



KADUNA POLYTECHNIC

KADUNA, NIGERIA



Rebranding Kaduna Polytechnic by Taking Action
(2019-2022)

January, 2019

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VISION STATEMENT

A best-value, first-choice Polytechnic offering signature programmes that prepare students for the changing needs of the workplace

MISSION STATEMENT

To be an innovative and entrepreneurial institution of repute, empowering people to compete successfully in the workplace by providing high impact technology-oriented education, training, services and needs-driven research.

CORE VALUES

Academic Excellence

Innovation and Creativity

Dedication to Duty

Integrity, Accountability and Transparency

Meritocracy: Performance-based Recognition and Reward System

Leadership and Mentorship

Social Responsibility

FOREWORD

Every organization must plan for long-run survival and growth that makes the most sense given its specific situation and resources. Strategic planning as a process of developing and maintaining a strategic fit between goals and capabilities offers a unique opportunity for sustained growth through effective teamwork.

Having recognized the value of strategic planning, the Management of Kaduna Polytechnic decided to embark on this well thought-out process of developing the plan. The methods adopted in preparing the Strategic Plan (2019-2022) involved the participation of both internal and external stakeholders.

This plan is guided by the Institution's Mission and Vision statements, taking into consideration the Polytechnic's Threats, Opportunities Weaknesses and Strengths (TOWS). The plan also takes into cognisance, the objectives of Polytechnic education and the broader scope of Kaduna Polytechnic becoming a University of Technology in the future. Consequently, the plan focuses on strategies of achieving the established key issues, some of which include:

1. Maintaining academic excellence
2. Catalyzing technology development and industrialization
3. Enhancing staff and student welfare
4. Attaining a green campus
5. Achieving transparency and zero tolerance for corruption
6. Sustaining and enhancing international collaboration and bench marking
7. Enhancing security and safety of lives and property
8. Entrenching the culture of research, publications and development
9. Enhancing Internally Generated Revenue (IGR) from our various sources of income

Today, more and more organizations are adopting the concept of teamwork in the implementation of strategic plans. I therefore, invite all stakeholders to cooperate and make the implementation of this plan a reality.



Alhaji Yusuf Hassan,
Chairman,
Kaduna Polytechnic Governing Council

PREFACE

It gives me great pleasure to introduce the Strategic Plan for the Year 2019 – 2022 of our dear Kaduna Polytechnic to our Staff and students, the host community and the general public. This document was borne out of the new wave of purposeful leadership being brought to bear on our Polytechnic by the forward-thinking Governing Council, its vibrant Management team and its re-energized staff resource. This leadership recognized the urgent need to place the Polytechnic on the best path to the reclamation of its past glory, as well as to reposition it for playing a leading role in the provision of best quality Polytechnic education in the unfolding 21st Century.

To achieve these noble goals, the Management set up a Strategic Planning Committee made up of seasoned, senior staff and a Consultant. The Committee was charged with the responsibility of engaging the entire Polytechnic community and all its key stakeholders to fashion out a new vision and a new mission for the Polytechnic, to set strategic goals, to identify and agree on the best ways of attaining those goals, and to secure the buy-in and ownership by all stakeholders.

The document here presented is a product of the Committee's painstaking, exhaustive and all-encompassing efforts that delivered on substance and relevance to the ever-changing 21st Century environment. It outlined plausible ways of achieving the identified goals that would lead to the immediate attainment of our Polytechnic's new Mission towards the new Vision. It captured our core values, corporate conduct and purpose. It analyzed our total strategic situation from the standpoints of internal and external environments, population, institutional culture, staff and student composition. It included mechanisms for plan implementation tracking and feedback as well as guidelines for plan review and control. It rounded up with a list of critical success factors that are necessary for the Kaduna Polytechnic's Strategic Plan 2019 – 2022 to deliver on its promise.

I am particularly delighted to see that my primary goal of repositioning Kaduna Polytechnic on the pedestal of academic excellence got extensive attention in the Plan. The strategies for attaining it include capital interventions, staff development and capacity building, revamping the Information and Communication Technology (ICT) learning environment, entrenching a culture of publications, research and development, and the introduction of important new programmes such as Mechatronics Engineering and Renewable Energy Engineering.

One of the most promising features of this new Plan is the prominence given to other goals that include: catalysing technology development and industrialisation, soliciting for and exploiting international collaborations and bench-marking, enhancing staff and students' welfare in an increasingly sustainable environment, and the emergence of a transparent system that has zero tolerance for corruption.

I am therefore excited to invite you as important stakeholders to commit fully to this Plan, by owning the new Vision of the Polytechnic as, *"A best-value, first-choice Polytechnic offering signature programmes that prepare students for the changing needs of the workplace."* Let all hands be on deck to realise this, with the driver and passengers always on the same page.

Thank you.

Prof. Idris M. Bugaje

RECTOR

ACKNOWLEDGEMENTS

The task of preparing the Strategic Plan for Kaduna Polytechnic, which will cover a period of four (4) years (2019 – 2022), has been a great challenge for the Committee set up by the Rector in April, 2018.

The end result, which hopefully will guide the Rector and his Management team to achieve the full objectives of the vision and mission of the Polytechnic, could not have been realized without the whole-hearted, diligent and sincere support and contributions from many individuals and organizations.

The Committee therefore wishes to acknowledge and express its sincere gratitude to the following; Dr. Mas'udu A. Kazaure, the Executive Secretary of the National Board for Technical Education (NBTE) for his Goodwill Message and contributions during the roundtable discussions through an able representative, TPL. Ekpenyong E. Ekpenyong, the Director of Physical Planning and Development; Alh. Yusuf Hassan, the Chairman and Members of Kaduna Polytechnic Governing Council, for their invaluable contributions towards the production of the Strategic Plan.

Our appreciation of the Rector of Kaduna Polytechnic, Professor Idris M. Bugaje and his Management team cannot be overemphasized. He gave the Committee all the necessary support required to carry out this onerous task.

Members of the Executive Committee, Academic Board, Deans of Schools, Deputy Registrars, Staff and Students Unions of Kaduna Polytechnic, have all provided valuable ideas and tremendous support to the Committee during the strategic plan preparation process.

The Guest Speaker at the second of the roundtable discussions, Dr. David Baba Danjuma, who is the Rector of the Federal Polytechnic Idah; the Vice-Chancellor of Kaduna State University, represented by Professor A. M. Ashafa; the Chief Medical Director of Barau Dikko Teaching Hospital, Kaduna, Professor Musa Tabari; the Commissioner of Police, Kaduna State Command, represented by ACP AbdulAziz Sani; the District Head of Tudun Wada, represented by Alh. Aliyu Saidu Alkali, all made significant contributions. A cross-section of the Polytechnic community from all the Colleges and Sections also made valuable contributions to the Strategic Plan.

Finally, the Committee acknowledges and expresses its gratitude to all other people and organizations who, one way or another, have not been mentioned above, for their support.

TPL LAWAL M. JIBRIN

Chairman,

Kaduna Polytechnic Strategic Planning Committee

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EXECUTIVE SUMMARY

THE ESSENCE OF INSTITUTIONAL STRATEGIC PLANNING

The essence of strategic planning is to secure an Institution in which the Chief Executive articulates his vision and mission for the Institution and obtains the buy-in of the major external and internal stakeholders and their commitment to the progress of the institution. Therefore the significance of strategic planning is the achievement of synergy between an institution and its internal and external stakeholders working on a common vision, mission, key issues and strategies to achieve institutional purpose in a rancour-free environment. Thus the immediate outcome and future impact of the Strategic Plan preparation is the promotion of a society of enlightened students and staff exhibiting good behaviour and interacting in symbiotic relationship with the host community and the larger society.

THE ALGORITHM FOR STRATEGIC PLANNING

The algorithm that guided the preparation of this Strategic Plan is presented in Figure 1.3. The process was underpinned by a series of inclusive, participatory, interactive, consultative and consensus-building strategic planning roundtable discussions. Carefully structured strategic planning questionnaires were administered to ensure that discussions focused on significant institutional issues. Topics on which papers were presented were carefully crafted to ensure that pure academic postulations were minimal and that emphasis was given to narration of practical and relevant discourses so that participants could relate to real-life situations.

LIST OF KEY ISSUES

The key issues discussed in this plan include:

- 1.0 Academic Excellence
 - a. Continuous Staff Development and Capacity Building
 - b. Periodic Review of the Curricula to Ensure Relevance
 - c. Promoting and Expanding ICT-driven Campus
 - d. Enhancing the Culture of Research, Publication and Development
 - e. Introduction of New Academic Programmes
 - f. Promoting e-Library Services
 - g. New Capital Interventions
- 2.0 Enhancing the Welfare of Staff and Students
- 3.0 Promoting Religious Tolerance among Staff and Students
- 4.0 Promoting Transparency and Zero Tolerance for Corruption and Unethical Practices
- 5.0 Catalyzing Technology Development and Industrialization
- 6.0 Strengthening the Safety and Security Infrastructure of the Polytechnic
- 7.0 Enhancing Corporate Social Responsibility (CRS)
- 8.0 Improving Internally-Generated Revenue (IGR)
- 9.0 Creating and Maintaining a Serene and Green Campus
- 10.0 Promotion of Maintenance Culture

- 11.0 Providing Improved Recreational Facilities
- 12.0 Establishing Productive Collaborations and Partnerships
- 13.0 Widening the Scope of Entrepreneurship

VISION STATEMENT

A best-value, first-choice Polytechnic offering signature programmes that prepare students for the changing needs of the workplace.

MISSION STATEMENT

To be an innovative and entrepreneurial institution of repute, empowering people to compete successfully in the workplace by providing high impact technology-oriented education, training, services and needs-driven research.

CORE VALUES

Our core values are the major principles which we abide by and endeavour to practice in all our activities. These are:

1. Academic Excellence
2. Innovation and Creativity
3. Dedication to Duty
4. Integrity, Accountability and Transparency
5. Meritocracy: Performance-based Reward and Recognition System
6. Leadership and Mentorship
7. Social Responsibility

ENTRENCING INNOVATIONS

Critical innovations introduced to drive the Polytechnic forward include:

1. Policy and Transparency Unit (PTU)

The PTU which was established in October 2017 is the main driver of the Management's zero tolerance policy on the exploitation and harassment of students or staff. It is the administrator of the Polytechnic's Whistle-blowing Provision and Guidelines that provide students and staff, under confidential and safe cover, with a channel to inform the Management about unwholesome actions in the Polytechnic.

2. ICT-driven Polytechnic

The ICT centre was established with the mandate to make the Polytechnic ICT driven by providing infrastructure such as Wi-Fi, ICT parks, e-libraries and e-administration accessible all over the Institution. All teaching and non-teaching staff and students are expected to acquire competence in the use of ICT and the Internet for teaching, learning, research and administration

3. Staff Supervision and Mentorship

A policy on staff supervision and mentorship is to be produced and adopted by all Colleges, Departments and the Central Administration. The policy will provide that staff below the rank of Senior Lecturer, or its equivalent, shall be assigned to senior colleagues for mentorship and supervision.

4. Award for Excellence

Management shall institute an annual award scheme for the best researcher, inventor, innovator, worker, etc., to be conferred in a widely-publicized ceremony. In addition, such research/inventions shall also be widely publicised.

5. Widening the Scope of Entrepreneurship

The Entrepreneurship Development Centre shall be fully equipped and empowered to operate as a skills training centre.

This strategic plan will serve as a blueprint for the transformation of the Polytechnic. As the institution transforms, its products will become better prepared to meet the opportunities and challenges of the global workplace. It is hoped that diligent implementation of the keys strategies identified in this strategic plan will lead to the total rebranding of the institution.

CHAPTER ONE

INTRODUCTION

1.1 Milestones in the Historical Development of Kaduna Polytechnic

In 1956, the Kaduna Technical Institute was established by the Northern Regional Government with the objectives of providing diverse instruction, training and research in Technology, the Sciences, Commerce, the Humanities and in-service programmes for members of the public service in Nigeria.

The pioneer Principal of the Institute was British, by name John Y. Benzies. He was in office from 1956 to 1958. He was succeeded by another Briton, called Capt. Cecil Victor T. Murphy who was in office from 1958 to 1960. It was during the tenure of W. F. Causland who assumed duty in 1961 and handed over in 1966, that the name of the Institute was changed to *The Polytechnic, Kaduna* in 1962.

In 1968, two training centres, namely; the College of Science and Technology and Staff Development Centre, were amalgamated and the Institution was renamed *Kaduna Polytechnic*. The Survey Unit was later joined to the Polytechnic. These formed the nucleus of its four-college structure. Currently, Kaduna Polytechnic consists of five Colleges on four campuses. Each College consists of Schools and each School consists of Departments. In 1991, Kaduna Polytechnic was taken over by the Federal Government through Decree No. 40 of 1991.

The first Nigerian Principal was Alhaji Mohammed Dikko. He was in office from 1972 to 1976. The designation *Principal* was changed to *Rector* in 1975; and the first Rector was Engr. Hamman A. Tukur and he held office from 1976 to 1985. The current Rector is Prof. Idris Muhammad Bugaje who assumed duty in 2017.

The logo of the Polytechnic depicts a spider (gizo-gizo) and its web within a hexagon. The hexagonal shape of the logo represented the then six Northern States,

the original owners of the institution. The spider, by its nature, is known for its industry, intellect and tenacity. This aptly represents Kaduna Polytechnic's desire to excel in all its activities and services which are evident in its monumental growth and achievements. Thus the *web* has spanned the length and breadth of Nigeria and the world.

From a modest figure of 158 students in 1961, student enrolment increased to 894 by 1968. Currently, the Polytechnic has over 25,000 students undertaking more than 138 programmes in 47 Academic Departments with a total staff strength of about 2,963.

1.2 Significance of Institutional Strategic Planning

The essence of strategic planning is to develop a plan in which the Chief Executive's vision and mission for the institution obtains the necessary buy-in of major internal and external stakeholders as well as their commitment to the progress of the Institution.

Therefore the significance of strategic planning is the achievement of synergy between an institution and its internal and external stakeholders working on a common vision and mission, key issues, objectives, targets and strategies to achieve institutional purpose in a rancour-free environment. Thus the immediate outcome and future impact of the strategic plan preparation is the promotion of a society of enlightened students and staff exhibiting good behaviour and interacting in symbiotic relationship with the host community and the larger society.

1.3 The Strategic Plan Preparation Process

The strategic planning process traversed the stages indicated in Figure 1.1. It commenced with the re-examination of the context in which the Polytechnic is situated. The current vision and mission of the Polytechnic were then analyzed for sync. Other analyses included corporate purpose, the mandates and the benefits offered by the Polytechnic to the intended beneficiaries. The process was

underpinned by sensitization and critique workshops organized in the form of roundtable discussions.

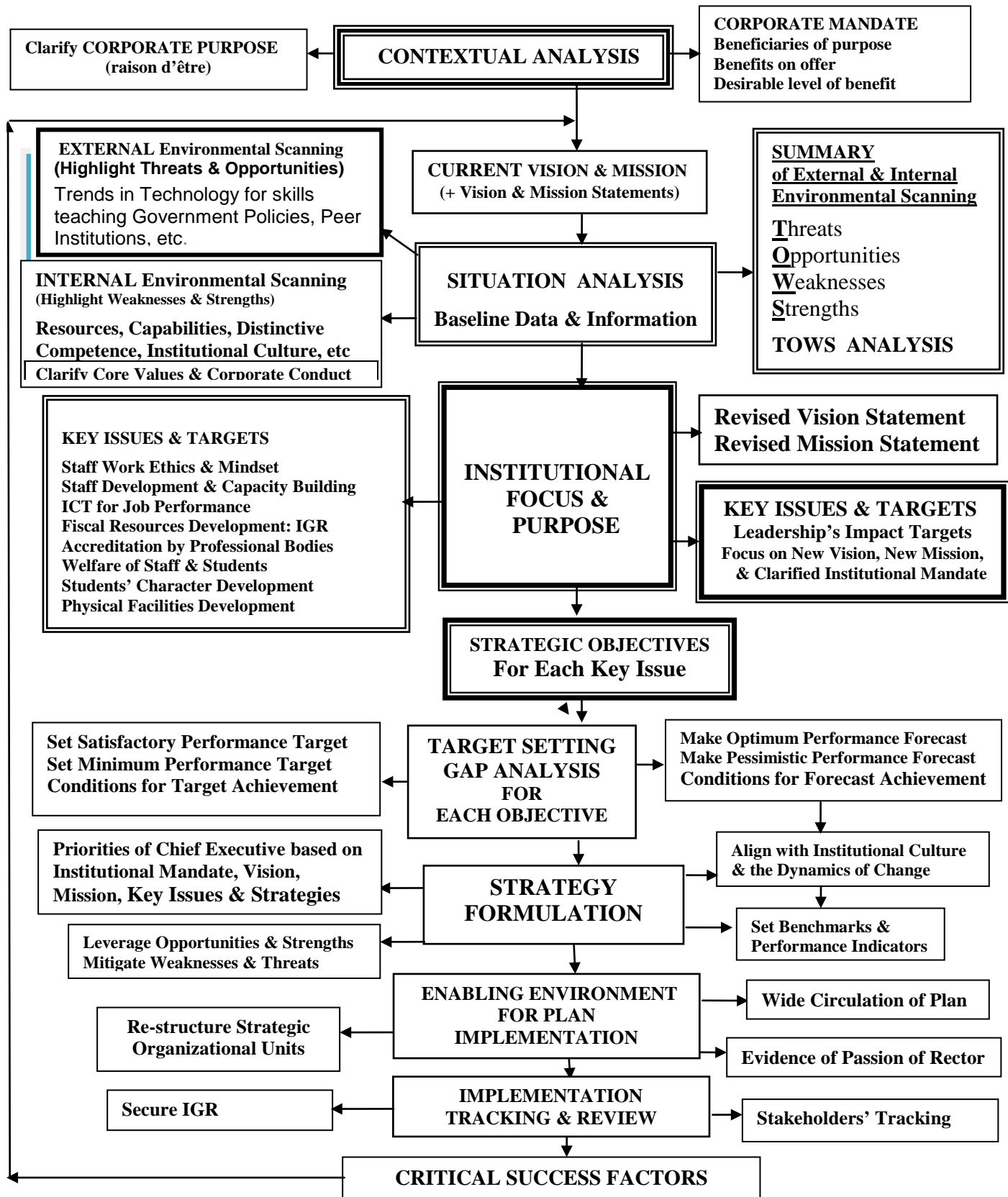
The target participants at the roundtable discussions were internal and external stakeholders, including staff and students Unions. The Rector, Management, Executive Committee, Academic Board and Deans all participated in the discussions. The Rector articulated his vision for the Polytechnic in a paper titled: *Kaduna Polytechnic: Our Vision for the Future*, which he presented during the roundtable discussions. Structured strategic planning questionnaires were administered on the workshop participants to ensure that discussions focused on strategic planning and other institutional issues of significance. The interactive, participatory, consultative and consensus-building modalities adopted, encouraged participants to engage in the open, honest, and frank exchange of ideas.

1.4 Strategic Planning Assumptions

Strategic planning assumptions formed an underlying foundation for the strategic plan. The under-listed were the major assumptions upon which the strategies were formulated:

- i. The Rector will maintain a visible commitment to the Plan;
- ii. The human and material resources will be continually available;
- iii. Funds will be adequate;
- iv. The Institution is expected to operate in a stable environment during the Plan period;
- v. The Plan period is four years.

FIGURE 1.1: ALGORITHM FOR INSTITUTIONAL STRATEGIC PLANNING



CHAPTER TWO

STRATEGIC SITUATION ANALYSIS

2.1 External Environmental Analysis

Strategic planning, in contra-distinction from other forms of planning, places high premium on the appraisal of the external environment. Thus, the Polytechnic situation analysis commenced with the analysis of the external environment to identify the threats (challenges) and the opportunities located outside the Polytechnic. Figure 2.1 depicts the major components of the External Environment.

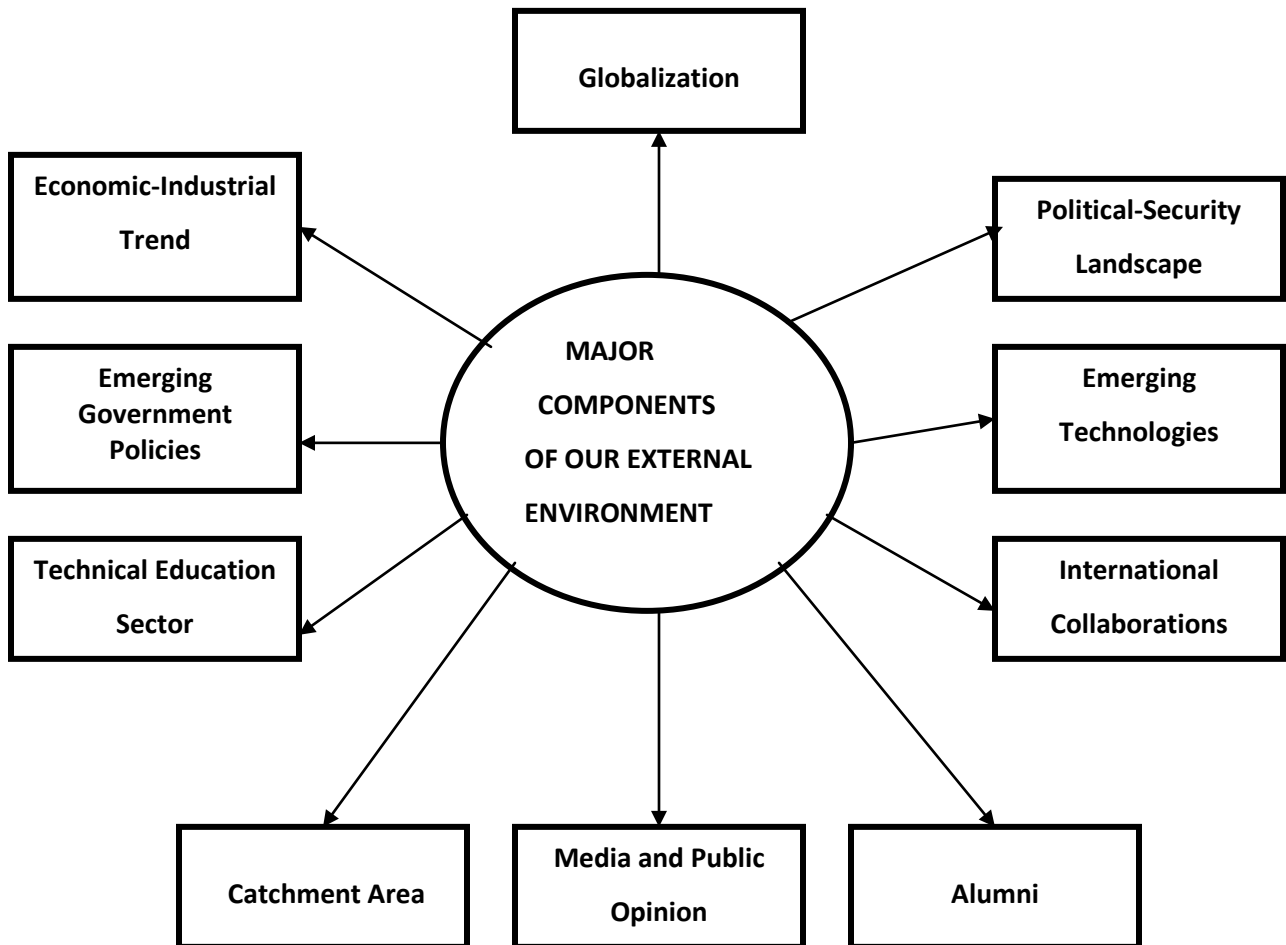


Figure 2.1: Major Components of our External Environment

The analysis of the major threats (challenges) and opportunities are summarized in Table 2.1.

Table 2.1: EXTERNAL ENVIRONMENTAL ANALYSIS

WEAKNESSES/THREATS	STRENGTHS/OPPORTUNITIES
<ol style="list-style-type: none"> 1. Trade liberalization and globalization encourage the importation of many goods that can be locally produced. 2. Many foreign countries impose strict conditions for Visa processing which often result in the denial of staff the opportunities for further studies abroad. 3. The brain drain phenomenon has resulted in the loss of many highly trained Nigerians to foreign countries. 4. There are infrastructural inadequacies in many areas in the Institution as a result of poor funding by the Federal Government. 	<ol style="list-style-type: none"> 1. Global competition that demands higher academic standards motivate staff and students to put in their best in teaching, learning and research. 2. Agencies of the United Nations and other international organizations have programmes from which staff and students can benefit. 3. Intervention by TETFUND and other funding bodies provide a major boost for the development of the Polytechnic. 4. The establishment of new universities within the catchment area of the Polytechnic provides opportunities for staff/students exchange programmes and cross-fertilization of research ideas. 5. Ranking of tertiary institutions will stimulate healthy competition. 6. National Virtual Library project offers access to a larger cache of information. 7. The insistence by Professional bodies on mandatory continuous professional development motivates staff to be abreast of developments in their professions. 8. The National Board for Technical Education's accreditation standards are useful in

	<p>promoting academic excellence.</p> <p>9. Separate accreditation of programmes by Professional Bodies is an additional means of quality control of the Institution's academic programmes.</p> <p>10. Strategic Collaborations and partnerships between Kaduna Polytechnic and local and International tertiary institutions is a benchmarking mechanism.</p>
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2.2 Internal Environment Analysis

The analysis of the internal environment establishes the weaknesses and strengths located within the Polytechnic. Figure 2.2 depicts the major components of the internal environment. The analysis of our internal environment reveals our major weaknesses and strengths. These are summarized in Table 2.2.

2.3 Appraisal of Institutional Culture

Institutional culture may be regarded as the way of life or the prevalent behaviour in an institution. The manifestation and impact of institutional culture may minimize or enhance the ability to introduce changes into an institution. This is the rationale for the appraisal of the culture of the Polytechnic. Table 2.2 presents a summary of the appraisal of the major aspects of the culture and strategies to enhance the positive aspects/improve on the negative aspects.

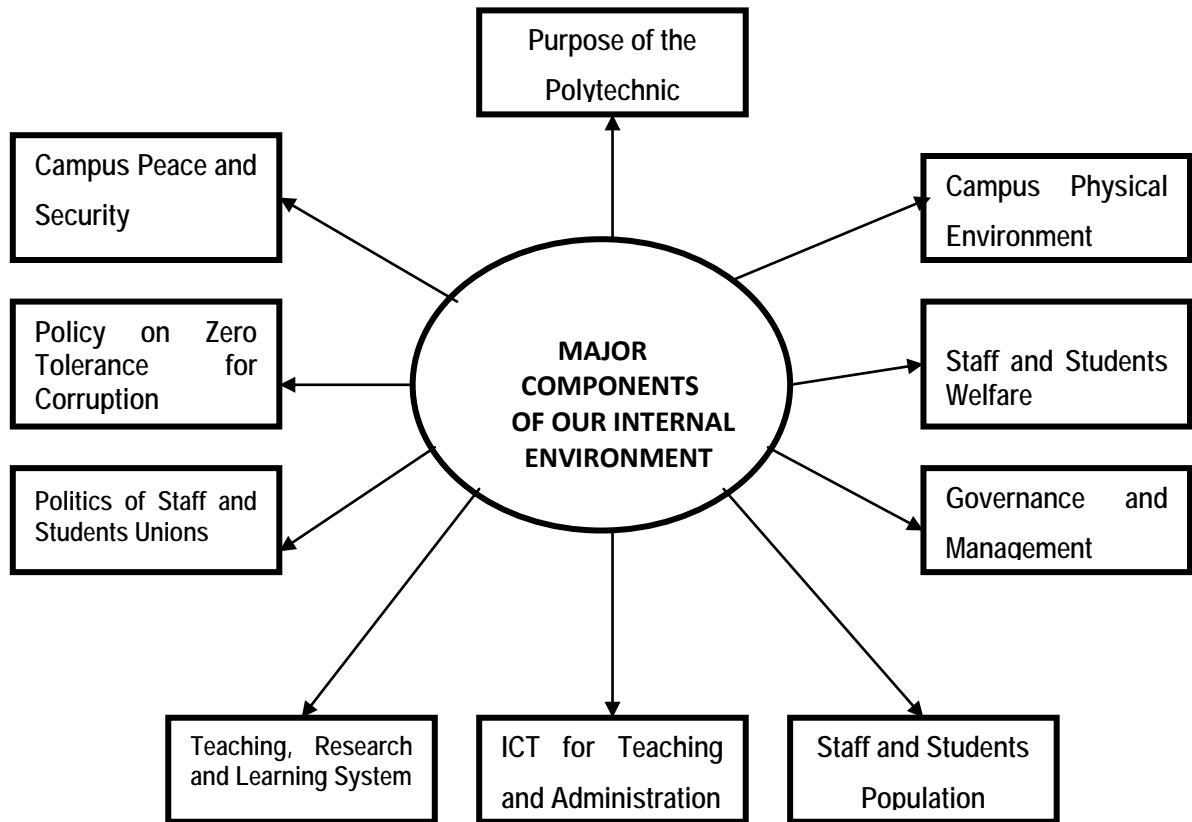


Figure 2.2: Major Components of the Internal Environment

Table 2.2: Internal Environmental Analysis

Weaknesses/Threats	Strengths/Opportunities
<ol style="list-style-type: none"> 1. Staff and Students' Union politics tend to heat up the polity and in the process campus peace may be disrupted. 2. The number of security personnel in the Polytechnic Security Unit is inadequate for effective security coverage. 3. Management ability to provide required facilities for old and new programmes is limited. 4. Brain-drain to the new tertiary institutions, especially Universities, has deprived the Polytechnic of some of its highly qualified and trained staff. 5. Some staff exhibit the habit of lateness to work which negatively affects official work. 6. Inadequate internally-generated revenue (IGR) limits the ability of Management to execute projects. 7. Some curricula are over-loaded with content such that students have little time to assimilate subject-matter. 8. The improper implementation of the curricula results in an over emphasis on students memorizing content for examination rather than engaging in content analyses and investigations. 9. Many academic staff do not have the relevant pedagogic skills to deliver the curricula. 10. There is low level of need-driven research and innovative activities among staff. 11. The implementation of existing research policy is limited. 	<ol style="list-style-type: none"> 1. Polytechnic education in Nigeria plays a distinct role in the technological development of the country. 2. Kaduna and its immediate catchment area possess abundant resources (human, material and influential connections) that can be explored for the development of the Polytechnic. 3. The Polytechnic is uniquely positioned to impact positively on local technology of artisans in its catchment area. 4. There is a critical mass of staff competence in the Polytechnic for the organization of tailor-made capacity enhancement programmes for staff of Local Governments, businesses and schools. 5. Management's responsiveness to the genuine complaints of students and staff will enhance stability of the Institution. 6. The existence of a participatory and consultative governance system involving standing and ad-hoc committees will also enhance institutional stability. 7. The Polytechnic possesses the credibility and clout to negotiate with the private sector on the basis of Public Private Partnerships (PPPs). 8. The number of academic staff with higher academic qualifications has appreciably increased. 9. The staff-student ratio is adequate. 10. The opportunity for continuous staff development exists.

Table 2.3: Institutional Culture and Enhancement Strategies

S/No.	Manifestation of Institutional Culture	Strategies to Enhance the Positive Aspects Of Culture and/or Improve On The Negative Aspects Of The Culture
A	Teaching Staff: Positive Aspects	
1	Dedication to duty	Yearly awards to motivate staff
2	Zeal for learning	Promotion to be competency-based to encourage all staff
B	Teaching Staff: Negative Aspects	
1	Extortion	1. Whistle-blowing policy to be vigorously encouraged 2. The mechanism for monitoring staff attendance to work should be sustained
2	Sexual harassment	
3	Absenteeism	
C	Non-Teaching Staff: Positive Aspects	
1	Dedication to duty	Yearly awards to motivate staff
D	Non-Teaching Staff: Negative Aspects	
1	Lateness to duty	The mechanism for monitoring staff attendance to work should be sustained
2	Absconding from duty	
3	Lack of commitment to duty	Leadership by example should be encouraged
E	Staff Union: Positive Aspects	
1	Concern for the welfare of staff	Constant engagement with the leadership of the Unions.
2	Promotion of harmonious relationships among Management, staff and students	
F	Staff Union: Negative Aspects	
1.	Frequent strike action	Dialogue and negotiation should be constantly explored.
2	Inter/intra Union conflicts	
3	Misappropriation of Union funds	Periodic audit of Union accounts should be made mandatory.
G	Students: Positive Aspects	
1	Respectful	Encouragement of good behaviour through yearly awards.
2	Punctuality	

H	Students: Negative Aspects	
1	Criminal behaviour such as cultism, forgery of documents, examination malpractice	Strengthening of the existing institutional structures to curb such vices
2	Indecent dressing	Code of conduct to be enforced

2.4 Staff and Students Population Analysis

Analyzing the population of staff and students assists in establishing the relevant indices in curriculum delivery and academic excellence. Some of the pertinent indices include, staff- student ratio, students cohort progression and staff highest qualifications.

2.4.1 Students Cohort Analysis

In 2015/2016 academic session, the total number of students in the five Colleges was 7,983. In 2016/2017 academic session the total number of students increased by 1,811 to 9,794. Table 2.4 presents the distribution of students over the various Colleges. Additional statistics on students are presented in the Appendices.

Table 2.4: SUMMARY OF THE COHORT ANALYSIS

S/No	COLLEGE	POPULATION OF STUDENTS		Difference
		YEAR 1 (2015/16)	YEAR 2 (2016/17)	
1	College of Engineering (COE)	1,587	2,167	+ 580
2	College of Science and Technology (CST)	1,689	2,573	+ 884
3	College of Environmental Studies (CES)	1,020	1,330	+ 310
4	College of Business and Management Studies (CBMS)	2,499	2,506	+ 7
5	College of Administrative Studies and Social Sciences (CASSS)	1,188	1,218	+ 30
	Total	7,983	9,794	+ 1,811

2.4.2 Teaching Staff Population Analysis

In the 2016/2017 academic session, the total population of teaching staff was 1,398. CBMS and CASSS have a combined teaching staff population of 428 while CES, COE and CST together account for 970 teaching staff. This represents 31% and 69% respectively of the total teaching staff in the Polytechnic. This is in line with NBTE's recommended 70:30 ratio in favour of Engineering and Technology programmes. The population of the teaching staff per Colleges is presented in Table 2.5.

Table 2.5: Teaching Staff Population by College, 2016/2017

S/No.	COLLEGE	Population
1	College of Engineering (COE)	351
2	College of Science and Technology (CST)	427
3	College of Environmental Studies (CES)	192
4	College of Business and Management Studies (CBMS)	155
5	College of Administrative Studies and Social Sciences (CASSS)	273
	TOTAL	1,398

2.4.3 Population of Lecturers by Highest Qualification

Academic qualifications at the doctoral and Masters levels attest to the quality of the holders. Therefore good quality teaching and research are expected to emanate from them. These qualifications also enhance the chances of securing accreditation of academic programmes.

In the year 2016/2017, there were 1,398 teaching staff in the Polytechnic. Out of this number, 153 possessed the Doctorate degree (PhD) and 541 possessed the Master's degree. Thus 67% of the teaching staff possessed the two choice qualifications.

2.4.4 Staff-Student Ratio, 2016/2017 Academic Session

The staff-student ratios in the 2016/2017 academic session in the various Colleges are presented in Table 2.7. The CST and COE have staff-students ratios of 1:5 and 1:4 respectively which are in line with NBTE policy. The CBMS and CASSS also have equally good staff-students ratio of 1:12 and 1:8 respectively. The details of the staff-student ratio for the various Departments of the various Colleges are presented in the Appendices.

**Table 2.6: Number of Teaching Staff Par College By Highest Qualification
(2017)**

S/No.	DEPARTMENT	2017		
		TOTAL Teaching Staff	Doctorate	Masters
1	College of Engineering (COE)	351	20	112
2	College of Science and Technology (CST)	427	55	130
3	College of Environmental Studies (CES)	192	23	101
4	College of Business and Management Studies (CBMS)	155	20	81
5	College of Administrative Studies and Social Sciences (CASSS)	273	35	117
	TOTAL	1,398	153	541

Table 2.7: Staff-Student Ratio by Colleges, 2016/2017

S/No	COLLEGE	Population		Teaching Staff-Student ratio
		Teaching Staff	Students (ND and HND)	
1	College of Engineering (COE)	313	1,587	1:5
2	College of Science and Technology (CST)	432	1,689	1:4
3	College of Environmental Studies (CES)	182	1,020	1:6
4	College of Business and Management Studies (CBMS)	202	2,499	1:12
5	College of Administrative Studies and Social Sciences (CASSS)	154*	1,160*	1:8*

**The Department of Languages and Social Sciences have not been considered in this calculation because many of the lecturers are servicing other Departments.*

CHAPTER THREE

ENHANCED INSTITUTIONAL FOCUS

3.1 VISION STATEMENT

Kaduna Polytechnic is envisioned as a major institution in the country's tertiary educational sector for the training of learners to become professionally competent and morally-principled citizens. The vision statement based on these premises is succinctly crafted as follows:

"A best-value, first-choice Polytechnic offering signature programmes that prepare students for the changing needs of the workplace".

3.2 MISSION STATEMENT

Implied in the vision statement, the mission statement is articulated as follows:

"To be an innovative and entrepreneurial institution of repute, empowering people to compete successfully in the workplace by providing high impact technology-oriented education, training, services and needs-driven research".

3.3 CORE VALUES

The sets of behaviour deemed useful and important in our march to achieving the vision may be classified as core values. Core values are derived from the ideals of culture and are expected to be embedded in behaviour. The Core values of the Institution are presented below:

3.3.1 Academic Excellence, Innovation and Creativity

- i. Pursuit of high and honest scholarship
- ii. Encouragement of new perspectives and approaches to issues

3.3.2 Dedication to Duty

- i. Exhibition of high sense of duty at all times.
- ii. Proactivity in the discharge of duty.

3.3.3 Integrity, Accountability and Transparency

- i. Exhibition and encouragement of high standards of ethical and moral values.
- ii. Taking responsibility for actions and inactions.

3.3.4 Meritocracy: Performance-based Recognition and Reward System

- i. Regular recognition and reward of exceptional achievements of staff and students.

3.3.5 Leadership and Mentorship

- i. Exhibition of exemplary behaviour by senior staff.

3.3.6 Social Responsibility

- i. Encouragement of community service and activities focused on enhancing the value of the institution.

3.4 CORPORATE CONDUCT

Corporate conduct is an elaboration of our core values. For the vision statement and mission statement to be relevant in the day-to-day life of the institution, the aspects of the conduct expected from the various categories of staff and students are stated below.

3.4.1 Principal Officers

- i. Should portray Kaduna Polytechnic in good light at all times;
- ii. Should demonstrate leadership by example;
- iii. Should be efficient in the discharge of duties;
- iv. Should listen to and consider different views.

3.4.2 Directors, Deans and Head of Departments

- i. Should portray Kaduna Polytechnic in good light at all times;
- ii. Should demonstrate leadership by example;
- ii. Should be efficient in the discharge of duties;
- iv. Should listen to and consider different views;
- v. Should be respectful to constituted authority;
- vi. Should discourage indecency among staff and students.

3.4.3 Staff

- i. Should portray Kaduna Polytechnic in good light at all times;
- ii. Should demonstrate leadership by example;
- iii. Should be efficient in the discharge of duties;
- iv. Should listen to and consider different views;
- v. Should be respectful of superiors and constituted authority;
- vi. Should be willing to accept assigned responsibilities;
- vii. Should be punctual and regular to work;
- viii. Should avoid peddling rumours.

3.4.4 Executive Committee Members of Staff Unions

- i. Should portray Kaduna Polytechnic in good light at all times;
- ii. Should demonstrate leadership by example;
- iii. Should be efficient in the discharge of duties;
- iv. Should listen to and consider different views;
- v. Should be respectful of superiors and constituted authority;
- vi. Should strive to maintain harmonious relationship with Management;
- viii. Should confirm authenticity of rumour or unsubstantiated information;
- ix. Should encourage members of staff Unions to abide by official regulations;
- x. Should encourage decency among members.

3.4.5 Executive Committee Members of the Students Union Government

- i. Should speak well of Kaduna Polytechnic at all times;
- ii. Should show respect for superiors and constituted authority;
- iii. Should regard the period on campus as an opportunity for learning and socializing;
- iv. Should exhibit punctuality and regularity to classes and other official functions;
- v. Should discourage the peddling of rumour or unsubstantiated information;
- vi. Should encourage decency among students.

CHAPTER FOUR

KEY ISSUES, TARGET SETTING AND GAP ANALYSIS

4.1 Key Issues in achieving the Vision and Mission

The major key issues to be considered in achieving the vision and mission of the institution are listed in Table 4.1.

Table 4.1: Key Issues in Achieving the Mission and Vision

S/No	Key Issues
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1	Academic excellence <ul style="list-style-type: none">a. Continuous staff development and capacity buildingb. Periodic Review of the Curricula to Ensure Relevancec. Promoting and Expanding ICT-driven Campusd. Enhancing the Culture of Research, Publication and Developmente. Introduction of New Academic Programmesf. Promoting e-library Servicesg. New Capital Interventions
2	Enhancing the Welfare of Staff and Students
3	Promoting Religious Tolerance among Staff and Students
4	Promoting Transparency and Zero Tolerance for Corruption and Unethical Practices
5	Catalyzing Technology Development and Industrialization
6	Strengthening the Safety and Security Infrastructure of the Polytechnic
7	Enhancing Corporate Social Responsibility (CRS)
8	Improving Internally-Generated Revenue (IGR)
9	Creating and Maintaining a Serene and Green Campus
10	Promotion of Maintenance Culture
11	Providing improved Recreational Facilities
12	Establishing Productive Collaborations and Partnerships

4.2 Baseline Status, Strategic Objectives, Targets and Gap Analyses

Baseline statuses were articulated for the key issues and satisfactory objectives and targets set. The differences between the baseline status and targets were then analyzed. The analyses of the gaps between the baseline statuses and the targets set justify the effort and time required to achieve the satisfactory targets. Tables 4.2 to 4,21 present summary of the analysis for each key issue.

Table 4.2: Key Issue 1a: Academic Excellence - Continuous Staff Development and Capacity Building

<p style="text-align: center;">BASELINE STATUS</p> <ol style="list-style-type: none">1. It was recognized that there was limitation in the capability and competence of many teaching staff to teach students, largely arising from the lack of training in the science and art of teaching (pedagogy).2. The number of staff with PhD is limited though increasing.3. Some non-teaching staff were not versatile in the performance of administrative duties.4. The number of staff using the ICT for teaching and administration were very limited.
<p style="text-align: center;">STRATEGIC OBJECTIVES</p> <ol style="list-style-type: none">1. To secure improved competence of teaching staff in imparting knowledge and skills to students.2. To improve on the academic qualifications of teaching and non-teaching staff.3. To improve on the competence of non-teaching staff in job performance.4. To encourage the use of ICT for teaching and administration.

PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. An increase of 20% over the baseline number of teaching staff with the PhD degree; 2. An increase of 20% over the baseline number of teaching staff to have undergone in-house training in ICT for teaching; 3. A staff training and development policy emphasizing training in pedagogy should have been produced and implemented; 4. 20% increase of total number of academic staff who have acquired qualifications in pedagogy; 5. A training roster for all staff should have been produced; 6. 20% increase in the budgetary provision for staff training; 7. 20% increase in the number of staff to have acquired higher academic or professional qualifications; 8. A staff supervision and mentorship policy to have been produced and implemented; 9. 10 in-house training sessions in administrative functions to have been organized; 10. A scheme for staff evaluation that included students as evaluators to have been produced and operational; 11. An annual award scheme for the Best Staff of the Year to be instituted for Teaching and Non-teaching Staff; 12. A Minimum of two Staff training workshops in Academic Planning to have been organized; 13. Quality Assurance teams to be constituted and operational at departmental, college and central levels to monitor curriculum delivery. 	<ol style="list-style-type: none"> 1. An increase of 10% over the baseline number of teaching staff with the PhD degree; 2. An increase of 10% over the baseline number of teaching staff to have undergone in-house training in ICT for teaching; 3. A staff training and development policy emphasizing training in pedagogy should have been produced and under consideration by academic board; 4. 10% increase of total number of academic staff who have acquired qualifications in pedagogy; 5. A training roster for all staff should have been drafted and under consideration by management; 6. 10% increase in the budgetary provision for staff training; 7. 10% increase in the number of staff to have acquired higher academic or professional qualifications; 8. A staff supervision and mentorship policy to have been drafted and under consideration by the Academic Board; 9. A minimum of five in-house training sessions in administrative duties to have been organized; 10. A scheme for staff evaluation that included students as evaluators to have been produced and under consideration by Management; 11. Biennial award scheme for the Best Staff of the Year to be instituted for Teaching and Non-teaching Staff; 12. A Minimum of at least one Staff training workshop in Academic Planning to have been organized; 13. Quality Assurance teams to be constituted at departmental, college and central levels to monitor curriculum delivery.

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS AND PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target
Inadequate funding restricted the expansion of the opportunities for staff training and development.	<p>The intervention of TETFUND is a major boost that will release funds for project implementation to achieve the targets.</p> <p>The under-listed factors will motivate staff to sacrifice for target achievement.</p> <ol style="list-style-type: none"> 1. The minimum qualification for academic staff is now the Master's degree. 2. Federal Government policy requiring lecturers in tertiary educational institutions to acquire qualifications in pedagogy

Table 4.3: Key Issue 1b: Academic Excellence - Periodic Review of the Curricula to Ensure Relevance

<p style="text-align: center;">BASELINE STATUS</p> <p>Most of the curricula currently in use were either revised or developed between 2000 and 2010 by the NBTE. The contents were based on the knowledge and technology of that period. With the advances in knowledge and technology, especially in ICT, it is recognized that large portions of the NBTE curricula have become outdated.</p>	
<p style="text-align: center;">STRATEGIC OBJECTIVE</p> <p style="text-align: center;">To ensure relevance of the contents of curricula to the local and national economy</p>	
<p style="text-align: center;">PERFORMANCE TARGETS</p>	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. Each Department should have established an active Departmental Curriculum Review Committee. 2. A compilation of proposed amendments and improvements on the NBTE-recommended curricula should have been produced 3. The Polytechnic Curricula Review Committee should have established working relationship with the NBTE to secure the review of the selected curricula. 	<ol style="list-style-type: none"> 1. Each Department should have established a Departmental Curriculum Review Committee. 2. Compilation of proposed amendments and improvements on the NBTE-recommended curricula should have commenced. 3. The Polytechnic Curricula Review Committee should have been established and working towards securing a relationship with the NBTE.
<p style="text-align: center;">ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET</p>	
Reasons for Baseline Status	Justification for Target
The determination of the Polytechnic to achieve excellence restrained by inadequate funds.	The corporate vision was designed to motivate staff to sacrifice their time and energy to participate in curricula review.

Table 4.4: Key Issue 1c: Academic Excellence - Promoting and Expanding ICT-driven Campus

BASELINE STATUS	
<ol style="list-style-type: none"> 1. Procurement and installation of ICT and Internet facilities were in progress. 2. Computerization of administrative processes (e.g. staff and students records) was appreciable. 3. Computerization of financial processes (e.g. students school fees payment) was appreciable. 4. Computerization of academic processes (e.g. students examination results) was appreciable. 	
STRATEGIC OBJECTIVES	
<ol style="list-style-type: none"> 1. To encourage staff and students to use ICT tools to promote effective teaching, learning research and administration. 2. To motivate teaching staff to continuously update their knowledge and skills in modern curricula delivery through the use of ICT. 	
PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. A significant proportion of the communication with the Central Administration - Rectory, Registry, Bursary, etc. should be through ICT and Internet. 2. ICT infrastructure like Wi-fi, ICT parks, e-library should have been provided in all of the 5 Colleges. 3. ICT facilities in offices and classrooms should have been provided in all of the five Colleges. 4. Computer-based assessments should have been introduced for pilot study in at least 5 selected Departments. 5. All teaching staff should have been using ICT and Internet for teaching and administration in all of the five Colleges. 	<ol style="list-style-type: none"> 1. An appreciable proportion of the communication with the Central Administration - Rectory, Registry, Bursary, etc. should be through ICT and Internet. 2. ICT infrastructure like Wi-fi, ICT parks, e-library should have been provided in at least 2 campuses. 3. ICT facilities in offices and classrooms should have been provided in all of the five Colleges. 4. Computer-based assessments should have been introduced for pilot study in at least 2 selected Departments. 5. A significant number of teaching staff should have been using ICT and Internet for teaching and administration in all the five Colleges.

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS AND PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target
It was not mandatory for staff to use ICT and Internet for all appropriate functions in the Polytechnic.	A policy on use of ICT and Internet for all appropriate functions in the Polytechnic should have been articulated, published and enforced.

Table 4.5: KEY ISSUE 1d: Academic Excellence - Enhancing the Culture of Research, Publication and Development

BASELINE STATUS
<ol style="list-style-type: none"> 1. Management was not providing financial support to Colleges to organize Annual Conferences. 2. Limited numbers of academic staff submit winning research proposals to access grants
STRATEGIC OBJECTIVES
<ol style="list-style-type: none"> 1. To encourage the organization of conferences in Colleges through the provision of financial support by Management. 2. To promote the conduct of high quality needs-driven research. 3. To promote an increase in the number of research publications. 4. To enhance the capacity and competence of academic staff in writing winning proposals and conducting quality research. 5. To secure collaborative research with other institutions.

PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. Regular financing of College conferences by Management should have been achieved 2. Organization of in-house workshops on the writing of winning research proposals should have taken place in all the Colleges. 3. A research policy that specifies clearly-defined research goal should have been developed, published and implemented. 4. 20% increase in the number of staff submitting winning proposals for research. 5. 20% increase in the number of research findings submitted for publication. 6. 20% increase in successful collaborations made with foreign researchers in other institutions. 7. A database of appropriate research journals for the various disciplines in Kaduna Polytechnic. 8. 20% increase in the number of research teams in the Colleges. 9. The Management to provide 50% of the funds required to publish research journals in the Institution. 10. Financial support should be provided to staff to publish in reputable journals nationally and internationally. 11. Organization of annual in-house workshops on research methodologies and writing winning proposals in each of the Colleges. 	<ol style="list-style-type: none"> 1. Financial support of College conferences by Management should have been received. 2. Organization of at least one in-house workshop on the writing of winning research proposals should have taken place in the Polytechnic. 3. A research policy that specifies clearly-defined research goal should have been developed and published. 4. 10% increase in the number of staff submitting winning proposals for research. 5. 10% increase in the number of research findings submitted for publication. 6. 10% increase in successful collaborations made with foreign and other researchers in other institutions. 7. A database of appropriate research journals for 80% of the disciplines in Kaduna Polytechnic. 8. 10% increase in the number of research teams in the Colleges 9. The Management to provide 30% of the funds required to publish research journals in the Institution. 10. Financial support should be provided to staff to publish in reputable journals nationally and internationally. 11. Organization of biannual in-house workshops on research methodologies and writing winning proposals in the Polytechnic.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS AND PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target
Non- implementation and obsolescence of existing research policy.	Management intends to review the research policy of the Institution.

Table 4.6: Key Issue 1e: Academic Excellence - Introduction of New Academic Programmes

<p style="text-align: center;">BASELINE STATUS</p> <p>The academic programmes offered in the Polytechnic reflected the needs of the local and national economy at the period they were introduced. However, the emerging trends in the economy indicate the imperative to introduce additional programmes.</p>	
<p style="text-align: center;">STRATEGIC OBJECTIVES</p> <ol style="list-style-type: none"> 1. To secure relevance of academic programmes to the emerging trends in the local and national economy. 2. To gradually introduce new academic programmes that will be of greater benefit to the economy. 	
<p style="text-align: center;">PERFORMANCE TARGETS</p>	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. Skills gap analyses should have been undertaken. 2. New programmes should have been identified based on skills gap analyses 3. Curricula for identified new programmes should have been developed and implemented 4. 75% of the required resources should have been provided. 5. Qualified students should be identified and enrolled into the new programmes. 	<ol style="list-style-type: none"> 1. Skills gap analyses should have been in progress. 2. New programmes should have been identified based on skills gap analyses 3. Curricula for identified new programmes should have been developed 4. 50% of the required resources should have been provided. 5. Qualified students should be identified and enrolled into the new programmes.
<p style="text-align: center;">ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET</p>	
Reasons for Baseline Status	Justification for Target
<p>The emerging trends in the national and global economy support the introduction of additional programmes such as:</p> <ol style="list-style-type: none"> 1. Mechatronics Technology 2. Renewable Energy Technology 3. Railway Engineering 4. Automobile Engineering 5. Health Science and Technology 	<p>TETFUND and the other intervention agencies will facilitate the introduction of the programmes.</p>

Table 4.7 Key Issue 1f: Academic Excellence - Promoting e-Library Services

BASELINE STATUS	
1. The quality, scope and access of the facilities in the e-library were limited	
STRATEGIC OBJECTIVES	
1. To improve on the quality, scope and access of the e-library facilities 2. To increase in the number of staff and students using the e-library	
PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. The access, quality and scope of the e-library facilities should have improved by 20%. 2. 20% increase in staff and students using the e-library 3. All staff and students should have been trained in the use of e-library facilities	1. The access, quality and scope of the e-library facilities should have improved by 10%. 2. 10% increase in staff and students using the e-library. 3. All staff and students should have been trained in the use of e-library facilities
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target
The e-library services were hampered by inadequacy of funds	The intervention of TETFUND is a major boost for the achievement of the targets

Table 4.8: Key Issue 1g: Academic Excellence - New Capital Interventions

BASELINE STATUS	
1. The new capital interventions proposed were not available.	
STRATEGIC OBJECTIVES	
1. To execute new capital projects 2. To ease mass transportation difficulties experienced by students.	
PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Target Acceptable By Mid-term Review
1. The buildings and equipment needed for Mechatronics Engineering, Renewable Energy Engineering Buildings, Mass Communication Studio and the 'Spider Radio' House, School of Basic and Remedial Studies and Centre for Technology Development (CTD) should have been procured. 2. A minimum of 5 new mass transit buses should have been provided.	1. The buildings and equipment needed for Mechatronics Engineering, Renewable Energy Engineering Buildings, Mass Communication Studio and the 'Spider Radio' House, School of Basic and Remedial Studies and Centre for Technology Development (CTD) should have been procured. 2. A minimum of 3 new mass transit buses should have been provided.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS AND PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target
The projects under the proposed capital intervention had not been fully conceptualized and did not exist on ground.	The intervention of TETFUND and other intervention agencies will be a major boost for the achievement of the targets.

Table 4.9: Key Issue 2: Enhancing the Welfare of Staff and Students

BASELINE STATUS	
1. Many of the welfare facilities for staff and students were getting dilapidated.	
STRATEGIC OBJECTIVES	
1. To sustain current policies that enhance the welfare of staff and students. 2. To introduce innovative policies and facilities that promote healthy living.	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. Staff welfare packages should have been provided 2. Staff quarters should have been be maintained, expanded and recreational facilities provided. 3. Students welfare packages should have been provided. 4. Hostel accommodation facilities should have been maintained, improved upon and expanded. 5. Sports and Games facilities should have been maintained, improved upon and expanded. 6. Management should have established a Staff and Student welfare committee to handle all welfare issues in the institution. 7. BoT and MoU agreements for the building of solar-powered student hostels and staff houses should have been signed and implemented	1. Staff welfare packages should have been provided 2. Staff quarters should have been be maintained, expanded and recreational facilities provided. 3. Students welfare packages should have been provided. 4. Hostel accommodation facilities should have been maintained, improved upon and expanded. 5. Sports and Games facilities should have been maintained, improved upon and expanded. 6. Management should have established Staff and Student welfare committee to handle all welfare issues in the Institution. 7. BoT and MoU agreements for the building of solar-powered student hostels and staff houses should have been signed.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
Paucity of funds determined the facilities provided for the welfare of staff and students	Increased funding and completion of many of the on-going projects will release funds to provide for welfare projects.

Table 4.10: Key Issue 3: Promoting Religious Tolerance among Staff and Students

<p style="text-align: center;">BASELINE STATUS</p> <p>The simmering discontent due to differences in beliefs and religious practices in the larger society has led to the disruption of the academic calendar.</p>	
<p style="text-align: center;">STRATEGIC OBJECTIVES</p> <ol style="list-style-type: none"> 1. To enhance religious tolerance where adherents of all religions interact in peace and harmony. 2. To inculcate in staff and students the attitude of tolerance of different views and practices. 	
<p style="text-align: center;">PERFORMANCE TARGET</p>	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. Annual interactive workshops on the theme of religious tolerance should have been organised by Management and SUG. 2. Staff and students should accept and respect each other's religious views and practices. 3. Special sessions on religious tolerance by religious leaders should have taken place in the Polytechnic. 	<ol style="list-style-type: none"> 1. Annual interactive workshops on the theme of religious tolerance should have been organised by Management and SUG. 2. Staff and students should accept each other's religious views and practices. 3. Special sessions on religious tolerance by religious leaders should have taken place in the Polytechnic.
<p style="text-align: center;">ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET</p>	
Reasons for Baseline Status	Justification for Target Achievement
Intolerance of different religions created dislike and suspicion.	The acceptance of the adherence of the rights of different religions to practice their faith.

Table 4.11: Key Issue 4 – Promoting Transparency and Zero Tolerance for Corruption and Unethical Practices

BASELINE STATUS	
<ol style="list-style-type: none"> 1. Attitude to work exhibited by some staff was not satisfactory. 2. Attitude to learning exhibited by some students was not satisfactory. 3. Financial records and flows were not easily accessible because they were not digitalized. 	
STRATEGIC OBJECTIVES	
<ol style="list-style-type: none"> 1. To ensure that staff exhibit good work ethics. 2. To inculcate in students the virtues of honesty and moral uprightness. 3. To ensure that students are free from harassment or exploitation by staff or fellow students 4. To make sure that financial records are easily accessible to ensure transparency 	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. All staff shall exhibit good work ethics; 2. PTU, SERVICOM, and ACTU guidelines should have been disseminated to all staff; 3. All staff shall regularly abide by PTU, SERVICOM and ACTU injunctions; 4. Major improvements in the behaviour and attitude of students shall be recorded; 5. There shall be zero tolerance for anti-social tendencies such as examination malpractice, cultism, sexual harassment, forgery of documents, etc; 6. Annual interactions with incoming students on virtues of honesty, and moral uprightness should have taken place; 7. The financial flow website should have been upgraded and relevant information uploaded. 	<ol style="list-style-type: none"> 1. Most staff shall exhibit good work ethics; 2. SERVICOM, ACTU and ACTU guidelines should have been disseminated to most staff; 3. All staff shall regularly abide by SERVICOM injunctions. 4. Significant improvements in the behaviour and attitude of students shall be recorded; 5. The institution shall be known for its zero tolerance for anti-social tendencies such as examination malpractice, cultism, sexual harassment, forgery of documents, etc; 6. Annual interactions with incoming students on virtues of honesty, and moral uprightness should have taken place; 7. The financial flow website should have been upgraded and relevant information uploaded.

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
The existing paradigm had been entrenched over a very long period. It had become part of the institutional culture.	1. The revitalization and creation of the agencies has already had positive effects on the work attitude of staff and learning behaviour of students.

Table 4.12: Key Issue 5: Catalyzing Technology Development and Industrialization (CTD)

BASELINE STATUS	
1. There was a lacuna between theory and practice, between research and innovation, and between academics and the entrepreneurs to make research results marketable.	
STRATEGIC OBJECTIVES	
1. To create avenues for turning research results into marketable commodities. 2. To improve the skills of the critical mass of artisans in the immediate community.	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. Fully functional Centre for Technology with all relevant collaborations should have been established 2. Pilot plants of major agro-allied and solid minerals processing technologies to allow scale up for interested private investors should have been constructed by CTD. 3. Machines and tools to address flooding, waste disposal, agriculture, renewable energy should have been produced by CTD. 4. A Fabrication Technology Hub in <i>Panteka</i> should have been established and integrated into the CTD process as a corporate social responsibility (CSR).	1. Fully functional Centre for Technology with all relevant collaborations should have been established 2. Pilot plants of major agro-allied and solid minerals processing technologies to allow scale up for interested private investors should have been constructed by CTD. 3. Machines and tools to address flooding, waste disposal, agriculture, renewable energy should have been produced by CTD. 4. A Fabrication Technology Hub in <i>Panteka</i> should have been established and integrated into the CTD process as a corporate social responsibility (CSR).

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
There was no driver to conceive and implement the idea	The Management is passionate about the development and actualization of the idea.

Table 4.13: Key Issue 6: Strengthening the Safety and Security Infrastructure of the Polytechnic

BASELINE STATUS	
1. The security Unit is understaffed and ill-equipped to discharge its responsibilities effectively.	
STRATEGIC OBJECTIVES	
1. To ensure the protection of lives and properties in the Institution. 2. To promote a sense of security and safety among staff and students. 3. To maintain the presence of security personnel in the Institution to discourage the festering of anti-social activities and tendencies.	
PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. The Institution's Security Unit should be equipped with the relevant security kits and gadgets. 2. The number of security personnel should have been significantly increased. 3. Regular training and retraining of the security personnel should have taken place.	1. The Institution's Security Unit should be equipped with most of the relevant security kits and gadgets. 2. The number of security personnel should have increased. 3. Periodic training and retraining of the security personnel should have taken place.

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
The Security Unit is understaffed and ill-equipped to provide adequate security coverage.	The determination of Management to follow up on strategies to revamp the Security Unit.

Table 4.14: Key Issue 7: Enhancing Corporate Social Responsibility (CSR)

BASELINE STATUS	
1. The CSR activities of the institution are few.	
STRATEGIC OBJECTIVES	
1. To discharge the Institution's CSR as spelt out in its core values	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. Quarterly meetings of Polytechnic-Community Fora should have taken place. 2. At Least 4 areas of intervention in the community should have been identified and implemented.	1. Annual meetings of Polytechnic-Community Fora should have taken place. 2. At least one area of intervention in the community should have been identified and implemented.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
CSR was not given priority by the Institution.	The Polytechnic is now determined to carry out all its core mandates.

Table 4.15: Key Issue 8: Improving Internally-Generated Revenue (IGR)

BASELINE STATUS	
<ol style="list-style-type: none"> 1. IGR was low and was derived mainly through the sales of students' application forms and payment of fees. 2. KADUNA POLYTECHNIC CONSULT LTD and the other Units created to generate revenue were performing poorly. 	
STRATEGIC OBJECTIVE	
To increase the level of internally generated revenue	
PERFORMANCE TARGETS	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. 20% increase in student enrolment 2. 20% increase on the revenue generated by KADUNA POLYTECHNIC CONSULT LTD and the other Units and areas created to generate revenue. 	<ol style="list-style-type: none"> 1. 10% increase in student enrolment 2. 10% increase on the revenue generated by KADUNA POLYTECHNIC CONSULT LTD and the other Units created to generate revenue.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
<ol style="list-style-type: none"> 1. To a large extent, the number of prospective students determined the level of internally-generated revenue 2. Revenue from potential sources, such as from the KADUNA POLYTECHNIC CONSULT Ltd. was low. 	<ol style="list-style-type: none"> 1. It is projected that the number of students shall increase, especially with the introduction of new academic programmes. 2. KADUNA POLYTECHNIC CONSULT Ltd, other Units and other avenues have been motivated to improve on IGR.

Table 4.16: Key Issue No. 9: Creating and Maintaining a Serene and Green Campus

BASELINE STATUS	
<ol style="list-style-type: none"> 1. The Environment is not learning-friendly. 2. The Green and sustainable development policy of the Institution is poor. 	
STRATEGIC OBJECTIVES	
<ol style="list-style-type: none"> 1. To create and maintain a learning friendly environment. 2. To develop and implement a Green and Sustainable Development Policy for the Institution. 	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. A Green and Sustainable Development Policy should have been developed and implemented. 2. Construction of more toilets at strategic locations in all the Colleges should have been completed. 3. Noise-producing activities should have been minimized by 75%. 4. Planned layout for commercial activities should have been provided in the four campuses. 5. Rehabilitation of buildings and the road network should have been completed in the four campuses. 6. Physical Development that will make the campuses more functionally efficient and aesthetically pleasant should have been completed in the four campuses. 	<ol style="list-style-type: none"> 1. A Green and Sustainable Development Policy should have been developed. 2. Construction of more toilets at strategic location in all the Colleges should have been completed. 3. Noise-producing activities should have been minimized by 75%. 4. Planned layout for commercial activities should have been provided in at least two campuses. 5. Rehabilitation of buildings and the road network should have been completed in at least two campuses. 6. Physical Development that will make the campuses more functionally efficient and aesthetically pleasant should have been completed in at least two campuses.

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
<ol style="list-style-type: none"> 1. The Institution lacks a Green and Sustainable Development Policy. 2. Management is constrained by paucity of funds for green and sustainable development projects . 	<p>Management's commitment to creating and maintaining a Green campus and promoting Sustainable Development.</p>

Table 4.17: Key Issue No. 10: Promotion of Maintenance Culture

BASELINE STATUS	
<ol style="list-style-type: none"> 1. Performance specifications for roads, buildings, equipment, etc., were generally not met in many cases thereby compromising quality. 2. There is generally a poor maintenance culture in the Institution. 	
STRATEGIC OBJECTIVES	
<ol style="list-style-type: none"> 1. To ensure that all facilities maintenance specifications are strictly adhered to. 2. To ensure the timely maintenance of all physical facilities and equipment. 3. To ensure that all abandoned or on-going capital projects are completed. 	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. Performance Specifications of all on-going projects should have been compiled, widely publicized and enforced. 2. A facilities maintenance programme should have been developed and implemented. 3. All on-going capital projects should have been completed 	<ol style="list-style-type: none"> 1. Performance Specifications of all on-going projects should have been compiled and widely publicized. 4. A facilities maintenance programme should have been developed and approved. 2. Active work on all on-going capital projects should be taking place.

ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
1. Lack of enforcement of performance specification. 2. Absence of a maintenance policy. 3. Inadequacy of funds for maintenance.	1. Improvement in the quality of Projects. 2. Availability of a maintenance policy. 3. Management's passion for facilities maintenance. 4. The planned and prudent use of limited funds.

Table 4.18: Key Issue No. 11: Providing improved Recreational Facilities

BASELINE STATUS	
The recreational facilities were inadequate	
STRATEGIC OBJECTIVE	
To provide additional recreational facilities for staff and students to promote physical fitness, relaxation and balanced educational development.	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. The upgrade of all recreational facilities in the Institution should have been completed. 2. Additional recreational facilities should have been provided.	1. The upgrade of all sporting facilities in the Institution should have been completed. 2. Additional sporting facilities should have been provided.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
Recreation facilities had not been afforded the needed priority.	The commitment to redirect the energies of staff and students towards more productive channels and prevention of negative vices in the Institution.

Table 4.20: Key Issue 12: Establishing Productive Collaborations and Partnerships

<p style="text-align: center;">BASELINE STATUS</p> <p>The implementation of various collaborations and partnerships of the institution is poor.</p>	
<p style="text-align: center;">STRATEGIC OBJECTIVES</p> <p>To establish and maintain effective collaborations and partnerships.</p>	
<p style="text-align: center;">PERFORMANCE TARGET</p>	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
<ol style="list-style-type: none"> 1. All existing collaborations and partnerships should have been reviewed for effective implementation 2. All processes to establish new collaborations and partnerships should have taken place 	<ol style="list-style-type: none"> 1. All existing partnerships and collaborations should have been reviewed for effective implementation 2. All processes to establish new collaborations and partnerships should have commenced
<p style="text-align: center;">ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET</p>	
Reasons for Baseline Status	Justification for Target Achievement
<ol style="list-style-type: none"> 1. There is poor implementation of various collaboration and partnership efforts. 2. Lull in efforts to seek and implement collaborations and partnerships. 	<p>Collaborations and partnerships ensure our competitiveness in the global workplace.</p>

Table 4.21: Key Issue 13: Widening the Scope of the Entrepreneurship

BASELINE STATUS	
The implementation of the policy on entrepreneurship has been limited to entrepreneurship education.	
STRATEGIC OBJECTIVES	
1. To strengthen the skill training component of the Entrepreneurship Development Centre (EDC) 2. To inculcate in the staff and students the culture of entrepreneurship	
PERFORMANCE TARGET	
Satisfactory Target By Mid-term Review	Minimum Acceptable Target By Mid-term Review
1. The Entrepreneurship Development Centre should have been fully equipped and empowered to implement its skills development component.	1. The Entrepreneurship Development Centre should have been equipped to implement its skills development component.
ANALYSIS OF GAP BETWEEN CURRENT BASELINE STATUS and PROPOSED TARGET	
Reasons for Baseline Status	Justification for Target Achievement
There had been little attempt to link entrepreneurship education to practice.	The cardinal purpose for the introduction of entrepreneurship programme has not realised due to the poor implementation of the skills development component.

CHAPTER FIVE

STRATEGIES TO ADDRESS KEY ISSUES

The strategies for achieving the objectives derive from roundtable discussions and the responses to questionnaires. The strategies have been subjected to viability analyses and found to be implementable. Tables 5.1 to 5.19 present the summaries of the strategic actions, performance indicators, deliverables expected and timeframes.

Table 5.1: Key Issue 1a - Academic Excellence - Continuous Staff Development and Capacity Building

S/No	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To secure the improved competence of teaching staff in imparting knowledge and skills to students.	Staff Supervision and Mentorship 1. A staff supervision and mentorship policy, which includes provisions that staff below Senior Lecturer or its equivalent, shall be assigned to senior colleagues for supervision and mentorship, should be produced and implemented.	1. The Supervision and Mentorship Policy should have been produced and implemented	1. A Supervision and Mentorship Policy produced and implemented	Feb. 2019 - Dec. 2022
		Training in the Art and Science of Teaching (Pedagogy) 1. A Staff Training and Development policy encouraging training in pedagogy to be produced and implemented.	1. A Staff Training and Development policy encouraging training in pedagogy should have been produced and implemented. 2. 20% increase of total number of academic staff who have acquired qualifications in pedagogy should have been achieved.	1. A Staff Training and Development policy encouraging training in pedagogy produced and in operation 2. 20% increase of total number of academic staff that acquired qualifications in pedagogy attained.	Feb. 2019 - Dec. 2022

2	To improve on the academic qualifications of teaching and non-teaching staff.	Higher Degrees 1. A training roster for all staff should to be produced and implemented. 2. Sponsorship for staff to acquire higher academic or professional qualifications.	1. Management should have considered and approved a training roster for all staff. 2. 20% increase in the number of staff that have been sponsored to acquire higher qualifications should have been achieved.	20% increase in the number of staff that have been sponsored to acquire higher qualifications achieved.	Mar. 2019 - Dec. 2022
		Budgetary Provision Adequate budgetary allocation should be made for staff training and development	20% increase in the budgetary provision for staff training and development should have been made	20% increase in the budgetary provision for staff training and development attained.	Feb. 2019 - Dec. 2022
3	To improve on the competence of teaching and non-teaching staff in job performance.	Staff Training in Administration 1. A staff training programme for academic staff holding administrative positions to be reintroduced. 2. A staff training programme for newly employed/promoted non-teaching staff to be reintroduced	A minimum of 10 in-house training sessions in administrative functions should have been organized for both teaching and non-teaching staff.	A minimum of 10 in-house training sessions in administrative functions organized for both teaching and non-teaching staff.	Feb. 2019 - Dec. 2022

4	Promoting quality assurance	Improvements in Academic Planning Functions Staff of the Directorates of Strategic Planning, Academic Planning and Internal Quality Assurance and International Collaborations, acquire specialized training in Academic Planning with bias for curriculum planning and development.	1. A minimum of two Staff training workshops in academic Planning should have been organized.	A minimum of two Staff training workshops in academic Planning organized.	Feb. 2019 - Dec. 2022
		Staff Evaluation Scheme 1. A Staff Evaluation Scheme for periodic evaluation of the competence of staff which includes students as evaluators to be introduced. 2. An annual award scheme for the Best Staff of the Year shall be instituted for Teaching Staff and Non-teaching Staff.	1. A scheme for staff evaluation that includes students as evaluators should have been produced and operational 2. An annual award scheme for the Best Staff of the Year should have been instituted for Teaching and Non-teaching	1. A scheme for staff evaluation that includes students as evaluators produced and operational 2. An annual award scheme for the Best Staff of the Year instituted for Teaching and Non-teaching Staff.	Mar. 2019 - Dec. 2022
		Curriculum Delivery Curriculum delivery to be monitored by a Quality Assurance Team appointed by Academic Board.	Quality Assurance teams should have been constituted and operational at departmental, college and central levels.	Quality Assurance teams at departmental, college and central levels constituted and operational to monitor curriculum delivery.	Mar. 2019 - Dec. 2022

Table 5.2: KEY ISSUE 1b - ACADEMIC EXCELLENCE - Periodic Review of the Curricula to Ensure Relevance					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To ensure relevance of the contents of curricula to the local and national economy	<ol style="list-style-type: none"> 1. The Academic Board shall appoint a Polytechnic Curricula Review Committee charged with the responsibility of examining the existing NBTE-approved curricula and propose amendments and improvements. 2. The Academic Board shall direct each Department to set up Departmental Curriculum Review Committee to liaise with the Polytechnic Curricula Review Committee towards securing the review of the curriculum of each Department. 	<ol style="list-style-type: none"> 1. Polytechnic Curricula Review Committee should have been established and active. 2. Each Department should have established an active Departmental Curricula Review Committee. 3. The Polytechnic Curricula Review Committee should have established working relationships with the relevant stakeholders such as NBTE and Industry, to secure the review of the selected curricula. 	<ol style="list-style-type: none"> 1. Polytechnic Curricula Review Committee established and active. 2. Departmental Curricula Review Committee established and active. 3. Working relationships established with relevant stakeholders by Polytechnic Curricula Review Committee. 	Feb. 2019 - Dec. 2019

Table 5.3: KEY ISSUE 1c: ACADEMIC EXCELLENCE - PROMOTING AND EXPANDING ICT-DRIVEN CAMPUS					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To encourage staff and students to use ICT tools to promote effective teaching, learning, research and administration.	Provision of ICT infrastructure like Wi-Fi, ICT parks, e-library and e-administration that is accessible all over the Polytechnic.	ICT infrastructure like Wi-Fi, ICT parks, e-library should have been provided in all of the four campuses.	ICT infrastructure like Wi-fi, ICT parks, e-library and e-administration accessible all over the campus.	Mar. 2019 - Dec. 2021
		Provision of ICT facilities in offices and classrooms all over the Polytechnic.	ICT facilities in offices and classrooms should have been provided in all of the five Colleges.	ICT facilities provided in offices and classrooms provided in the five Colleges.	June. 2019 - Dec. 2021
		Staff and students shall use ICT and the Internet for a significant proportion of communication in academic and administrative matters.	A significant proportion of all communication with the Central Administration - Rectory, Registry, Bursary, etc., should have been through ICT and Internet.	A significant proportion of all communication with the Central Administration - Rectory, Registry, Bursary, etc. through ICT and Internet.	Feb. 2019 – Dec. 2019

		Teaching Staff to undertake training on the use of ICT in teaching and learning.	A 20% increase in the number of Teaching Staff to have undergone training in ICT for Teaching and learning should have been recorded.	A 20% increase recorded in the number of Teaching Staff that have undergone training in ICT for Teaching and learning.	Mar. 2019 - Mar. 2020
		Introduction and test-running of computer-based assessments in selected departments.	Computer-based assessments should have been introduced as a pilot study in selected Departments.	Computer-based assessments introduced as a pilot study in selected Departments.	Mar. 2019 - Mar. 2020
2	To mandate teaching staff to continuously update their knowledge and skills in modern curricula delivery through the use of ICT.	Establish deadlines for all teaching staff to use ICT and Internet for teaching and learning	All teaching staff should have been using ICT and Internet for teaching and learning in all of the five Colleges.	All teaching staff using ICT and Internet for teaching and learning in all of the five Colleges.	Mar. 2019 - Dec. 2019

Table 5.4: KEY ISSUE 1d: ACADEMIC EXCELLENCE - ENHANCING THE CULTURE OF RESEARCH, PUBLICATION AND DEVELOPMENT

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverable	Timeframe
1	To encourage the organization of conferences in colleges through the provision of financial support by Management	Management to increase the support for the organization of School Annual Conferences showcasing results of research.	Regular financing of college conferences by management should have been achieved.	Regular financing of College conferences by management achieved.	Feb. 2019 - Dec. 2022
2	To promote the conduct of high quality needs-driven research	<ol style="list-style-type: none"> 1. Management to provide support to the Research and Innovation Directorate (RID) and the various Units under it. 2. RID to produce a research policy that specifies clearly-defined research goals. 3. Management to encourage staff to submit high quality research proposals. 	<ol style="list-style-type: none"> 1. Support to the Research and Innovation Directorate and the various Units under it should have been provided. 2. A research policy that specifies clearly defined research goals should have been developed, published and implemented 3. 20% increase in 	<ol style="list-style-type: none"> 1. Support to the Research and Innovation Directorate and the various Units under it provided. 2. A research policy that specifies clearly defined research goal developed, published and implemented 3. 20% increase in the number of staff submitting proposals for research recorded. 	Feb. 2019 - Dec. 2022

			the number of staff submitting proposals for research should have occurred.		
3	To promote an increase in the number of research publications	<ol style="list-style-type: none"> 1. Research and Innovation Directorate to develop a database for appropriate research journals for the various disciplines in Kaduna Polytechnic 2. Increase the number of research teams in the Colleges 3. Sponsorship of various research publications in the Institution 4. Management to provide financial support to Staff to publish in reputable journals nationally and internationally. 	<ol style="list-style-type: none"> 1. Database of appropriate research journals for the various disciplines in Kaduna Polytechnic should have been developed by Research and Innovation Directorate 2. 20% increase in the number of research teams in the Colleges should have occurred 3. 50% of the funds required to publish research journals of the Institution should have been provided. 	<ol style="list-style-type: none"> 1. Database of appropriate research journals for the various disciplines in Kaduna Polytechnic developed by Research and Innovation Directorate. 2. 20% increase in the number of research teams in the Colleges achieved. 3. 50% of the funds required to publish Institution's research journals provided by management 4. Financial support provided to staff to publish in reputable journals nationally and internationally. 	Mar. 2019 - Mar. 2020

			4. Financial support for staff to publish in reputable journals nationally and internationally should have been provided.		
4	To enhance the capacity and competence of academic staff in writing winning proposals and conducting quality research.	<ol style="list-style-type: none"> 1. Conduct staff training in writing winning proposals and research methodologies in all the colleges. 2. Sensitize staff on the Internet as a resource for research. 	Organization of annual in-house workshops for staff on research methodologies and writing winning proposal writing in all the Colleges should have taken place.	Annual in-house workshops for staff on research methodologies and writing winning proposals organised in each of the Colleges.	Mar. 2019 - Mar. 2020
5	To secure collaborative research with other institutions.	Management to encourage collaborations with reputable researchers in other institutions for the purpose of joint research work.	20% increase in collaboration made with foreign and other researchers in other institutions for the purpose of joint research work should have been achieved.	20% increase in collaborations made with foreign and other researchers in other institutions for the purpose of joint research work achieved.	Feb. 2019 - Dec. 2022

Table 5.5: KEY ISSUE NO. 1e: ACADEMIC EXCELLENCE - INTRODUCTION OF NEW ACADEMIC PROGRAMMES					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To ensure relevance of academic programmes to the emerging trends in the local and national economy	<ol style="list-style-type: none"> 1. Perform a skills gap analyses to establish the relevance of existing academic programmes in relation to the emerging trends in the local and national economy. 2. Identify new programmes needed based on skills gap analyses 	<ol style="list-style-type: none"> 1. Skills gap analyses should have been completed and published 2. New programmes should have been identified based on skills gap analysis 	<ol style="list-style-type: none"> 1. Report on Skills gap analysis completed and published 2. New programmes identified based on skills gap analysis 	Mar. 2019 - June. 2019
2	To gradually introduce new programmes that will be of greater benefit to the economy.	<ol style="list-style-type: none"> 1. Initiate and liaise with NBTE to develop relevant curricula for each programme without an existing NBTE-approved syllabus. 2. Procure resources (i.e. staff, equipment, library books, etc.) to meet NBTE requirements for approval to mount the 	<ol style="list-style-type: none"> 1. Curricula for identified new programmes should have been developed and implemented. 2. 75% procurement of the required resources should have been provided. 	<ol style="list-style-type: none"> 1. Curricula for identified new programmes developed and implemented. 2. 75% procurement of the required resources provided 3. Relevant and qualified staff identified and 	Mar. 2019 - Dec. 2021

		new programmes, e.g.: a. Mechatronics Technology, b. Renewable Energy Technology. 3. Identify and recruit relevant and more qualified staff. 4. Enrollment of qualified students into the new programmes.	3. Relevant and qualified staff should have been identified and recruited. 4. Qualified students should have been identified and enrolled into the new programmes.	5. Qualified students identified and enrolled into the new programmes.	
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Table 5.6: KEY ISSUE NO. 1f - ACADEMIC EXCELLENCE - PROMOTING E-LIBRARY SERVICES

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To improve on access, quality and scope of the e-library facilities	Required resources to enhance the quality of the e-library facilities shall be procured	The access, scope and quality of the e-library facilities should have improved by 20%.	The access, scope and quality of the e-library facilities improved by 20%	Mar. 2019 - Dec. 2019
2	To increase in the number of staff and students using the e-library	Training in the use of e-library facilities to be provided to staff and students	All staff and students should have been trained in the use of e-library facilities	All staff and students trained in the use of e-library facilities	Mar. 2019 - Mar. 2020

Table 5.7: KEY ISSUE NO. 1g - ACADEMIC EXCELLENCE - NEW CAPITAL INTERVENTIONS

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To execute new capital projects	<p>To procure the buildings and equipment to mount the under-listed new academic programmes and projects</p> <ul style="list-style-type: none"> i. Mechatronics Engineering ii. Renewable Energy Engineering Buildings iii. Mass Communication Studio and the <i>Spider Radio</i> House iv. School of Basic and Remedial Studies v. Centre for Technology Development (CTD) 	<p>The buildings and equipment needed for the under-listed new academic programmes and projects should have been procured for:</p> <ul style="list-style-type: none"> i. Mechatronics Engineering ii. Renewable Energy Engineering Buildings iii. Mass Communication Studio and the <i>Spider Radio</i> House iv. School of Basic and Remedial Studies (SBRS) v. Centre for Technology Development (CTD) 	The buildings and equipment to mount the new academic programmes and projects procured	June 2019 - Dec. 2021

		The Remodelling and rehabilitation of staff offices, laboratories, workshops, roads, drainages, etc., to be carried out	The remodelling and rehabilitation of staff offices, laboratories, workshops, roads, drainages, etc., should have been carried out.	The remodelling and rehabilitation of staff offices, laboratories, workshops, roads, drainages, etc., carried out.	Feb. 2019 - Dec. 2021
2	To ease mass transportation difficulties experienced by students	A minimum of five new mass transit buses for students to be procured	A minimum of five new mass transit bus should have been procured and put to use	A minimum of five new mass transit buses procured and put to use	Feb. 2019 - Dec. 2021

TABLE 5.8: KEY ISSUE 2 - ENHANCING THE WELFARE OF STAFF AND STUDENTS

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To sustain current policies that enhance the welfare of staff and students.	<ol style="list-style-type: none"> 1. The Institution shall provide staff with welfare packages such as housing and vehicle loans, staff canteens, gymnasiums, etc. 2. Staff quarters shall be maintained, expanded and recreational facilities provided 3. The Institution shall provide welfare packages for students such as mass transit buses, canteens, part-time jobs, scholarship for continuing best students and retention and sponsorship of best graduating students. 4. Hostel accommodation facilities shall be maintained, improved upon and expanded. 5. Sports and Games facilities shall be maintained, improved upon and expanded 	<ol style="list-style-type: none"> 1. Staff welfare packages should have been provided 2. Staff quarters should have been be maintained, expanded and recreational facilities provided 3. The welfare packages for students welfare should have been provided. 4. Hostel accommodation facilities should have been maintained, improved upon and expanded. 5. Sports and Games facilities should have been maintained, improved upon and 	<ol style="list-style-type: none"> 1. Staff welfare packages provided 2. Staff quarters maintained, expanded and recreational facilities provided 3. Student welfare packages provided 4. Hostel accommodation facilities improved upon and expanded. 5. Sports and Games facilities maintained, improved upon and expanded. 	Feb. 2019 - Dec. 2022

			expanded		
2	To introduce innovative policies and facilities that promote healthy living	<ol style="list-style-type: none"> 1. Management shall establish Staff and Student Welfare Committees to handle all welfare issues in the institution 2. Through BOT, more students hostels which shall be solar-powered to ensure 24hrs power supply and also equipped with Wi-Fi services, to be built 3. Through BOT, more staff houses which may be solar-powered to ensure 24hrs power supply and also equipped with Wi-Fi services, to be built 	<ol style="list-style-type: none"> 1. Welfare Committees for staff and students should have been provided 2. BOT and MoU agreements for the building of solar-powered student hostels should have been signed and implemented 3. BOT and MoU agreement for the building of more solar-powered staff houses should have been signed and implemented 	<ol style="list-style-type: none"> 1. Welfare Committees for staff and students provided 2. BOT and MoU agreement for the building of more Solar-powered student hostels signed and implemented 3. BOT and MoU agreement for the building of more solar-powered staff houses signed and implemented 	

Table 5.9: KEY ISSUE NO. 3: PROMOTING RELIGIOUS TOLERANCE AMONG STAFF AND STUDENTS

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To enhance religious tolerance where adherents of all religions interact in peace and harmony.	<ol style="list-style-type: none"> 1. Management to organize a series of interactive workshops on the theme of religious tolerance 2. SUG to organize a series of interactive workshops on the theme of religious tolerance 	<ol style="list-style-type: none"> 1. Annual interactive workshops on the theme of religious tolerance should have been organised by Management and SUG. 	Annual interactive workshops on the theme of religious tolerance organised by Management and SUG.	Feb. 2019 - Dec. 2022
2	To inculcate in staff and students the attitude of tolerance of different views and practices	<ol style="list-style-type: none"> 1. All academic staff, during their lectures, to devote time to encourage students to be tolerant of one another's views 2. Encourage and require all religious leaders to preach on the benefits of religious tolerance 	<ol style="list-style-type: none"> 1. Harmonious co-existence among staff and students should have been enhanced 2. Special sessions on religious tolerance by religious leaders should have taken place in the Polytechnic. 	<ol style="list-style-type: none"> 1. Harmonious co-existence among staff and students enhanced 2. Special sessions on religious tolerance by religious leaders taken place in the Polytechnic. 	Feb. 2019 - Dec. 2022

Table 5.10 KEY ISSUE 4.0: Promoting Transparency and Zero Tolerance for Corruption and Unethical Practices					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To ensure that staff exhibit good work ethics.	1. Management to revise and update the job descriptions of each of the established positions to reflect the new vision and mission of the Institution 2. Management to create awareness of job descriptions of each of the established positions 3. Management to ensure that staff abide by SERVICOM injunctions	1. Revised and updated job descriptions of each of the established positions should have been produced 2. The Job Description document should have been adequately circulated 3. SERVICOM injunctions should have been publicized and compliance monitored	1. Revised and updated job descriptions of each of the established positions produced 2. Job Description document adequately circulated 3. SERVICOM injunctions publicized and compliance monitored	Feb. 2019 - Dec. 2022
2	To inculcate in students the virtues of honesty, and moral uprightness.	PTU and Dean, Student Affairs to organize annual interactions with incoming students on the virtues of honesty, and moral uprightness.	1. Annual Interaction workshops/sessions with incoming students on virtues of honesty, and moral uprightness should have taken	1. Annual Interaction workshops/sessions with incoming students on virtues of	Feb. 2019 - Dec. 2022

			<p>place.</p> <p>2. Tools for tracking reported incidences of moral infarction should have been developed and implemented.</p> <p>3. 50 % reduction in the incidences of moral infarctions as reported by the Dean Students Affairs, should have taken place.</p> <p>4. Major improvements in the behaviour and attitudes of students should have been recorded.</p>	<p>honesty, and moral uprightness implemented.</p> <p>2. Tools for tracking reported incidences of moral infarction developed and implemented.</p> <p>3. 50% reduction in the incidences of moral infarctions reported.</p> <p>4. Major improvements in the behaviour and attitudes of students observed.</p>	
3	To ensure that students are free from harassment or exploitation by staff or fellow students	<p>1. PTU and SERVICOM to conduct annual sensitization seminars to expose the evils of corruption.</p> <p>2. Directorates of PTU and SERVICOM to closely monitor</p>	<p>1. Annual sensitization seminars to expose the evils of corruption should have been conducted.</p> <p>2. Compliance to SERVICOM and</p>	<p>1. Annual sensitization seminars to expose the evils of corruption. organised.</p> <p>2. Compliance to SERVICOM and</p>	Feb. 2019 - Dec. 2022

		compliance.	other relevant injunctions, should have been monitored and results documented.	other relevant injunctions, monitored and results documented.	
4	To make sure that financial records are easily accessible to ensure transparency	PTU to ensure that all financial flows in the Institution are visible on the dedicated website for all interested staff to access.	Financial Flows website should have been upgraded and relevant information uploaded and visible to interested staff of the Institution.	Financial Flows website upgraded and relevant information uploaded and visible to interested staff of the Institution.	

Table 5.11: KEY ISSUE 5.0: CATALYZING TECHNOLOGY DEVELOPMENT AND INDUSTRIALIZATION

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To create avenues for turning our researches into marketable commodities.	<ol style="list-style-type: none"> 1. Management to ensure that the CTD is fully functional and all relevant collaborations established 2. CTD to construct pilot plants of major agro-allied and solid minerals processing technologies to allow scale up for interested private investors. 3. CTD to produce machines and tools to address flooding, waste disposal, agriculture, renewable energy, etc. 	<ol style="list-style-type: none"> 5. Fully functional Centre for Technology Development with all relevant collaborations should have been established. 6. Pilot plants of major agro-allied and solid minerals processing technologies to allow scale up for interested private investors should have been constructed by CTD. 7. Machines and tools to address flooding, waste disposal, agriculture, renewable energy, etc., should have been produced by CTD. 	<ol style="list-style-type: none"> 1. Fully functional Centre for Technology Development with all relevant collaborations established. 2. Pilot plants of major agro-allied and solid minerals processing technologies to allow scale up for interested private investors constructed by CTD. 3. Machines and tools to address flooding, waste disposal, agriculture, renewable energy produced by CTD. 	Mar. 2019 - July 2019

2	To improve the skills of the critical mass of artisans in the immediate community	CTD create a fabrication technology hub in <i>Panteka</i> and integrate it into the CTD process as a corporate social responsibility	A fabrication technology hub in <i>Panteka</i> should have been established and integrated into the CTD process as a corporate social responsibility	A fabrication technology hub in <i>Panteka</i> established and integrated into the CTD process as a corporate social responsibility	Feb. 2019 - Dec. 2022
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Table 5.12: KEY ISSUE 6.0: STRENGTHENING THE SAFETY AND SECURITY INFRASTRUCTURE OF THE POLYTECHNIC

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To ensure the protection of lives and property in the Institution.	<ol style="list-style-type: none"> 1. Management to raise the visibility of the security personnel by engaging more security guards, providing security kits, patrol vehicles. 2. Management to organize a series of capacity-building workshops for all security personnel 	<ol style="list-style-type: none"> 1. More security guards, adequate security kits, and patrol vehicles should have been provided by Management. 2. A series of capacity-building workshops for all security personnel should have been organized annually 	<ol style="list-style-type: none"> 1. More security guards, adequate security kits, and patrol vehicles provided by Management. 2. A series of capacity-building workshops for all security personnel organized annually 	June 2019- Dec 2021

2	To promote a sense of security and safety among staff and students.	Management to organise annual interactions on security issues for staff and students.	Annual Interaction Sessions with staff and students on security should have taken place.	Annual Interaction Sessions with staff and students on security organised.	June 2019-Dec 2021
3	To maintain the presence of security personnel in the institution to discourage the festering of anti-social activities and tendencies.	Management to reinvigorate the Intelligence Corps within the Campus Security Unit who will engage in clandestine group infiltration strategies to gather intelligence.	The Intelligence Corps within the Campus Security Unit should have been reinvigorated.	Intelligence Corps within the Campus Security Unit reinvigorated.	June 2019-Dec 2021

Table 5.13: KEY ISSUE 7.0: Enhancing Corporate Social Responsibility (CRS)					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To discharge the Institution's CSR as spelt out in its core values	<ol style="list-style-type: none"> 1. Management to institute a CSR Committee to organise biannual interaction fora with host communities. 2. Opportunities to be created for admission/employment of applicants from the immediate communities 3. Polytechnic Research Committee to arrange for research into crisis management, prevention and resolution involving the Institution and the host communities. 	<ol style="list-style-type: none"> 1. The CSR Committee should have been established 2. Biannual interaction fora with the host communities should have taken place 3. Opportunities for admission/employment of qualified applicants from the immediate communities should have been identified and implemented. 4. Research on crisis management, prevention and resolution should have been completed and recommendations implemented. 	<ol style="list-style-type: none"> 1. CSR Committee established 2. Biannual interaction fora with the host committee implemented 3. Opportunities for admission/employment of qualified applicants from the immediate communities identified and implemented. 4. Research on crisis management, prevention and resolution completed and recommendations implemented. 	Feb. 2019-Dec 2022

Table 5.14: KEY ISSUE 8 - IMPROVING INTERNALLY-GENERATED REVENUE (IGR)

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To increase the level of IGR	1.The Skills Development component in the Entrepreneurship Development Centre (EDC) to be fully integrated thereby promoting commercialisation to promote spin-offs of ventures by staff and students and profit generation.	The skills acquisition Unit of EDC should have been established.	The skills acquisition Unit of EDC established.	Feb. 2019 - Dec. 2022
		2.Kaduna Polytechnic Consult Ltd., and the Polytechnic Research Committee to organize skills training workshops for staff and the public.	Skill Training Workshops should have been organised.	Skills Training Workshops organised.	Feb. 2019 - Dec. 2022
		3.The Polytechnic to fully exploit the potentials of the Polytechnic farms in Nariya, Maigiginya, etc., and establish agro-allied ventures.	Full Commercialisation of the Polytechnic Farm and establishment of agro-allied ventures should have taken place	Full Commercialisation of the Polytechnic Farm and establishment of agro-allied ventures implemented.	Feb. 2019 - Dec. 2022

		4.Encourage KPT Alumni to launch an Endowment Fund and be proactive in the development of their Alma Mater.	The KPT Alumni Endowment Fund should have been resuscitated and fully active with proven results.	KPT Alumni Endowment Fund resuscitated and fully active with proven results.	Feb. 2019 - Dec. 2022
		5.Management to establish waste reprocessing and recycling plants to generate revenue from waste.	Waste reprocessing and recycling plants should have been established and in operation.	Waste reprocessing and recycling plants established and in operation.	June 2018 - Dec. 2021
		6.Management to commence Open Distance and Flexible E-learning (ODFEL) programmes to generate revenue.	ODFEL programmes should have been launched and operational	ODFEL programmes launched and operational	June 2019 - Dec. 2021
		7.Management to draw up guidelines to motivate staff who scout for consultancy jobs for the Institution.	Guidelines for the motivation of staff who scout for consultancy jobs for the institution should have been drawn up and implemented.	Guidelines for the motivation of staff who scout for consultancy jobs for the Institution drawn up and implemented.	Feb. 2019 - Dec. 2022

		8.Management to enhance the capacity of CTD and ICTC to collaborate with industry to address their needs and thereby generate funds.	CTD and ICTC expansions should have taken place to enable more collaborations and partnerships.	CTD and ICTC expansions implemented to enable more collaborations and partnerships.	Feb. 2019 - Dec. 2022
		9.Management to establish more commercial outlets such as banks, petrol stations, supermarkets, etc., both within and outside the Campus to generate revenue.	On-going and active negotiations to establish commercial outlets by Management should have been completed and implemented.	On-going and active negotiations to establish commercial outlets by Management completed and implemented.	Feb. 2019 - Dec. 2022
		10.Management to promote collaborations with NGOs, public and private organizations, various Governments, etc., in addressing skills gaps.	More collaborative ventures with Governments, NGOs, public, private sector organizations, etc., should have taken off.	More collaborative ventures with Governments, NGOs, public, private sector organizations, etc., taken off.	Feb. 2019 - Dec. 2022

Table 5.15: KEY ISSUE NO. 9 - CREATING AND MAINTAINING A SERENE AND GREEN CAMPUS					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To develop and implement a Green and Sustainable Development Policy for the Institution.	Management to appoint a committee to develop a Green and Sustainable Development Policy for the Institution.	The Green and Sustainable Development Policy for the Institution should have been developed and implemented.	The Green and Sustainable Development Policy for the Institution developed and implemented.	Feb. 2019 - Dec. 2022
2	To create and maintain a learning friendly environment.	<ol style="list-style-type: none"> 1. Management to establish a Green and Sustainable Development Committee to sensitize the Polytechnic community on the care of the environment and secure a commitment to maintain its beauty. 2. Management to aggregate informal commercial activities in all the campuses in order to maintain orderliness 3. Management to undertake physical development that will secure a functionally 	<ol style="list-style-type: none"> 1. The Green and Sustainable Development Committee should have been established and active. 2. All informal commercial activities in all the campuses should have been aggregated by Management. 3. Physical development that will secure a functionally 	<ol style="list-style-type: none"> 1. Green and Sustainable Development Committee established and active. 2. All informal commercial activities in all the campuses aggregated by Management . 3. Physical development that will 	Feb. 2019 - Dec. 2019

		<p>efficient and aesthetically pleasing environment.</p> <p>4. Management to rehabilitate all buildings and road networks in the Institution</p> <p>5. Management to create and constantly maintain green areas in the institution.</p> <p>6. Management to establish efficient and effective refuse disposal systems on all campuses.</p>	<p>efficient and aesthetically pleasing environment should have commenced</p> <p>4. Rehabilitation of all buildings and road network should have commenced.</p> <p>5. The creation and maintenance of all green areas should have taken off</p> <p>6. Efficient and effective Refuse disposal systems should have been established in all campuses.</p>	<p>secure a functionally efficient and aesthetically pleasing environment commenced</p> <p>4. Rehabilitation of all buildings and road network commenced.</p> <p>5. The creation and maintenance of all green areas implemented .</p> <p>6. Efficient and effective refuse disposal systems established in all campuses.</p>	
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Table 5.16: KEY ISSUE 10 - PROMOTION OF MAINTENANCE CULTURE					
S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To ensure that all facilities maintenance specifications are strictly adhered to.	Management to prepare and implement a facilities maintenance policy.	The facilities maintenance policy should have been developed and implemented.	The facilities maintenance policy developed and implemented.	Feb. 2019 - Dec. 2022
2	To ensure the timely maintenance of all physical facilities and equipment.	1. Management to prepare a schedule for the maintenance of dilapidated buildings. 2. Management to undertake periodic rehabilitation of buildings and other structures within the Institution.	1. Status of the condition of buildings and schedule for the rehabilitation of dilapidated infrastructure should have been compiled. 2. Periodic rehabilitation of buildings and equipment should have taken off.	1. Status of the condition of buildings and schedule of for the rehabilitation of dilapidated infrastructure compiled 2. Periodic rehabilitation of buildings and other infrastructure implemented.	Feb. 2019 - Dec. 2022

3	To ensure that all abandoned or on-going capital projects are completed.	Management to put in place programmes to complete abandoned or on-going capital projects.	Schedule for the completion of abandoned/on-going capital projects should have been developed and implemented.	Schedule for the completion of abandoned/on-going capital projects developed and implemented.	Feb. 2019 - Dec. 2022
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Table 5.17: KEY ISSUE 11 - PROVIDING IMPROVED RECREATIONAL FACILITIES

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To provide additional recreational facilities for staff and students to promote physical fitness, relaxation and balanced educational development.	<ol style="list-style-type: none"> 1. Management to develop a sports and recreation policy. 2. Management to upgrade all recreational facilities in the institution 3. Management to provide additional sports, games and recreational facilities. 4. Management to support staff and students participation in sports and games competitions and recreational activities. 	<ol style="list-style-type: none"> 1. The sports and recreation policy should have been developed and approved. 2. The upgrade of all recreational facilities in the institution should have been completed. 3. Additional sports, games and recreational facilities should have been provided. 4. Support for active participation in staff and students sports, games competitions and recreational activities should have been implemented. 	<ol style="list-style-type: none"> 1. The sports and recreation policy developed, approved and implemented. 2. The upgrade of all recreational facilities in the institution completed. 3. Additional sports, games and recreational facilities provided. 4. Support for active participation in staff and students sports, games competitions and recreational activities implemented. 	Feb. 2019 - Dec. 2021

Table 5.18: KEY ISSUE 12 - ESTABLISHING PRODUCTIVE COLLABORATIONS AND PARTNERSHIPS

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To establish and maintain effective collaborations and partnerships	<ol style="list-style-type: none"> 1. Management to review all existing collaborations and partnerships to ensure effective implementation 2. Management to explore all processes to establish new collaborations and partnerships 3. Management to develop policy on staff and students exchange programme 	<ol style="list-style-type: none"> 1. The review of all existing partnerships and collaborations for effective implementation should have taken place 2. New partnerships and collaborations should have been explored and MOUs signed. 3. Staff and students exchange programme policy should have been developed and implemented 	<ol style="list-style-type: none"> 1. The review of all existing partnerships and collaborations for effective implementation carried out and new MoUs signed 2. New partnerships and collaborations explored and MOUs signed. 3. Staff and students exchange Policy programme developed and implemented 	Feb. 2019 - Dec. 2022

Table 5.19: KEY ISSUE 13: WIDENING THE SCOPE OF THE ENTREPRENEURSHIP

S/No.	Strategic Objectives	Strategic Actions to Achieve Strategic Objectives	Performance Indicators (Mid-term Review)	Deliverables	Timeframe
1	To strengthen the skills training component of the Entrepreneurship Development Centre (EDC)	<ol style="list-style-type: none"> 1. Management to properly equip and staff the Entrepreneurship Development Centre. 2. Management to ensure that the teaching of the science and practice of entrepreneurship are implemented in line with the NBTE-approved curriculum 3. Management to ensure that the skills training components of the EDC carry appropriate credit units 4. Management to ensure that the skills training component of the Entrepreneurship Development Centre (EDC) is implemented 	<ol style="list-style-type: none"> 1. The Proper equipping and staffing of the Entrepreneurship Development Centre should have taken place. 2. The teaching of the Science and practice of Entrepreneurship should have taken place in line with the NBTE-approved curriculum. 	<ol style="list-style-type: none"> 1. The Proper equipping and staffing of the Entrepreneurship Development Centre implemented. 2. Skills training component of Entrepreneurship course implemented in all programmes 	Feb. 2019 - Dec. 2022

2	To inculcate in the staff and students the culture of entrepreneurship	<p>1. Management to ensure hands-on projects such as poultry farming, bakery, fish farming, sachet water production, integrated farming, GSM handset maintenance, computer set maintenance, etc., are introduced in the EDC for the benefit of staff and students</p> <p>2. Management to ensure that incubation and spin-offs cubicles are allocated to commercially viable projects</p>	<p>1. Hands-on projects such as poultry farming, bakery, fish farming, sachet water production, integrated farming, GSM handset maintenance, computer set maintenance, etc., should have been introduced</p> <p>2. Incubation and spin-offs cubicles should have been allocated to commercially viable projects</p>	<p>1. Hands-on projects such as poultry farming, bakery, fish farming, sachet water production, integrated farming, GSM handset maintenance, computer set maintenance, etc., introduced.</p> <p>2. Incubation and spin-offs cubicles allocated to commercially viable projects</p>	Feb. 2019 - Dec. 2022
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CHAPTER SIX

ENTRENCING THE INNOVATIONS

6.1 Achievements of the Present Administration

The mission and vision require strategies that are robust and enduring which should be implemented and sustained long enough to yield the desired outcomes. Landmark achievements indicate the strength of character of the Rector, the policy consistency of Management, and assure that Executive will exists to enforce decisions. The present Administration has already introduced and implemented the following innovations:

- i. Transparency and accountability in academic matters.
- ii. Improvement in class attendance by staff and students as a result of attendance –monitoring strategies.
- iii. Self-discipline of staff in their work places.
- iv. Improved attitude of staff to work. Staff now are more productive than before.
- v. Rehabilitation of campus road network.
- vi. Improved landscaping of campuses.
- vii. Completion of draft new Master Plan of the Institution
- viii. Environmental cleanliness.
- ix. Effective and timely disbursement of funds and ensuring financial prudence
- x. Sinking of more boreholes.
- xi. Improvement in staff development.
- xii. Declaration of a whistle-blowing policy supported and enforced by Management
- xiii. Establishment of the Policy and Transparency Unit
- xiv. Management crusade against students harassment and staff corruption
- xv. Existing administrative system allowed to work as it should in an academic institution.
- xvi. Provision of necessary facilities and equipment for staff offices and classrooms.
- xvii. Provision of laptops to exam offices and HOD's offices

Two of the key achievements are discussed below.

6.1.1 The Policy and Transparency Unit (PTU)

PTU was established by the Rector, Prof. Idris Muhammad Bugaje to be the Management's lead Unit in its determination to entrench justice and fair play in the Polytechnic. The PTU took off in October 2017 with the following terms of reference:

1. To coordinate policy development, management and review in all aspects of Polytechnic governance, operations and services;
2. To develop the new Kaduna Polytechnic Transparency Policy, Procedures, local provisions and guidelines, and employ them to ensure total transparency in the system;
3. To develop strategies against fiscal and related leakages.
4. To supervise all IGR sources and advise Management on their viability and performance optimization.

PTU is the main driver of the Management's zero tolerance policy on exploitation and harassment of students or staff. It carries out monitoring and evaluation functions that include checking attendance and content delivery by teaching staff. It engages both students and staff to determine potential areas of conflict and dissatisfaction, and advises Management on the most effective lines of action. It is the administrator of the Polytechnic's Whistle blowing Provision and Guidelines that provide students and staff, under confidential and safe cover, with a channel to inform the Management about unwholesome actions in the Polytechnic. Students or staff visit, call or write to PTU, whenever they are faced with challenges that border on exploitation or harassment. Cases of financial fraud including corrupt practices, like extortion, bribery and leakages, are reported to PTU. The PTU then meticulously and diligently investigates cases and forwards the results to the Management where deliberate and decisive actions are taken.

PTU participates actively in assisting the Polytechnic's IGR sources, including Kaduna Polytechnic Consult Ltd., to do better, for increased returns. At the moment, with a little more stability in the system, PTU is focusing on engaging various academic

departments to diversify their sources of income to support the Management's push for better solvency towards academic excellence. PTU played pivotal roles in assisting the Management to coordinate the take-off of the Centre for Technology Development.

The following are major achievements of PTU:

1. PTU successfully formulated the *Procedures and Guidelines Development and Review Framework 2018 (PGDRF 2018)* which was approved by the Governing Council. It was designed to create a healthy, efficient and all-encompassing channel for modern education administration. The Framework was utilised by Management to create protocols that include the *Transparency Provision and Procedure 2018* and the *Whistle blowing Provision and Procedure 2018*.
2. The PTU spearheaded the application of a software to monitor all the financial transactions (income and expenditure) in the administration of the Polytechnic. It shares its content with all key stakeholders to entrench transparency and accountability.
3. PTU has driven the Management's zero-tolerance policy on academic and financial corruption leading to the checkmating of unfair practices.
4. PTU has provided direct links between sources of problems and points of solutions in the Polytechnic through reducing bureaucratic bottlenecks, leading to higher operational efficiency.

6.1.2 Centre For Technology Development (CTD)

The Centre for Technology Development (CTD) was initiated by the Rector, Prof. I.M. Bugaje, in December 2017. It was established to among other things, improve and develop indigenous technologies which will greatly impact on the overall economy of the country. The Centre is to focus on activities meant to increase access to skills and technology development, improve productivity and competitiveness of Nigerian companies. The concept of CTD is based on a tripod structure that will provide a platform for mutually beneficial interaction between Academia, the Industry and the State.

The core mandates of the Centre are the following:

1. To strengthen the industrial sector-driven research capabilities of the Institution.
2. To anchor a technology-based orientation that will help to advance the manufacturing sector.
3. To adapt new technologies that suit local requirements.
4. To strengthen collaborations and partnerships between the Polytechnic and other agencies by creating platforms for the patenting of new technologies for inventors and innovators.
5. To promote industrial development through technology innovation transfer and commercialization of demand-driven research.
6. To create interventions for local artisans in the area of training, product development and certification.
7. To organize periodic workshops, symposia and seminars to create awareness about new developments.
8. To source for funding and interventions.

6.2 Innovative Foci of the Institution

6.2.1 ICT-driven Polytechnic

1. ICT infrastructure like Wi-Fi, e-libraries, e-administration and ICT parks shall be provided and be accessible all over the Campus.
2. All staff and students shall be required to acquire competence in the use of ICT and Internet for teaching, learning, research and administration.
3. There shall be computerization of administrative processes, financial processes and academic processes such as staff and students records, school fees payment and examination results.

6.2.2 Staff Supervision and Mentorship

There shall be in operation a policy on staff supervision and mentorship. The policy shall include provisions that staff below the rank of Senior Lecturer or its equivalent shall be assigned to senior colleagues for mentorship and supervision.

6.2.3 Award for Excellence

Recognizing a positive contribution to corporate performance can spur staff to greater effort. Management shall institute an annual award scheme for the best researcher, inventor, innovator, worker, etc. The award should be conferred in a public ceremony with wide publicity.

6.2.4 Widening the Scope of the Entrepreneurship Development Centre

The Entrepreneurship Development Centre shall be fully equipped and empowered to implement the skills development component of the Entrepreneurship Policy.

6.2.5 Staff Evaluation by Students

Kaduna Polytechnic recognizes that lecturers and students are human and make genuine mistakes. Both lecturers and students should learn from such mistakes so that self-improvement may be enhanced. In the light of above statements, all students are encouraged to respond to the questionnaire shown in Appendix E.

CHAPTER SEVEN

PLAN IMPLEMENTATION

7.1 Tracking and Monitoring Plan Implementation

To keep an eye on the progress being made towards the achievement of strategic objectives, a Strategic Plan Implementation Tracking and Monitoring Committee (SPITMC) shall be set up to keep track and monitor Plan achievements. The SPITMC shall exist at both the central and College levels. The membership of the Committee at the central level shall include a member of the current Kaduna Polytechnic Strategic Planning Committee from each of the units while membership of the committee at the College level shall include representatives from each Department. The central level Committee shall be headed by the Director of Strategic Planning and Special Duties, while the College SPITMCs shall be headed by the College Directors.

Specific responsibilities of the SPITMC shall include the following:

1. Keeping record of the activities performed in achieving each strategic objective
2. Keeping record of the challenges encountered in achieving each strategic objective;
3. Keeping record of the achievement of performance targets;
4. Proposing changes to policies and strategies as circumstances demand;
5. Evaluating progress of project implementation;
6. Submitting quarterly reports and providing feedback to the Rector.

7.2 Review and Control Mechanism

To achieve the various goals set in this plan, it may be necessary for the Chief Executive to reorder certain activities that are seen to be counter-productive. A Plan Evaluation and Review Committee (PERC) shall therefore be set up to consider proposals from the Central SPITMC.

Membership of the PERC shall be constituted as follows:

- | | | |
|------|---|-------------|
| i] | Rector | – Chairman |
| ii] | Registrar | - Member |
| iii] | Bursar | - Member |
| iv] | Librarian | - Member |
| v] | College Directors | - Members |
| vi] | Director, Strategic Planning and Special Duties | - Secretary |

Specific responsibilities of PERC shall include:-

- i. considering Monitoring and Evaluation (M&E) reports from the SPITMC;
- ii. Reviewing and amending on-going strategies in the light of changing circumstances.
- iii. Altering performance targets to ensure relevance, currency and appropriateness.
- iv. Taking decisions on the modalities for organizing the mid-term review of the Strategic Plan.

7.3 Mid-term Review and Impact Assessment

A full review of the strategic plan shall be undertaken by the middle of the Plan period. The strategic planning algorithm through which the Strategic plan was prepared shall provide the modalities for the mid-term review and impact assessment. The mid-term review shall culminate in the preparation of a Revised Strategic Plan, 2021 - 2022. However, the Strategic Plan shall call for a review in the event that circumstances occur that make major provisions untenable.

CHAPTER EIGHT

CRITICAL SUCCESS FACTORS

8.1 Executive Will

Evidence suggests that the passion and determination on the part of the Rector to implement the proposals in a strategic plan tend to ignite similar fervour in staff. In other words, stakeholders are likely to go along with the Chief Executive in the implementation process if he is passionate about implementing the plan.

8.2 Operational Plan

An Operational plan shall be prepared to detail the requirements for the implementation of each of the projects or programmes on a yearly basis. It shall include the basis for, and justification of, an annual working budget for major projects, programmes, activities, the approximate cost of projects, sources of funding and timelines.

8.3 Annual Working Budget

The proposals in the Strategic Plan should be reflected in the Institution's budget. Thus, funds should be expended on the provisions in the strategic plan. The annual working budget is one of the major keys for securing the implementation of the Strategic Plan.

8.4 Management's Continual Public Reference to the Strategic Plan

The Rector and Management shall make it a point of duty to make verbal and written references to the Strategic Plan and its provisions whenever opportunity presents itself, such as meetings and public functions.

8.5 Decentralization, Delegation and Empowerment

Any time the number of people reporting to a superior officer is high, productivity is negatively affected. In such situations, the need for decentralization, delegation and

empowerment becomes evident. Delegation shall be regarded as a challenge to officers to undertake assigned tasks in order to give superior officers more time to attend to other policy issues. This will improve the management skills of subordinates and increase productivity.

8.6 Recognition and Celebration of Excellence

Recognizing a positive contribution to corporate performance will spur staff to greater effort. Therefore a deliberate policy of providing reinforcement through recognition and celebration of excellent performance shall be instituted.

8.7 Supervision and Mentoring

New lecturers shall be assigned to experienced lecturers for supervision and mentoring. In this way, the positive aspects of the culture of Kaduna Polytechnic shall be ingrained and perpetuated.

8.8 Team building and Team Spirit

A strategy for facilitating and ensuring the achievement of strategic objectives is the creation of a sense of belonging and a sense of joint ownership of the credit of achievement. Members of the Polytechnic community will therefore be encouraged to feel like members of the same team. Students will also be encouraged to feel proud of the Polytechnic, as their *alma mater* and staff will also be encouraged to feel proud of the Polytechnic as the source of their livelihood.

8.9 Wide Circulation of Strategic Plan

Wide circulation of the strategic plan will sustain the enthusiasm and passion of the internal and external stakeholders. In the process, the plan will attract continuous attention thereby encouraging the relevant authorities to implement, review or give reasons for non-implementation.

CHAPTER NINE

CONCLUSION

This Strategic Plan has been formulated on the basis of a good mix of ideas arrived at after consultations with the stakeholders of the Institution. Well-structured questionnaires were developed by the Strategic Planning Committee to focus discussions and analyses on relevant Institutional and strategic planning issues. The responses to the questionnaires and views expressed by the internal and external stakeholders during the Roundtable Discussions and other interactions formed the main substance of the Plan.

This plan lays out in broad strokes the basis for action from 2019 through 2022. Pursuant to this plan's publication, the Institution will develop an Operational Plan with specific plans, programs, and initiatives that support the Polytechnic's mission, vision, foundations, and thematic priorities. These efforts will include identification of clear goals and metrics for assessment. The strategic plan will serve as a blueprint for the transformation of the Polytechnic. As the Institution transforms, its graduates will become better prepared to meet the opportunities and challenges of the global workplace. It is hoped that the diligent implementation of the key strategies identified in the strategic plan will lead to the total rebranding of the Institution.

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APPENDIX A
COHORT ANALYSIS OF STUDENTS
COLLEGE OF ENGINEERING, 2014/15 - 2015/16

S/No.	DEPARTMENT	ND YEAR 1 (2014/15)	ND YEAR 2 (2015/16)
1	Agricultural Engineering	105	156
2	Chemical Engineering	317	372
3	Civil Engineering	272	368
4	Computer Engineering	212	288
5	Electrical/Electronic Engineering	302	461
6	Mechanical Engineering	273	355
7	Mineral Resources Engineering	178	161
	TOTAL FOR COLLEGE	1659	2161

COLLEGE OF SCIENCE AND TECHNOLOGY, 2014/15 - 2015/16

S/No.	DEPARTMENT	ND YEAR 1 (2014/15)	ND YEAR 2 (2015/16)
1	Applied Science	386	628
2	Computer Science	311	485
3	Fashion Design and Clothing Technology	77	73
4	Food Technology	156	258
5	Hospitality Management	142	179
6	Leisure and Tourism Management	114	162
7	Mathematics and Statistics	252	339
8	Nutrition and Dietetics	150	274
9	Printing Technology	59	81
10	Textile Technology	54	87
	TOTAL FOR THE COLLEGE	1701	2566

COLLEGE OF ENVIRONMENTAL STUDIES, 2014/15 - 2015/16

S/No.	DEPARTMENT	YEAR 1 (2014/15)	YEAR 2 (2015/16)
1	Architecture	197	258
2	Building Technology	143	235
3	Cartography, Remote Sensing and Geographic Information System	89	89
4	Estate Management	175	204
5	Surveying and Geo-informatics	92	132
6	Quantity Surveying	125	180
7	Urban and Regional Planning	124	181
TOTAL FOR THE COLLEGE		945	1279

COLLEGE OF BUSINESS and MANAGEMENT STUDIES, 2014/15 - 2015/16

S/No.	DEPARTMENT	YEAR 1 (2014/15)	YEAR 2 (2015/16)
1	Accountancy	498	547
2	Banking and Finance	149	145
3	Business Administration	663	521
4	Cooperative Economics and Management	247	293
5	Management Studies	308	464
6	Marketing	52	128
7	Office Technology and Management	241	292
8	Purchasing and Supply	59	76
TOTAL FOR THE COLLEGE		2217	2466

**COLLEGE OF ADMINISTRATIVE STUDIES and SOCIAL SCIENCES, 2014/15
- 2015/16**

S/No.	DEPARTMENT	YEAR 1 (2014/15)	YEAR 2 (2015/16)
1	Library and Information Science	242	289
2	Local Government Studies	192	211
3	Languages	169	58
4	Mass Communication	387	416
5	Public Administration	507	458
6	Social Development	255	162
7	Rehabilitation Sciences	61	42
TOTAL FOR THE COLLEGE		1813	1636

COLLEGE OF ENGINEERING, 2015/16 - 2016/17

S/No.	DEPARTMENT	POPULATION OF ND + HND STUDENTS	
		YEAR 1 (2015/16)	YEAR 2 (2016/17)
1	Agricultural Engineering	111	156
2	Chemical Engineering	293	372
3	Civil Engineering	247	373
4	Computer Engineering	268	288
5	Electrical/Electronic Engineering	299	461
6	Mechanical Engineering	234	356
7	Mineral Resources Engineering	135	161
	TOTAL FOR COLLEGE	1,587	2,167

COLLEGE OF SCIENCE and TECHNOLOGY, 2015/16 - 2016/17

S/No.	DEPARTMENT	POPULATION OF ND + HND STUDENTS	
		YEAR 1 (2015/16)	YEAR 2 (2016/17)
1	Applied Science	362	631
2	Computer Science	440	485
3	Fashion Design and Clothing Technology	30	73
4	Food Technology	162	258
5	Hospitality Management	122	179
6	Leisure and Tourism Management	53	162
7	Mathematics and Statistics	206	343
8	Nutrition and Dietetics	213	274
9	Printing Technology	63	81
10	Textile Technology	38	87
TOTAL FOR THE COLLEGE		1,689	2,573

COLLEGE OF ENVIRONMENTAL STUDIES, 2015/16 - 2016/17

S/No.	DEPARTMENT	POPULATION OF ND + HND STUDENTS	
		YEAR 1 (2015/16)	YEAR 2 (2016/17)
1	Architecture	148	258
2	Building Technology	137	235
3	Cartography, Remote Sensing and Geographic Information System	62	81
4	Estate Management	179	204
5	Environmental Science	123	156
6	Surveying and Geo-informatics	144	132
7	Quantity Surveying	134	180
8	Urban and Regional Planning	168	181
9	Photogrammetry	48	59
TOTAL FOR THE COLLEGE		1,020	1,330

COLLEGE OF BUSINESS and MANAGEMENT STUDIES, 2015/16 - 2016/17

S/No.	DEPARTMENT	POPULATION OF ND + HND STUDENTS	
		YEAR 1 (2015/16)	YEAR 2 (2016/17)
1	Accountancy	547	547
2	Banking and Finance	145	145
3	Business Administration	561	561
4	Cooperative Economics and Management	293	293
5	Management Studies	457	464
6	Marketing	128	128
7	Office Technology and Management	292	292
8	Purchasing and Supply	76	76
TOTAL FOR THE COLLEGE		2,499	2,506

**COLLEGE OF ADMINISTRATIVE STUDIES AND SOCIAL SCIENCES, 2015/16
- 2016/17**

S/No.	DEPARTMENT	POPULATION OF ND + HND STUDENTS	
		YEAR 1 (2015/16)	YEAR 2 (2016/17)
1	Library and Information Science	289	289
2	Local Government Studies	211	211
3	Languages	58	58
4	Mass Communication	416	416
5	Public Administration	426	456
6	Social Development	162	162
7	Rehabilitation Sciences	42	42
	TOTAL FOR THE COLLEGE	1,188	1,218

APPENDIX B
TEACHING STAFF POPULATION ANALYSIS

TEACHING STAFF POPULATION, 2015 - 2016

COLLEGE		DEPARTMENT	2015/2016
ENGINEERING	1	Agricultural Engineering	47
	2	Chemical Engineering	54
	3	Civil Engineering	57
	4	Computer Engineering	19
	5	Electrical/Electronic Engineering	48
	6	Mechanical Engineering	54
	7	Mineral and Petroleum Resources Engineering	34
		Total for the College	313
SCIENCE AND TECHNOLOGY	1	Applied Science	16
	2	Computer Science	39
	3	Fashion Design and Clothing Technology	12
	4	Food Technology	-
	5	Hospitality Management	46
	6	Leisure and Tourism Management	37
	7	Mathematics and Statistics	56
	8	Nutrition and Dietetics	27
	9	Printing Technology	-
	10	Education Technical	187
	11	Textile Technology	-
	12	Agricultural Technology	12
		Total for the College	432
ENVIRONMENTAL STUDIES	1	Architecture	36
	2	Building Technology	22
	3	Cartography and Geographic Information System	8
	4	Estate Management	22
	5	Environmental Science	20
	6	Surveying and Geo-informatics	20

	7	Quantity Surveying	27
	8	Urban and Regional Planning	26
	9	Photogrammetry and Remote Sensing	1
		Total for the College	182
COLLEGE OF BUSINESS AND MANAGEMENT STUDIES	1	Accountancy	42
	2	Banking and Finance	16
	3	Business Administration	54
	4	Cooperative Economics and Management	19
	5	Management Studies	25
	6	Marketing	21
	7	Office Technology and Management	15
	8	Purchasing and Supply	10
		Total for the College	202
ADMINISTRATIVE STUDIES AND SOCIAL SCIENCES	1	Library and Information Science	-
	2	Local Government Studies	-
	3	Languages	-
	4	Legal Studies	-
	5	Public Administration	-
	6	Social Science	-
	7	Rehabilitation Sciences	-
		Total for the College	-
		TOTAL FOR THE POLYTECHNIC	1,129

TEACHING STAFF, 2016- 2017

COLLEGE		DEPARTMENT	Teaching Staff Population
ENGINEERING	1	Agricultural Engineering	44
	2	Chemical Engineering	60
	3	Civil Engineering	66
	4	Computer Engineering	24
	5	Electrical/Electronic Engineering	59
	6	Mechanical Engineering	66
	7	Mineral and Petroleum Resources Engineering	32

		Total for the College	351
SCIENCE AND TECHNOLOGY	1	Applied Science	49
	2	Computer Science	80
	3	Fashion Design and Clothing Technology	17
	4	Food Technology	-
	5	Hospitality Management	53
	6	Leisure and Tourism Management	37
	7	Mathematics and Statistics	60
	8	Nutrition and Dietetics	22
	9	Printing Technology	-
	10	Education Technical	96
	11	Textile Technology	-
	12	Agricultural Technology	13
		Total for the College	427
ENVIRONMENTAL STUDIES	1	Architecture	40
	2	Building Technology	27
	3	Cartography and Geographic Information System	9
	4	Estate Management	18
	5	Environmental Science	22
	6	Surveying and Geo-informatics	16
	7	Quantity Surveying	25
	8	Urban and Regional Planning	35
	9	Photogrammetry and Remote Sensing	-
		Total for the College	192
COLLEGE OF BUSINESS and MANAGEMENT STUDIES	1	Accountancy	-
	2	Banking and Finance	16
	3	Business Administration	58
	4	Cooperative Economics and Management	20
	5	Management Studies	27
	6	Marketing	9
	7	Office Technology and Management	16

	8	Purchasing and Supply	9
		TOTAL FOR THE COLLEGE	155
ADMINISTRATIVE STUDIES AND SOCIAL SCIENCES	1	Library and Information Science	16
	2	Local Government Studies	13
	3	Languages	98
	4	Legal Studies	21
	5	Public Administration	21
	6	Social Science	68
	7	Rehabilitation Sciences	36
		Total for the College	273
		TOTAL FOR THE POLYTECHNIC	1,398

APPENDIX C
HIGHEST QUALIFICATIONS OF LECTURERS
COLLEGE OF ENGINEERING

DEPARTMENT	2015			2016			2017		
	Total No. of Lecturers	PhD	MSc.	Total No. of Lecturers	PhD	MSc	Total No. of Lecturers	PhD	MSc
Agricultural Engineering	23	0	10	39	0	12	36	2	14
Chemical Engineering	54	1	18	59	1	20	49	3	9
Civil Engineering	51	2	15	60	2	16	70	6	21
Computer Engineering	19	0	3	20	0	3	30	0	12
Electrical/Electronic Engineering	46	1	6	47	2	12	49	4	17
Mechanical Engineering	45	2	19	55	2	19	62	2	29
Mineral and Petroleum Resources Engineering	27	3	9	33	5	11	21	3	10
TOTAL FOR THE COLLEGE	265	9	80	313	12	93	317	20	112

COLLEGE OF SCIENCE and TECHNOLOGY

DEPARTMENT	2015			2016			2017		
	Total No. of Lecturers	PhD	MSc	Total No. of Lecturers	PhD	MSc.	Total No. of Lecturers	PhD	MSc
Computer Science	39	0	16	44	2	17	47	4	17
Mathematics and Statistics	45	8	36	45	7	25	53	8	34
Agricultural Technology	11	3	2	13	3	4	12	2	6
Hospital Management	5	0	3	5	0	3	5	0	3
Nutrition and Dietetics	9	2	3	7	2	2	6	1	2
Leisure and Tourism	14	1	6	11	0	6	14	1	6
Education Technical	180	20	69	89	23	42	91	24	45

Fashion Design and Clothing	8	1	5	5	0	0	9	3	2
Applied Science	5	0	0	30	10	15	35	12	15
TOTAL FOR THE COLLEGE	316	35	140	249	47	114	272	55	130

COLLEGE OF ENVIRONMENTAL STUDIES

DEPARTMENT	2015			2016			2017		
	Total No. of Lecturers	PhD	MSc	Total No. of Lecturers	PhD	MSc	Total No. of Lecturers	PhD	MSc
Environmental Science	18	3	14		4	14		5	14
Photogrammetry and Remote Sensing	3		3	19		3	20		4
Cartography and GIS	4		4	3	1	5	4	2	5
Estate Management	13	1	4	5	1	4	5	1	9
Surveying and Geo-informatics	18	1	10	12	3	11	13	3	11
Building	15	2	11	18	2	11	14	2	11
Quantity Surveying	16	2	10	15	2	10	20	3	11
Urban and Regional Planning	24	1	11	16	3	15	16	3	15
Architecture	31	1	29	21	4	29	24	4	30
TOTAL FOR THE COLLEGE	142	11	96	32	20	102	33	23	101

COLLEGE OF BUSINESS and MANAGEMENT STUDIES

S/No.	DEPARTMENT	2015			2016			2017		
		Total No. of Lecturers	PhD	MSc	Total No. of Lecturers	PhD	MSc	Total No. of Lecturers	PhD	MSc
1	Accountancy	27	1	18	27	1	17			
2	Banking and Finance	14	1	8	14	1	8	14	2	7
3	Business Administration	40	3	32	40	3	32	42	6	31
4	Cooperative Economy Management	11	1	6	11	3	4	11	3	4

5	Management Studies	25	4	17	15	4	16	23	5	15
6	Marketing	13	1	11	13	2	11	13	3	11
7	Office Technology Management	6	—	5	7	—	6	9	—	8
8	Purchasing and Supply	3	—	4	4	—	4	5	1	5
9	TOTAL FOR THE COLLEGE	139	11	101	131	14	98	117	20	81

**COLLEGE OF ADMINISTRATIVE STUDIES and SOCIAL SCIENCES
HIGHEST QUALIFICATIONS – LECTURER CADRE**

S/No.	DEPARMENT	2015			2016			2017		
		Total No of Lecturers	PhD	MSc	Total No of Lecturers	PhD	MSc	Total No of Lecturers	PhD	MSc
1	Languages	78	5	19	100	8	33	98	12	35
2	Legal Studies	21	-	11	21	-	11	21	-	11
3	Library and Information Science	16	-	6	16	-	6	16	1	10
4	Local Government Studies	13	1	10	13	2	10	25	6	9
5	Mass Communication	22	1	11	21	-	10	23	2	8
6	Public Administration	22	-	8	20	1	12	21	1	13
7	Rehabilitation Sciences	23	2	15	25	2	17	29	2	17
8	Social Development	26	2	9	26	2	9	26	2	10
9	Social Science	66	5	28	60	9	32	65	7	35
TOTAL FOR THE COLLEGE		287	16	117	302	24	140	324	33	148

APPENDIX D
RATIO OF TEACHING STAFF - STUDENTS (ND and HND)

COLLEGE	S/No.	DEPARTMENT	2015/2016			2016/2017		
			Teaching Staff Population	Students Population	Teaching Staff - Students Ratio	Teaching Staff Population	Students Population	Teaching Staff - Students Ratio
ENGINEERING	1	Agricultural Engineering	47	111	1:2	44	156	1:4
	2	Chemical Engineering	54	293	1:5	60	372	1:6
	3	Civil Engineering	57	247	1:4	66	373	1:6
	4	Computer Engineering	19	268	1:14	24	288	1:12
	5	Electrical/Electronic Engineering	48	299	1:6	59	461	1:8
	6	Mechanical Engineering	54	234	1:4	66	356	1:5
	7	Mineral and Petroleum Resources Engineering	34	135	1:4	32	161	1:5
		Total for the College	313	1,587	1:5	351	2,167	1:6
SCIENCE AND TECHNOLOGY	1	Applied Science	16	362	1:23	49	631	1:13
	2	Computer Science	39	440	1:11	80	485	1:6
	3	Fashion Design and Clothing Technology	12	30	1:3	17	73	1:4
	4	Food Technology	-	162	-	-	258	-
	5	Hospitality Management	46	122	1:3	53	179	1:3
	6	Leisure and Tourism Management	37	53	1:1	37	162	1:4

	7	Mathematics and Statistics	56	206	1:4	60	343	1:6
	8	Nutrition and Dietetics	27	213	1:8	22	274	1:12
	9	Printing Technology	-	63	-	-	81	-
	10	Education Technical	187	-	-	96	-	-
	11	Textile Technology	-	38	-	-	87	-
	12	Agricultural Technology	12	-	-	13	-	-
		Total for the College	432	1,689	1:4	427	2,573	1:6
ENVIRONMENTAL STUDIES	1	Architecture	36	148	1:4	40	258	1:6
	2	Building Technology	22	137	1:6	27	235	1:9
	3	Cartography and Geographic Information System	8	62	1:8	9	81	1:9
	4	Estate Management	22	179	1:8	18	204	1:11
	5	Environmental Science	20	-	-	22	-	-
	6	Surveying and Geo-informatics	20	144	1:7	16	132	1:8
	7	Quantity Surveying	27	134	1:5	25	180	1:7
	8	Urban and Regional Planning	26	168	1:6	35	181	1:5
	9	Photogrammetry and Remote Sensing	1	48	1:48	-	59	-
		Total for the College	182	1,020	1:6	192	1,330	1:7
COLLEGE OF	1	Accountancy	42	547	1:13	-	547	
	2	Banking and Finance	16	145	1:9	16	145	1:9
	3	Business Administration	54	561	1:10	58	561	1:10

BUSINESS AND MANAGEMENT STUDIES	4	Cooperative Economics and Management	19	293	1:15	20	293	1:15
	5	Management Studies	25	457	1:18	27	464	1:17
	6	Marketing	21	128	1:6	9	128	1:14
	7	Office Technology and Management	15	292	1:19	16	292	1:18
	8	Purchasing and Supply	10	76	1:8	9	76	1:8
		TOTAL FOR THE COLLEGE	202	2,499	1:12	155	2,506	1:16
ADMINISTRATIVE STUDIES and SOCIAL SCIENCES	1	Languages	-	58	-	98	58	1:1
	2	Legal Studies	-		-	21	-	-
	3	Library and Information Science	-	289	-	16	289	1:18
	4	Local Government Studies	-	211	-	13	211	1:16
	5	Public Administration	-	426	-	21	456	1:22
	6	Rehabilitation Sciences	-	42	-	36	42	1:1
	7	Social Science	-	162	-	68	162	1:2
		Total for the College	-	1,188	-	273	1,218	1:4
TOTAL FOR THE POLYTECHNIC			1,129	7,983	-	1,398	9,794	1:7

APPENDIX E

A DRAFT TEMPLATE FOR THE ASSESSMENT OF LECTURERS BY STUDENTS

PART ONE: PERSONAL ATTRIBUTES				
<i>Please state your opinion regarding the personality of the lecturer by ticking the appropriate adjectives below:</i>				
1	Discipline	Authoritarian <input type="checkbox"/>	Lenient <input type="checkbox"/>	Easy-going <input type="checkbox"/>
2	Attitude	Arrogant <input type="checkbox"/>	Intimidating <input type="checkbox"/>	Friendly <input type="checkbox"/>
3	Appearance	Well-groomed <input type="checkbox"/>	Smart <input type="checkbox"/>	Casual <input type="checkbox"/>
4	Punctuality	Punctual <input type="checkbox"/>	Sometimes late <input type="checkbox"/>	Always late <input type="checkbox"/>
PART TWO: PROFESSIONAL ATTRIBUTES				
<i>1. Please state your opinion regarding the subject matter taught by the lecturer.</i>				
	Lecture content	Accurate <input type="checkbox"/>	Out-of-date <input type="checkbox"/>	Unimportant <input type="checkbox"/>
	Relevance	Significant <input type="checkbox"/>	Unconnected <input type="checkbox"/>	Irrelevant <input type="checkbox"/>
	Practical	Applicable <input type="checkbox"/>	Useful <input type="checkbox"/>	Impractical <input type="checkbox"/>
	Answering questions	Satisfactory <input type="checkbox"/>	Inadequate <input type="checkbox"/>	No answer <input type="checkbox"/>
	Assignments	Not worthy <input type="checkbox"/>	Relevant <input type="checkbox"/>	Trivial <input type="checkbox"/>
<i>2. Please state your opinion regarding the lecture's delivery of lecture.</i>				
	Composure	Well composed <input type="checkbox"/>	Strained <input type="checkbox"/>	Nervous <input type="checkbox"/>
	Voice	Loud and clear <input type="checkbox"/>	Audible <input type="checkbox"/>	Inaudible <input type="checkbox"/>
	Eye contact	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>
	Logical and coherent	Convincing <input type="checkbox"/>	Reasonably <input type="checkbox"/>	Illogical <input type="checkbox"/>
	Coherence	Sequential <input type="checkbox"/>	Disorderly <input type="checkbox"/>	Confused <input type="checkbox"/>
	Class participation	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>

PART THREE: OTHERS

Please use the space below for any other issue not above but which you think of importance in assessing the lecturer.

APPENDIX F
MEMBERS OF THE STRATEGIC PLANNING COMMITTEE

1. TPL. Lawal M. Jibrin – Chairman
2. Mal. Ahmed Garba – Deputy Rector (Administration)
3. Dr. Rosemary K. L. Kato– Deputy Rector (Academic)
4. Garba Y. Nabayi – Bursar
5. Garba I. Bakori - Director, Strategic Planning and Special Duties
6. Dr. Mohammed Kabir Abdullahi – Director, College of Engineering (COE)
7. Dr. A. O. Lawal – Director, College of Science and Technology (CST)
8. Dr. John N. Aliu – Director, College of Business and Management Studies (CBMS)
9. Dr. S. N. Mumah – Ag. Director, Research and Innovation
10. Mal. Sulaiman Umar - Director, Academic Planning
11. Dr. H. F. Akande - Manager, Information and Communication Technology Centre
12. Mal. Anwar S. Auwal – Head, Policy and Transparency Unit
13. Olusegun J. Inubiwon – Deputy Registrar, Secretary
14. Liasu Braimah – Managing Consultant, PACESET ASSOCIATES, Kaduna

