About Nankai University
A key multidisciplinary and research-oriented university directly under the jurisdiction of the Ministry of Education, Nankai University is located in Tianjin on the border of the sea of Bohai, is also the alma mater of our beloved late Premier Zhou Enlai.

Nankai University was founded in 1919 by the famous patriotic educators, Mr. Zhang Boling and Mr. Yan Xiu. During the Anti-Japanese war (1937-1945), Nankai University, Peking University (Beijing University) and Tsinghua University (Qinghua University) united in Kunming to form the renowned Southwest Associated University. It was compared to be "The North Star of Higher Learning". In accordance with its motto of "dedication to the public interests, acquisition of all-round capability and aspiration for daily progress", the University has produced batches of prominent talents such as late Premier Zhou Enlai, Dr. Shiing-shen Chern, Dr. Ta-you Wu and playwright Cao Yu. On December 25th, 2000 the State Ministry of Education signed an agreement with Tianjin Municipal Government on jointly establishing and developing Nankai University. Since then, Nankai University has been listed among universities for priority development in the 21st century.

Nankai University is considered to be one of comprehensive universities with the widest scan of disciplines. It features a balance between the Humanities and the Sciences, a solid foundation and a combination of application and creativity. The University has 22 academic colleges, together with Graduate School, China APEC Institute, School for Continuing Education, Advanced Vocational School, Modern Distance Education School and Binhai School (independently financed). Nankai University offers 71 undergraduate specialties, 206 Master's programs, 117 Doctoral programs, 17 Post-Doctoral research stations and 16 authorized primary Doctoral specialties. Besides, there are 18 national key specialties, 48 provincial and municipal key specialties, 1 national key lab, 14 provincial and municipal key labs, 1 national engineering center, 8 national bases for basic science research and talents cultivation, 1 base for cultural quality education and 6 key research bases for humanities and social sciences, together with 7 innovation bases in philosophy and social sciences and 4 science and technology innovation platforms included in 985 Project.
Strategic Objective
By 2010, Nankai University will be built into a moderate-scaled, reasonable-structured, distinctive-characterized, internationally renowned research university with high academic levels. It will increase significantly its quality of teaching, academic standards and overall educational strength, which will enable some preponderant disciplines to come top in the international field. It will eventually become the important base in our country to train the high-level and creative personnel, to promote the innovation of knowledge and technology, and to serve the development of economics and society.

Historic Mission and Development Principle
Exploring scientific and technological progress of the world and following the trail of the development of human culture, Nankai will centralize our/its advantages to reach the advanced international level in certain fields or directions and achieve great breakthrough in the progress of science and technology and the cultural construction. Nankai University will adapt to the developments of an innovation-oriented country, attempt to seek the cut-in point and find the right place in the national creational system in order to achieve great leaps in the fields of the basic research and advanced technology which satisfy the strategic needs of our country. We will also adapt to the open-up policy of Tianjin Binhai New Area, create conditions actively, seek opportunities and expand space for the regional economy and social development.

Strategic Focus
Comprehensively promote quality education, adhere to the people-centered education, school-based personnel to enhance students' innovation and practical ability, and pursue a comprehensive upgrade of the ideological and ethical quality, scientific and cultural quality and health quality. Comprehensively improve the quality of education and deepen the teaching reforms; strengthen scientific research and innovation system and intensify efforts to build a team of qualified personnel; focus on the construction of the preponderant disciplines, improve the ability to offer service to the society, and improve the quality of education and teaching and scientific research. Take the coordinated development as the main line, and insist on the scale, structure, quality and efficiency of the university; speed up structural adjustment, and promote the comprehensive, coordinated and sustainable development of our university. Take the system innovation as the focal point, explore the construction of the system of a modern university, establish a sound system of regulations, and give fresh impetus to the development of the university.

Strategic Initiatives
To achieve the strategic target of establishing a high level university, the university raised five strategic initiatives in the seventh party convention: implement the "talent-school" strategy, attract and cultivate talents to create high level team contingent; implement the "strong discipline" strategy, carefully develop the preponderant or specialized disciplines of Nankai University, build
quality academic system; implement the "upgrading the quality of education" strategy, pursue outstanding teaching and nurture high-quality personnel; guarantee to improve students' basic quality and innovation ability to meet the needs of society and their own development; promote "scientific and technological innovation" strategy, carry forward the good tradition of academic and scientific research to enhance scientific research ability and launch a series of high-level research results; carry out the "internationalization" strategy, cast the vision further into the context of globalization and upgrade international competitiveness of Nankai University. Entering the 21st century, Nankai University will firmly grasp the pulse of the times, carefully develop core competitiveness; and try every effort to raise its ability and level in the academics, scientific research and providing social service, and commit itself to cultivate various specialists and scholars. With further and constant exploration in the fields of educational, technological and institutional innovations, Nankai University aims to make its unique contribution to the progress of human civilization.
About Ocean University
Ocean University of China (OUC) is a comprehensive university under the direct administration of the State Ministry of Education, which offers courses in Science, Engineering, Agronomy (fisheries), Economics, Liberal Arts, Pharmaceutics, Management, and Law, etc. This University is especially renowned for its disciplines in Oceanography and Fisheries and approved as one of the universities with “Project 211” and “Project 985” for the intensive construction of their key disciplines.

The University occupies an area of 3100 Chinese hectares with a total classroom and office space of 340 thousand square meters with Colleges (Schools) of physics and Environmental Oceanography, Information Science and Engineering, Mathematics, Management, Economics, Foreign Language, Arts, Law, Environmental Science and Technology, Adult Education, Applied Technology, International Education and Public Administration, etc.

As one of the first universities approved to confer degrees on all levels and also approved by the State Academic Degree Committee to entitle PH.D. supervisors, OUC now provides 7 programs for post-doctoral research, and is entitled to authorize the programs leading to Dorate degrees in Oceanography, Fisheries, Environmental Science and Engineering, OUC also offers programs for Masters degree in engineering as well as 1Masters degree program in agricultural promotion in 6 areas of engineering. The University owns 5 national key disciplines as Physical Oceanography, Marine Chemistry, Marine Biology, Aquatic Product Processing & Preservation Engineering and Aquaculture as well as 1 National Research Center for Marine Pharmaceutical Engineering Technology, one UNESCO Chinese Center of Marine Biotechnology, 3 Key Laboratories of the State Ministry of Education in the disciplines of Physical Oceanography, Ocean Remote Sensing and Aquaculture, as well as 9 provincial level key disciplines and 6 Environmental Oceanography, Marine Biology, Fisheries, Marine Pharmaceuticals and Ocean Remote Sensing, which provide posts of professorship of “Cheung kong Scholars Programs “. OUC was the first university approved by the State as the base for fundamental scientific research and teaching staff training in Oceanography, Marine Chemistry and Life Science & technology.

The University has over 20,200 registered students, including 4000 Doctoral or Masters degree students, over 9,400 undergraduates and 1000 international students. OUC has currently a total number of more than 2,100 teachers,
researchers and laboratory technicians. Among them there are 360 professor, 420 associate professors and lab technicians, as well as quite a few nation-wide or world-recognized experts and scholars including 2 Academicians of Chinese Academy of Sciences, 4 Academicians of Chinese Academy of Engineering, and 160 PH.D. supervisors. Mr. WANG Meng, the Vice Chairman of the Chinese Writers Association as well as a famous modern Chinese writer, is one of our professors, advisors and also the Dean of our College of Arts.

The University boasts an advanced laboratory center, which has over 70 laboratories for teaching and experiments, occupies a total area of 10,000 square meters. We also have "Dong Fang Hong 2", a research vessel with a displacement of 3,5000 tons. The ship can be used for both teaching and scientific research. The University Library has been approved as one of the 15 centers for The Latest Literature Search by the State Ministry of Education. The Academic Journal of Ocean University of China in editions of both natural science and social science are periodically issued in China and abroad, and the University’s publishing house has produced great number of excellent books during the past few years. OUC also has grand campus internet system and it is one of the 38 main nodes of the Chinese education network, which connects universities and colleges all over the country.

Taking the advantages of China's entry into WTO, OUC is taking active part in the domestic and international competition, striding forward to the goal of being an internationally famous high-level compressive research university with strong characteristics in Marine Science and Fisheries.

**OU – Cooperation and Exchanges – International Office**

Ocean University of China is one of the earliest universities in China that established cooperation and exchange relationships with foreign universities and research institutions. The University has developed various cooperation relations and exchange programs with over 140 universities and research institutions from more than 20 countries and regions, including the U.S.A., Germany, the U.K., France, the Netherlands, South Korea, Japan, Thailand, Russia, Australia, Hong Kong, Macao and Taiwan. So far, OUC and has signed cooperation agreements with 105 of those 140 universities and research institutions.

From January, 2001 to now, over 4,700 overseas scientists and scholars have been invited to the University for teaching, lecturing and joint research programs and more than 2,300 person-time have been sent abroad for degrees, further studies, cooperative research and international academic conferences. More than 90 fairly large-scale international academic conferences have been held at the University, including "The Fourth Pacific Ocean Remote Sensing Conference", "Progress and Prospect of Marine Biology Engineering", "International Forum on Marine Science and Technology in the New Century", "International Symposium on Frontiers in Molecular Science 2002 (ISFMS2002)", "International Symposium on Wang Meng's Literary Works", "The Fifth
International Abalone Conference”, “Forum on the View of Marine----the 600 Years Commemoration of Zheng He’s Navigation to the West”, “International Symposium on Marine Biology 2004” and “International Symposium on Water Resource Protection and Management of Coastal City”. Up to now, more than 6,330 international students have graduated from the University with their Bachelor, Master or Ph.D. degrees.

The university has also participated in many global marine research cooperation programs, such as “World Oceanic Circulation Experiment” (WOCE) and “Tropical Ocean and Global Atmosphere” (TOGA). Working hard on education internationalization, OUC has established relationships with the U.S.A., the U.K., Germany, Denmark, Japan, South Korea and Australia to jointly educate undergraduate students. “Sino-German Initiative in Marine Sciences” is a joint master program in marine sciences.

Initiated by OUC, the International Association of Marine-related Institutions (IAMRI) functions as an international platform for world marine-related universities and research institutions to carry out joint education and research programs in marine sciences. OUC houses the Secretariat of IAMRI.
Vision Statement
"To have a university that is strongly positioned, with a world-wide acclaim."
This statement of where the University sees itself in the future sets the tone for every strategic decision or choice that it has made. It sets the ambition of the organization and serves as the lodestar that every Faculty, School, Department, functional division and individual must aspire to. In combination with its mission statement, the University of Cape Coast has articulated a view of a realistic, credible and attractive future for itself; a target that inspires all stakeholders to maximum effort in bridging the gab between their current reality and their desired future.

Mission Statement
"The University of Cape Coast in the University of Choice in Ghana."
It is an equal opportunity university, uniquely placed to provide quality education through the provision of comprehensive, liberal and professional programmes that challenge learners to be creative, innovative and morally responsible citizens. Through distance leaning, it also extends the expertise and facilities to train professionals for the education enterprise and business by employing modern technologies. The University constantly seeks alternative ways to respond to changing needs. The institution continues to expand its existing highly qualified Faculty and Administrative staff, by offering a conducive environment that motivates them to position the University to respond effectively to the development needs of a changing world.

Overview of the Tertiary Education Sector
Education for change in developing countries, particularly in Africa has never been as critical as it is today. Beside the perennial issues of relevance, inadequacy of resources, increase in enrolment and demand for access. African education confronts the challenge of the knowledge revolution and globalization phenomena fuelled by rapid advances in knowledge. These are matters in respect of which higher education has the principal avenue for knowledge creation and dissemination has a significant role to play. For these reasons, higher education must receive the most urgent and thoughtful attention from governments and all who support sustainable development.

On the contrary however, higher education in Africa has been experiencing serious setbacks since the last quarter of the 20th century. Higher educational institutions suffer neglect as a result of reduced resources and the low priority given to it by African governments. Under funding, the deterioration of basic
academic and research infrastructure, unsatisfactory terms and conditions of service for university staff and persistent brain drain were the inevitable result. These problems do not only adversely affect the quality of higher education provided by the university but also have and will continue to have a negative effective on the overall development of African countries.

The broader picture of tertiary education in Africa as painted in the introductory paragraphs above is no different from what partains in Ghana. The country's institutions of higher learning are faced with similar challenges. Government support to the mainstream universities as well as other tertiary institutions continues to experience a downward trend in the face of ever increasing operating cost per student in higher education.

As more and more Ghanaians are beginning to recognize that higher education is essential to their economic well being, demand for tertiary education has been on a sharp increase and will continue to increase. Available statistics show that total enrolment of the five mainstream public universities has risen from 9,997 in 1990 to 18,000 and 36,221 in 1995 and 2000 respectively. The number of qualified applications received within the same period also experienced a sharp increase. Academic infrastructure in all institutions of higher learning has not seen any marked improvement and expansion since their establishment. Thus facilities initially designed for a specific number of students are now over stretched. As a result of the poor conditions of service, institutions of higher learning are not able to attract and retain academic staff. It is estimated that ten years from now, over 55% of the academic staff of the institutions of higher learning will retire from the institutions. The rate of replication of academic staff through the training of postgraduates is extremely low. This situation is compounded by the difficulties in recruiting experienced faculty from overseas due to poor research facilities, reference materials etc. New models of providing higher education have emerged in recent years. With the transformation in the global and the Ghanaian economy, the gap between what industry and the public want and what traditional institutions of higher learning provide is growing. Changes in educational needs, unmet by the existing system of higher education, have prompted the emergence of privately run institutions of higher learning. Adapting to the needs of the consumer-driven market, these private institutions view the student as a customer, target specific functions (based on market needs) and offer programs convenient for students.

The Way Forward
For traditional institutions of higher learning to remain relevant and effectively achieve their raison-d’être in the changing global and national environment, there is an urgent need to rethink their roles, responsibilities and structure. One process that seeks to create the framework for determining the directions that address the lingering challenges of higher institutions in Ghana is the process of strategic planning. The strategic planning process enables management to
consider critical issues and focus efforts on what it is that will make organization successful, thus the justification for the University of Cape Coast Strategic Planning process.

THE UNIVERSITY OF CAPE COAST - STRATEGIC PLAN

UCC Overview
The University of Cape Coast (UCC) was established in 1962 out of a need for highly qualified and skilled manpower in education, thus, it was established to train graduate teachers for second cycle institutions; Teacher Training Colleges and Technical Institutes, a mission that the two Universities existing then were ill-equipped to fulfil. The University has since its establishment added to its functions the training of educational planners, administrators and agriculturalists. The University is therefore playing a role that is unique and vital to the education enterprise of the nation. In pursuance of its mission, the University has been responding to the changing needs of the entire educational system of the country. However, the effectiveness and efficiency of UCC over years has been inhibited by the challenges common to higher institutions of learning in Africa.

The Strategic Plan - Preamble
The mandate of University of Cape Coast as stipulated in the legislative Instrument that established the University was very specific: to provide a tertiary education to Ghanaians and the rest of the world, a mandate UCC has been able to carry out since its inception till now. However, the emerging challenges of the new global environment have to some extent inhibited the university’s ability to effectively and efficiently implement its mandate. It therefore becomes imperative for the institution to strategically reposition itself to continue to be relevant and effective in the light of the emerging challenges. A select group was therefore put together to develop strategic options that will radically transform the University’s performance whilst taking cognizance of the emerging challenges facing the tertiary educational institutions in Ghana and the entire sub region. The select group included representation from the executive management, faculty (both academic and managerial) the administrative functions and student body.

The Genesis – Gripe Plan
A strategic planning session involves dispassionate deliberation without any inhibition from any quarter. Participants are expected to freely interact and discuss issues without any tension or inhibition whatsoever. In order to create that environment for frank discussions at the sessions, a gripe session was held to discuss and break the myths, taboos and conflicts that are associated with the University of Cape Coast just like any other human institutions. Participants were asked to frankly discuss subjects which otherwise are no-go areas thereby diffusing tensions and animosities in the atmosphere and opened up the session for free interactions. The following are the summary of issues discussed during the gripe session. There is the incidence of top management imposing their religious faith on the entire set up Inadequate information flows for example on
issues relating to promotions and entitlements thus encouraging the dissemination of hearsay’s. Perceived delays in promotion of people considered outspoken Personalization of issues/criticisms and dissents being equated to deviance. Unspoken conflict between Academic and Administrative Staff e.g. Decouping Lack of wide consultations during major decision making processes and the non-use of official channels of communication Proliferation of male lecturer – female students relationships and allegations of unmarked scripts. The practice of making professors heads of faculties, departments and units irrespective of their efficiency and career limitations in the university Perceived discrimination in respect of supports and lack of honesty in staff appraisal Increasing incidence of nepotism, tribalism especially in the employment of staff (in-breeding) perceived stronghold of unions on workers.

The Planning Process
The HAX approach to Strategic Planning was employed for the planning process. This approach offered the most comprehensive and integrative strategic planning framework currently available and had a demonstrated track record of successful implementation. It also provides a well-structured approach to strategic planning through which management defines the agenda of their organization, taking into consideration the realities of both the endogenous and exogenous factors that impact the organization. The approach also involves the identification of the key challenges which the organization needs to overcome to ensure the achievement of its pre-defined purpose. These challenges influence the design of the strategy captured as high-level Strategic Thrusts. Strategic Thrusts are then broken down into specific Action Plans with appropriate resources determined and secured for them. Finally, the process defines measures and milestones by which the plan may be managed. The process proposes three basic perspectives that serve as the central foci of strategy – Corporate, Strategic Business Unit (SBU)/Faculty, Functional/Departmental.
About the University of Ghana
The University was founded in 1948 as the University College of the Gold Coast on the recommendation of the Asquith Commission, on Higher Education in the then British colonies. The Asquith Commission, which was set up in 1943 to investigate Higher Education, recommended among other things, the setting up of University Colleges in association with the University of London. This was followed up by a number of separate Commissions in different regions. The West Africa Commission was under the Chairmanship of the Rt. Hon. Walter Elliot. The Elliot Commission published a majority report which recommended the establishment of two University Colleges in the Gold Coast (Ghana) and Nigeria, and a minority report which held that only one University College for the whole of British West Africa was feasible. The British Government at first accepted the minority report of the Elliot Commission and decided that a University College for the whole of British West Africa should be established at Ibadan in Nigeria. But the people of the Gold Coast could not accept this recommendation. Led by the scholar and politician, the late Dr. J.B. Danquah, they urged the Gold Coast Government to inform the British Government that the Gold Coast could support a University College. The British Government accordingly reviewed its decision and agreed to the establishment of the University College of the Gold Coast.

The University College of the Gold Coast was founded by Ordinance on August 11, 1948 for the purpose of providing for and promoting university education, learning and research. Its first Principal was the late Mr. David Mowbray Balme. Mr. Balme was far-sighted, courageous and dedicated to the promotion of scholarship. By his vision, industry and single-mindedness of purpose, he built a college and laid the foundations for a sound University which is now a source of pride. In his ten years of Principalship, he created an institution whose key-note was orderly living with dignity in a community of scholars. One of the recommendations of the Asquith Commission was that the British Government should set up an Inter-Universities Council to advise on all matters relating to Higher Education in the new British Colonies. The Inter-Universities Council served the new University College of the Gold Coast in an advisory capacity, but it approved all academic appointments. This arrangement helped the College to maintain the high academic standards associated with the Universities in Britain. Also, it enabled the College to seek support of the Council in obtaining funds from the United Kingdom Government sources.

From its inception, the University College of the Gold Coast was admitted to the Scheme of Special Relationship extended by the University of London to certain
English and overseas University Colleges. Under this scheme, the University College was allowed to teach for the external degree examinations of London University. It also allowed the College to modify the London syllabuses to suit local conditions and to take part in the setting and marking of examinations. But London University gave final approval to courses and examinations since the degrees given were those of the University of London. For thirteen years, therefore, the University College looked up to two separate institutions in Great Britain: to the Inter-Universities Council for guidance on its broad policy, and to the University of London for approval and control of details of degree regulations. The University College benefitted greatly from this arrangement which certainly helped to maintain its high academic standards.

In the 1960-61 academic year, the College Council made a request to the Government of Ghana for legislation to constitute the University College into a University with the power to award its own degrees. The Government appointed an International Commission to examine the problem. On the recommendations of that Commission, the University of Ghana was set up by an Act of Parliament on October 1, 1961 (Act 79). The then President of the Republic of Ghana, Dr. Kwame Nkrumah, became the first Chancellor of the University, with Nana Kobina Nketsia IV, BLitt DPhil (Oxon), Omanhene of Essikado, as the (Interim) Vice Chancellor.

Strategic Plan
http://www.ug.edu.gh/ugdocs/CorporateStrategicPlan.pdf
UNIVERSITY OF EXETER

http://www.exeter.ac.uk/

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About the University of Exeter

- 17,210 students registered (1 December 2009): 15,760 full-time and 1,450 part-time
- 3,025 staff members
- Annual turnover of over £203 million in 2008/09
- Placed 5th nationally amongst 'full service' universities in the 2009 National Student Survey
- The University comprises 3 main sites of study - Streatham Campus and St Luke's Campus (Exeter) and Cornwall Campus
- The University has 10 schools, including the Peninsula College of Medicine and Dentistry, that are made up of 27 main departments and institutes for learning
- Exeter was ranked 9th and 13th in the latest Times and Guardian league tables respectively
- In the 2008 RAE Exeter had one of the highest proportions of staff returned (95%) with nearly 90% of the research rated as being at internationally recognised levels. Not considering intensity, 16 of our 31 subjects are ranked in the top 10, with 27 subjects ranked in the top 20.

Our vision
The University of Exeter helps to shape the future by extending the boundaries of knowledge for the benefit of individuals, society and the environment. Our vision is to be a leading international university, recognized for the high quality of our research and the distinctive student experience we offer.

Our Key Characteristics
- Research intensive, recognized internationally for the excellence of our research
- Offering challenging programs at all levels of study, highly attractive to students from varied backgrounds
- Providing an outstanding student experience which prepares students for meaningful employment and a fulfilling life
- Offering a high-quality, campus-based living and learning environment which is welcoming and inclusive
- Committed to making a positive, distinctive and measurable impact on society, and playing a leading role in the South West region
- An international university, in outlook and impact
Our Values – we aim to be

- Tolerant, humane and liberal minded, with the pursuit of truth, openness and equality and diversity at the heart of what we do
- A champion for our students, dedicated to their development and wellbeing
- Engaged with our graduates and rejoicing in their success
- Committed to being an employer of choice, providing support, recognition and reward for our staff
- Customer focused, providing the highest standards of service for students, alumni and external partners
- Outward looking, bold and creative, working in partnership with others to achieve success
- Self-determining through sound governance, self-investment, and with less reliance on the State
- Responsible, sustainable and ethical, meeting the needs of the present and leaving a better environment for future generations
- Always striving to be better than our previous best

Strategic Plan