MRT/107987


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Diagnostic cytopathology 2010;38(8):555-63.

987. 2010: Towler William I; Barlow-Mosha Linda; Church Jessica; Bagenda Danstan; Ajuna Patrick; Muhiru Micheal; Musoke Philippa; Eshleman Susan H Analysis of drug resistance in children receiving antiretroviral therapy for treatment of HIV-1 infection in Uganda. AIDS research and human retroviruses 2010;26(5):563-8.


989. 2010: Hudelson Sarah E; McConnell Kiwanuka N, Robb M, Laeyendecker DH: Patient satisfaction with Services in Outpatient Clinics at Mulago Hospital, in Uganda. International Journal of Healthcare Quality Assurance. (Check online)

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CONFERENCE PRESENTATIONS

1200. Allen Gidraf Kahindo Maina, Juliet Kiguli, Christopher G. Orach, . Factors associated with deliveries in health facilities by refugees and host population in Fuggnido Kabele, Ethiopia. Uganda Medical Association Conference held in Africania Hotel Kampala June 2011

1201. Christopher Garimoi Orach, Beatrice Akello, Virgil Onama, Elizabeth Nabwumba, Simon Peter Kibira and David Wilfred Ochan, Assessment of Midwifery Training , Service and Practice in Uganda; Uganda Medical Association Conference held in Africania Hotel Kampala June 2011


1204. Musoke D. Global Health Institute – One Health training experiences from Uganda. 1st International One Health Congress, Melbourne, Australia. 14th – 16th February 2011

1205. Musoke D, Musoke M, Nsabuga W. Factors associated with prevention of malaria and other diseases transmitted by mosquitoes at household level in Wakiso district, Uganda. 11th World Congress on Environmental Health, Vancouver, Canada. 5th – 10th September 2010


1208. Musoke D, Musoke M, Nsabuga W. Factors associated with prevention of malaria and other mosquito vectors in Wakiso District, Uganda. 2nd All Africa Environmental Health Congress, Lilongwe, Malawi. 24th – 27th May 2010

1209. Meya D; The Impact of Routine Electrolyte Supplementation during Amphotericin Induction Therapy in Resource-limited Settings. 8th International meeting on Cryptococcus and Cryptocecallosis in South Carolina May 2011.

1210. Meya D; Long term outcomes in Ugandans with Cryptococcal Meningitis who survive six months. Electronic Poster at IAS meeting in Rome (July 2011).


CD4 recovery after 4 years of antiretroviral therapy in an African cohort. Presented at the 18th conference on retroviruses and Opportunistic Infections (CROI), Boston, USA

1213. Dr. Mhoira Leng; Development of a palliative care research agenda at Makerere University, Uganda. Poster presentation in Lisbon Portugal

1214. Mhoira Leng; Benefits of International volunteering in Palliative care. Poster presentation in Lisbon Portugal

1215. Dr. Namukwaya; Barriers to oral morphine use in hospital setting in Uganda. Poster presentation by in Lisbon Portugal

1216. Dr. Namukwaya; Factors affecting choice of place of care at the end of life. Poster presentation in Lisbon Portugal

1217. Dr. Namukwaya Palliative care for HIV associated malignancies. Oral presentation at the CFAR conference in Kampala Uganda.

1218. Dr. Joanna Dunn (Makerere Palliative care Unit); Changes in knowledge, attitudes and values of postgraduate physician following a PC training course. Poster presentation in India

1219. Dr. Joanna Dunn; Development of an academic PC service in Makerere University / Mulago Hospital Uganda. Oral presentation in India

1220. Dr. Mhoira Leng; BSc in Palliative Care; A Degree for Africa. Oral presentation in India

1221. Dr. Leng and Dr. Namukwaya; Needs assessment for palliative care services in a tertiary referral hospital in Sub-Saharan Africa: Opportunity to reach out to those in need of Palliative Care. Poster discussion

1222. Ben Gidraf Kahindo Maina, Juliet Kiguli, Christopher G. Orach, . Factors associated with deliveries in health facilities by refugees and host population in Fugnido Kabele, Ethiopia. Uganda Medical Association Conference held in Africana Hotel Kampala June 2011

1223. Christopher Garimoi Orach, Beatrice Akello, Virgil Obama, Elizabeth Nabwemba, Simon Peter Kibira and David Wilfred Ochan, Assessment of Midwifery Training , Service and Practice in Uganda; Uganda Medical Association Conference held in Hotel Africana Kampala June 2011


1226. Musoke D. Global Health Institute – One Health training experiences from Uganda. 1st International One Health Congress, Melbourne, Australia. 14th – 16th February 2011

1227. Musoke D, Musoke M, Nsubuga W. Factors associated with prevention of malaria and other diseases transmitted by mosquitoes at household level in Wakiso district, Uganda. 11th World Congress on Environmental Health, Vancouver, Canada. 5th – 10th September 2010


1230. Musoke D, Musoke M, Nsubuga W. Factors associated with prevention of malaria and other mosquito vectors in Wakiso District, Uganda. 2nd All Africa Environmental Health Congress, Lilongwe, Malawi. 24th – 27th May 2010

1231. B. Achan; ‘Ex vivo responses to cryptococcal antigens distinguish cryptococcal meningitis from other forms of AIDS associated meningitis’ at international cryptococcal meeting in Charleston in May, 2011.


Directorate of Quality Assurance

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College of Business and Management Sciences (CoBAMS)

PUBLICATIONS


1241. Wamala R., Kizito, Saint, Omala, Kakumba, Umar. Graduate Management Admission Test Outcomes and the Academic Achievement: A Study on Masters of Business Administration Students at Makerere University Uganda, 2012

1242. Nyankumare M. An analysis of Donor Dependency, Donor Exit and Fund Portfolio and Financial Sustainability of Selected NGOs in Kampala, 2012


1244. Okodi S. Motivation and Employee Commitment in the Ministry of Health: Case Study of Arua Regional Referral Hospital, 2012

1245. Bagonza A., B. Budget Approaches, Comprehensiveness, Realism, Realisation and Sectoral performance in high local governments of Uganda, 2012


1248. Amanya H. The Procurement Process and Quality of Service Deliver in institutions of Higher Learning in Uganda: A Case of Makerere University, 2012


1256. Twinomujuni D. Relationship Marketing and Brand Performance: A Case Study of Isuzu in Africa Motors and Machinery Uganda, 2012


1260. Ampine P. Information Communication Technology and its effects on Firm Performance: A Case of Civil Aviation Authority, 2012


1264. Opiro D. Length of Stay on a Program and Academic Performance of Undergraduate Students, 2012


1272. Tuhaise B. Credit Capital Financing and the Social Costs Uganda Revenue Authority, 2012


<p>| 1282. Nankenga E. | The Effect of Strategic Planning on Financial Performance of UPMB Member Health Facilities: A Case Study of Mengo Hospital, 2012 |
| 1284. Wamala R., Oonyu J. C., Ocaya B. | Comparative assessment of selected approaches in modeling completion dynamics of graduate programs, 2012 |
| 1286. Luyombya R. | Relationship Marketing and Willingness to Pay: A Case of Intertech Ltd, 2012 |
| 1293. Bahiyire F. | Globalisation and SME Performance in Developing Countries: A Case Study of IT Business Firms in Kampa Central Division –Uganda, 2012 |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Ideal</th>
<th>Second</th>
<th>Acceptable</th>
<th>Can be improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Land for campus/urban</td>
<td>10-30 acres</td>
<td>5-20 acres</td>
<td>1-2 acres</td>
</tr>
<tr>
<td>2</td>
<td>Land - Rural</td>
<td>50 or over</td>
<td>30-50 acres</td>
<td>20-30 acres</td>
</tr>
<tr>
<td>3</td>
<td>Government</td>
<td>Government Council</td>
<td>In charge of policy</td>
<td>Operational</td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>In charge of policy</td>
<td>In place</td>
<td>In place</td>
</tr>
<tr>
<td>4</td>
<td>Academic Staff</td>
<td>In charge of policy</td>
<td>In place</td>
<td>In place</td>
</tr>
<tr>
<td>5</td>
<td>Student body</td>
<td>In charge of policy</td>
<td>In place</td>
<td>In place</td>
</tr>
<tr>
<td>6</td>
<td>Facilities - Classroom</td>
<td>2.5m² per student</td>
<td>2m² per student</td>
<td>1.5m² per student</td>
</tr>
<tr>
<td>7</td>
<td>Library space</td>
<td>2.5m² per student</td>
<td>2m² per student</td>
<td>1.5m² per student</td>
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<tr>
<td>8</td>
<td>Science laboratories</td>
<td>5m² per student</td>
<td>2.5m² per student</td>
<td>1.5m² per student</td>
</tr>
<tr>
<td>9</td>
<td>Administrative offices</td>
<td>5m² per office</td>
<td>2m² per office</td>
<td>1.5m² per office</td>
</tr>
<tr>
<td>10</td>
<td>Student union offices</td>
<td>5m² per office</td>
<td>2m² per office</td>
<td>1.5m² per office</td>
</tr>
<tr>
<td>11</td>
<td>PVT. (Professional)</td>
<td>1200 hours</td>
<td>1,000 hours</td>
<td>800 hours</td>
</tr>
<tr>
<td>12</td>
<td>MPhil/PhD students</td>
<td>50% of staff</td>
<td>35% of staff</td>
<td>25% of staff</td>
</tr>
<tr>
<td>13</td>
<td>Master’s students</td>
<td>50% of staff</td>
<td>30% of staff</td>
<td>20% of staff</td>
</tr>
<tr>
<td>14</td>
<td>College governance</td>
<td>400 faculty</td>
<td>300 faculty</td>
<td>200 faculty</td>
</tr>
<tr>
<td>15</td>
<td>Percentage of part-timers</td>
<td>20% of staff</td>
<td>15% of staff</td>
<td>10% of staff</td>
</tr>
</tbody>
</table>
Our Core Values:

1. A global outlook and outreach

2. Breadth of vision, creativity and openness to change

3. Collaboration and team work.

4. Excellence and continuous improvement

5. Transparent and courteous internal and external communication in the organization

6. The highest intellectual and ethical standards and;

7. The values of humane and just society; and in realizing Makerere University as an internationally recognized and globally focused, research-intensive institution, with a vigorous learning and teaching environment; the University commits an unequivocal commitment to high quality permeating all dimensions of academic activities and support services.

Our mission:

To promote confidence in the quality provision (teaching, research and outreach services) that the quality and the standards of awards of Makerere University are safeguarded, enhanced and effectively managed.

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Funded by;