Strategic
Plan

Botswana Open University

2019 -2023

Building the Foundations

Inspire Tomorrow, Today

Table of Contents

1. Foreword by the Council Chairman

Mr Charles Coyne

It is my greatest pleasure to present to you the Strategic Plan 2019-2023 of the Botswana Open University (BOU) which is the first of a series of strategic plans which will guide us through the next seventeen years to 2036. The strategic plans are referenced in the BOU 2036 Strategic Framework, an instrument that we deliberately crafted to project our long-term planning across the spectrum to define the growth stages of the University. This came after a successful transformation of the Botswana College of Distance and Open Learning (BOCODOL) into BOU in 2017.

It is indeed the most opportune time for us to map the way forward for BOU by taking stock of our inherent strengths and latent weaknesses and raising our consciousness to the emerging threats and opportunities in the academic space. The thrust of this Strategic Plan centers on technology utilization, strong research, and innovative teaching programmes and community engagement in response to the demands of the industry.

The Strategic Plan 2019-2023 articulates BOU's 4-year vision, mission, core values and strategies that will shape and guide the University's approach to establishing appropriate systems and processes that will build the foundations for the envisaged expansion.

I would like to pay tribute to all Council Members as well as academic and administrative staff of the University for their innovative ideas, invaluable inputs and forward-looking views in formulating this Strategic Plan. Your boldness and faith in committing to unchartered terrains are highly commendable. I will throw my weight behind every endeavour to position the University to make a significant impact on education in Botswana, the SADC region and beyond.

Thank you.

Mr Charles Coyne

2. Overview by the Vice - Chancellor

The 2017 marked a significant and memorable year for the Botswana Open University (BOU). It is the year that saw the promulgation of legislation that transformed Botswana College of Distance Learning (BOCODOL) into Botswana Open University (BOU). This transformation sparked a lot of fresh thinking in the new dispensation – the thinking that culminated in the formulation of the BOU 2036 Strategic Framework. The Framework describes the BOU 17-year roadmap for achieving incremental excellence to 2036. The 2019-2023 Strategic Plan represents the first leg of the journey to 2036.

The Plan focuses on four thematic areas namely: academic excellence, superior student experience, strong collaborations and partnerships, strong institutional capacity and operational excellence. These themes have given rise to fourteen (14) strategic objectives and twenty-six (26) measures. It is my conviction that these foundational tenets will drive stakeholder creativity towards establishing a solid base for the University by 2023. Of paramount significance, as an Open University, is to make it easy for our students to access quality services wherever they are, whenever they choose to engage. This places a demand on us to prioritise and invest in technology-enabled processes and programmes – a flagship undertaking that will occupy our minds for the good part of the next four years.

I want to appeal to staff, students and alumni, to take some time to familiarize themselves with our 2019–2023 Strategic Plan. I believe that it will inspire and guide their actions in order to make BOU the preferred destination for students from everywhere.

Credit is due to the Project Team who guided the process of developing the Strategic Plan. I followed, with much appreciation, your inclusive consultative approach and flawless communication with participants and consultants. I have no doubt in my mind that this Strategic Plan will find favour with all BOU stakeholders.

Thank you.

Daniel R. Tau - EdD

Daniel R. Tau - EdD

3.1 Background

The Botswana Open University (BOU) transformed from the Botswana College of Distance and Open Learning (BOCODOL). The transformation was effected by the recommendation of the Tertiary Education Policy of 2008 which stated that a comprehensive national distance education institution be established. The University would be enacted to develop, offer and accredit tertiary level programmes independently without being tied to collaborating partners. BOU was developed to meet the growing local demand for Open and Distance Learning (ODL) tertiary level programmes and to expand access to education to out-of-school learners through Open Schooling.

The Botswana Open University Bill was presented to Parliament and ultimately passed on 20 July 2017. BOU is founded in accordance with this Act of Parliament (BOU Act No. 13 of 2017) which provides for the continuation of Botswana College of Distance and Open Learning (BOCODOL) under the name of the Botswana Open University. The University's

primary function is to provide quality education through Open and Distance Learning *(source: Botswana Open University Act, 2017).*

The University understands that ODL in Botswana promotes access to high quality education enabling personal development by providing learning environments that are flexible, thereby empowering people to study what is relevant at a time and place convenient to them. The University aims to extend education and training using open and distance learning methods on a national scale.

It is against this background that BOU sought to develop its new strategic direction that would enable it to achieve its mandate.

3.2.   Purpose of the Document

The purpose of this document is to present BOU's Strategic Plan for the period 2019 – 2023. It defines the University's vision, mission, value statements and strategic intent all aimed at guiding execution of its mandate. This is supported by strategic themes and objectives that

BOU will focus on in order to achieve its vision. A detailed Action Plan (Scorecard) that supports the strategy is also included, depicting related measures, targets, initiatives and responsibility matrix that will be used as a guiding mechanism for execution. Finally, the document provides key recommendations related to strategy execution.

A well-defined methodology was used to craft BOU's institutional strategy aimed at supporting its transformation from a college to a university. This included the following:

a)   A review of pertinent literature that govern, support and complement its mandate.

b)   Undertaking an internal analysis of BOU. This focused on using the Six Ball Model which is a proprietary tool that uses a combination of focus group sessions, management interviews, literature and feedback mechanisms which provides a picture of an organisation's strategic vision, corporate culture, people, information and infrastructure, structure and processes.

c)   Reviewing information gathered from consultations with the BOU Council, academic and support staff, tutors and students.

d)   Undertaking an external analysis covering political, economic, socio-cultural and technological issues that impact the environment in which BOU operates.

e)   Conducting appropriate research in the educational sector, specifically relating to universities with characteristics that are similar to BOU.

f)   Determining Strengths, Weaknesses, Opportunities, and Threats (SWOT) faced by the University.

In order to articulate the strategy, the Balanced Scorecard was used as the pre-eminent framework. The Balanced Scorecard is a widely used framework that enables organisations to translate strategy into operational objectives that drive both behaviour and performance. It advocates that organisations should be viewed across four perspectives: Financial, Customer/Stakeholder, Internal Process and People (or Learning and Growth). These perspectives can be varied depending on the uniqueness of the industry and/or organisational attributes.

A detailed current situation assessment was carried out which documented key aspects related to the University's environment. It included details of interviews and focus groups discussions with BOU staff, members of Council, students, tutors and key stakeholders. It further refers to applicable research pertinent to BOU's future strategy and covered key change dimensions that BOU considered during the strategy formulation exercise.

A well thought out strategic plan is premised on gathering and analysis of critical and applicable information. It must take into account the views and opinions of important internal and external stakeholders. Key themes emanating from applicable research conducted with similar entities provide crucial information that is used to decipher elements that are pertinent to future strategic thinking. Factors from the external environment that potentially impact the ability to discharge its mandate are also crucial to consider when determining future direction. This section highlights some of the main areas that influenced development of BOU's strategic plan.

5.1.   Stakeholder Feedback

BOU's stakeholders were unanimous in articulating the challenges that prevail within the University. Although the severity of the challenges differed between staff and management, both groups were unanimous in articulating key areas that required attention: culture, people, structure, information and process management. It was further highlighted that BOU appeared to have progressed in the areas of strategy formulation and to some extent its implementation.

5.2.   Similar Institutions

Relevant research highlighted the following key themes which were considered during the strategic planning exercise:

a)   Education and research – focus on producing globally competitive graduates and leaders that will contribute to sustainable socio-economic development;

b)   Technology and innovation – a shift towards the development and application of innovative technologies, in order to create and deliver a sustainable and futuristic teaching environment;

c)   Collaboration and partnerships – increased effort for collaboration between institutions of higher learning to address funding limitations for mandate execution; and

d)   Community engagement – greater focus given to the impact universities seek to create in societies, nations and the world at large as a consequence of their existence.

5.3.   Literature Review

A number of key policy documents and strategic plans were considered when formulating BOU's strategy. They included the following:

a)   BOU Act No. 13 of 2017;
b)   BOCODOL Strategic Plan 2016 – 2020;
c)   Tertiary Education Policy (2008);
d)   Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020);
e)   Botswana Qualifications Authority Act, No. 24 of 2013;
f)   National Human Resource Development 2009 – 2022 Strategy;
g)   Revised National Policy on Education of 1994;
h)   United Nations Sustainable Development Goals; and
i)   Vision 2036 and National Development Plan 11.

A number of important themes emerged from our analysis of the literature alluded to above:
a)   Emphasis must be placed on innovation and the use of technology when delivering programmes and activities.

b) Graduates stemming from tertiary institutions must be able to add significant value in their area of expertise, contributing meaningfully to their respective organisations and the nation at large.

c) Appropriate focus should be placed on quality of education through the provision of strong academic and research programmes that meet the needs of current and future development priorities of the economy.

d) There is a strong pronouncement towards ensuring affordability, equity and inclusivity such that programmes are accessible to all in pursuit of academic enrichment.

e) Academic institutions should therefore promote lifelong-learning as a means of continuous development and advancement.

5.4. Emergent Issues

The following emergent issues were distilled as key elements to be considered when developing BOU's strategy:

a) **Funding** – BOU is primarily reliant on government subventions to fund its operations. However, Government is now encouraging such institutions to reduce their dependence on such funding and rather focus on diversifying their sources of revenue. The University will therefore need to devise a diversified funding model that will contribute towards effective service delivery and growth;

b) **People and culture** – The prevailing lack of collegiality which is a requirement in any university coupled with the absence of a comprehensive talent management strategy revealed challenges pertaining to people and culture. In addition, the current organisational structure does not support the strategic direction of BOU as envisaged by the transformation exercise;

c) **Branding** – BOU faces challenges in positioning itself as a university due to the strong brand that BOCODOL portrays. There is a need to develop and sustain a brand that clearly identifies the University and defines its value proposition;

d) **Research and development** – BOU is still at its infancy stage in defining its research and development potential which is a necessary trait of successful universities. To gain further respect and recognition as a university, BOU needs to develop a strong and recognised research capacity; and

e) **Technology and infrastructure** – The strategic use of technology is limited within the university as are the levels of innovation. In addition, old infrastructure and equipment adversely affects BOU's vision to provide quality, world class teaching and research services

The four (4) general ideologies that guided the strategic thinking were as follows: providing learning programmes that support future employability of learners, ensuring a superior student experience, working towards achieving research excellence and supporting and contributing to societal needs.

These principles were derived after considering all information gathered during the situational assessment and the strategic planning workshop. The following sections provide the basis from which the strategy was formulated.

6.1. Strategic Change Dimensions

The strategic change dimensions highlight areas that BOU should focus on or improve as part of the strategic planning and execution process. These dimensions require a targeted strategic response which supports its transformation initiative. The strategic change agenda for each dimension is presented in Table 1.

As - Is	Change Dimension	To - Be
Heavy reliance on government funding	**Funding**	Diversified sources of funding
• Absence of effective talent management practices • Unclear employee value proposition • Absence of a performance oriented culture • Ineffective organisational structure	**People, culture and structure**	• Effective talent management strategy and staff development programme • Clearly defined employee value proposition • High performance culture • Effective university organisational structure
Absence of strong branding initiatives	**Branding**	Strong and identifiable BOU brand based on ODL value proposition
Absence of strong research capabilities	**Research**	Demand driven research programmes based on national and regional priorities
• Out-dated and obsolete infrastructure • Technology not leveraged strategically	**Technology and infrastructure**	• Modernised infrastructure meeting university standards • Operational efficiency and innovation through the strategic use of technology
• Unattractive environment for academic staff • Limited programme offering	**Students, academic programmes, teaching & learning**	• High attraction, development and retention rates in the academic skills base • Diversified programme offering • Focus on student retention and completion
• Uncoordinated and not fully leveraged partnerships • Absence of strategic coherence in stakeholder management	**Partnerships and stakeholder management**	• Fully leveraged partnerships • Strategic and deliberate stakeholder management

Table1: Change Dimensions

6.2. Education 4.0

The education system has taken a drastic shift towards being more learner centric to pronounce learning as opposed to teaching. The promotion of life-long learning has enabled today's learner to dictate their terms of study in line with increasing demand for competency based skills and advancement in technology. As a consequence of the latter, technologies such as learning analytics and mobile based learning have made personalised learning possible; giving rise to Education 4.0 . This phenomenon is anchored on four (4) pillars which seek to redefine the education system as presented in Figure 1.
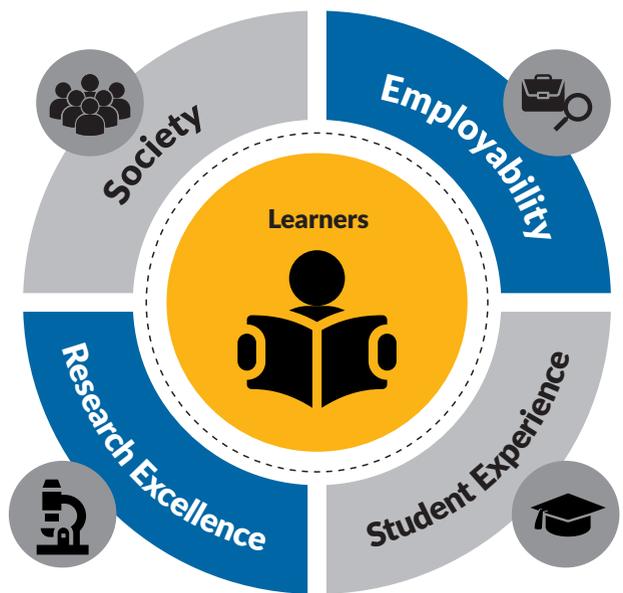
Figure 1: Future model dimensions

Source:
EY. (2018). University of the Future – Bringing Education 4.0 to Life. UK: Ernst & Young Limited

In redefining the higher education eco-system as currently known, responding to evolving student needs is imperative. This will seek to enrich the student learning experience, provide opportunities for research excellence, focus on employability and create inclusivity in global society. The elements contained in the Figure 1 provided meaningful input into the derivation of BOU's 2019 – 2023 strategic plan.

6.3.   Student Value Model

Possessing a strong student value proposition was considered critical if BOU seeks to establish itself as a premier university. A key attribute of such an institution is characterised by demand for placement from regional and international students. In order to assure this, the following student value model becomes a key supporting element of the university's strategic intent (adapted from City University of Seattle's strategic plan):

The following characteristics underpin the student value model:

a)   **High touch** – development and delivery of customised and relevant programmes that support lifelong learning;

b)   **High tech** – weaving innovation into all core academic and research activities within the university; and

c)   **High choice** – offering a wide variety of programme at any place and any time.
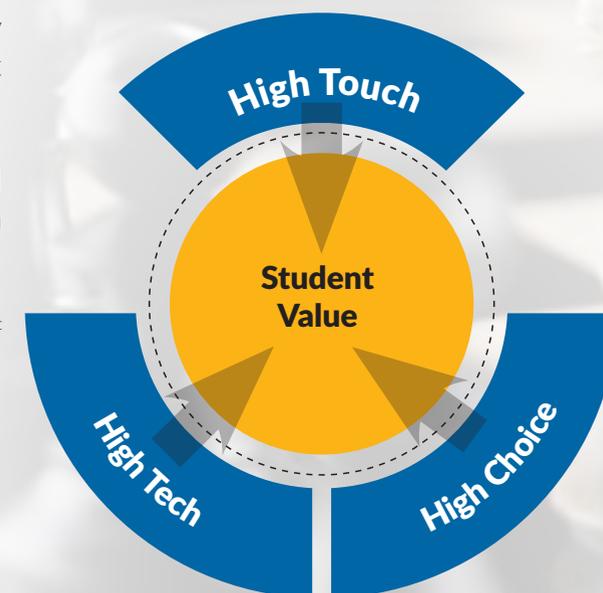
Figure 2: Student value model

This section presents BOU's Strategic Plan for the period 2019-2023. It is premised on the analysis, research and consultative processes undertaken and described in earlier sections. The Strategy aims to support transformation of the University into an innovative, technology-enhanced and modern institution that will align with the requirements and expectations of students, markets, industry, academia and other key stakeholders.

7.1. Strategic Foundations

BOU established a shared understanding of the vision, mission, values and strategic intent as the strategic foundations that provide direction and define the University's core business.

Vision Statement - A vision is an image of the organisation's desired goal. It gives shape and direction to an organisation's future. It further assists with the setting of goals and milestones that move an organisation closer to the desired future state. BOU's vision statement is as follows:

"To inspire excellence and present life-long learning opportunities globally."

Mission Statement - The mission or core purpose defines what the organisation exists to do. The "mission" or "core purpose" of an organisation represents the fundamental reason for the organisation's existence – its raison d'être. BOU's mission statement is stated below:

"To provide quality education, research and community engagement through open and distance learning solutions."

The following values will drive BOU's culture:

Innovation	Student Centredness	Excellence	Inclusivity	Collegiality

The following are the defined University values:

a) **Innovation** – We continuously improve our service delivery to stay above the rest through the infusion of technology in all we do;

b) **Student Centredness** – We focus on nurturing the growth of our students by providing extraordinary learning experiences that promote lifelong learning;

c) **Excellence** – We are committed to the continued pursuit of excellence and constantly challenge ourselves to exceed expectations in promoting learning, research and community engagement;

d) **Inclusivity** – We aim to create an open environment that celebrates diversity to provide equal opportunities for all; and

e) **Collegiality** – We aim not only to promote partnerships with all our stakeholders but within the University to achieve a shared ambition in line with our existence.

Strategic Intent (or strategic choice) – is a clear statement that depicts how BOU will achieve its vision. It describes very concisely what the University intends to achieve, by when and its outcome. The strategic intent is based on understanding the expanded mandate, utilisation of technology, strong research and innovative teaching methods and taking into cognisance the demands of industry. This is given below:

"By 2023 BOU will be an innovative open university recognized for its technology-enhanced programmes, relevant research and societal impact

7.2. Strategic Levers

In order to drive and consolidate a new strategic course, BOU should leverage its position as an established entity that influences economic and academic growth. The resultant strategy should drive breakthrough performance that creates a significant increase in value. In determining a new value curve for the University, the following aspects were taken into account by BOU leadership:

a)   What strengths **(S)** should BOU take advantage of?

b)   What weaknesses **(W)** should BOU consider reducing or eliminating?

c)   What opportunities **(O)** should BOU leverage off?

d)   What threats **(T)** should BOU reduce the effects of?

A detailed SWOT analysis was undertaken during the strategy development workshop which influenced development of BOU's strategic direction. These are shown in Figure 3.

SWOT ANALYSIS

Strengths

- Financial stability (increased subvention)
- Regional campuses across the country
- Unique delivery model (ODL)
- Good corporate governance (Council engaged and willing to support University; policies in place)
- Qualified staff
- High staff retention rate
- BQA accredited ETP and programmes
- Good reputation

Weaknesses

- Limited innovation and use of technology
- Weak research profile
- Culture of complacency
    - *Lack of accountability*
    - *Failure to meet deadlines*
    - *Resistance to change*
- Weak marketing strategies
- Limited programme offering
- Inadequate exam assessment process
- Legacy hangover challenges – (culture, people, processes)
- Inadequate and inappropriate teaching infrastructure/ environment
- Limited student engagement
- Limited strategic orientation (leadership-driving execution)
- Over reliance on single source of funding
- Limited leadership and management capabilities
- Limited staff to deliver
- Weak processes/controls

Opportunities

- Growing desire for higher education and continuous development (large pool of prospective students willing to pay for tuition)
- Low tertiary gross enrolment rate (currently at 20%)
- International appeal of life-long learning
- Growing pool of experts from/ in other institutions
- Possibility for collaborations
- New entrant opportunities (opportunities to do things differently and uniquely)
- Leverage available Open Education Resources
- Enrolment of cross border students
- Leveraging 4IR technologies
- Political Will

Threats

- Emerging competition on ODL
- Uncertainties due to political tension
- Declining national financial reserves
- Deficiencies in national governance
- Rigid regulatory environment (with low capacity for facilitation)
- Disruptive technological advancements
- Loss of competent personnel to other institutions

Figure 3: BOU SWOT

7.3. Strategic Themes

Strategic themes are major pillars through which BOU will accomplish its strategic intent. Strategic themes are also those critical few cross-cutting and mutually achievable factors that are supportive of the Vision. The following strategic themes were adopted by BOU:

ACADEMIC EXCELLENCE

BOU intends to ensure academic excellence by: 1) delivering high quality and innovative programmes that meet market demands; 2) attracting, developing and retaining highly qualified academic staff with strong leadership capabilities; 3) growing research capabilities through consolidation and establishment of cross-disciplinary research competences.

SUPERIOR STUDENT EXPERIENCE

BOU seeks to create a customised and flexible learning environment which will serve evolving learner preferences. Strategically positioning technology at the core of its operations and delivery model in line with the transformational higher education learning ecosystem will ensure heightened student experience and success.

STRONG COLLABORATION AND PARTNERSHIPS

BOU aims to develop strong and relevant partnerships and collaborations which seek to drive innovation and knowledge transfer with the aim of promoting continuous and experiential learning. The University will therefore encourage social interaction, collaboration and engagement with local, regional and international communities promoting valuable research and superior learning.

STRONG INSTITUTIONAL CAPABILITY AND OPERATIONAL EXCELLENCE

BOU intends to develop and retain strong management and leadership capabilities across the University as characteristic of high performing institutions. In the pursuit of achieving operational excellence BOU will optimise policies, processes and systems which seek to deliver value to its key stakeholders.

7.4. Strategic Objectives

A strategic objective is a concise statement describing the specific things an organization must do well in order to execute its strategy. Objectives are deliverables from the strategy that drive strategic themes. BOU's strategic objectives are given below (distributed across the four perspectives):

a)   Student/ Stakeholder

i. Increase student enrolments, success and employability;

ii. Increase and maintain value adding partnerships; and

iii. Increase student and stakeholder satisfaction.

b)   Internal Processes

i. Strengthen infrastructure and facilities;

ii. Diversify academic programmes;

iii. Enhance marketing and branding;

iv. Institute strategic use of technology;

v. Enhance corporate governance; and

vi. Enhance research capability.

c)   People and Learning

i. Cultivate a high performance and innovative culture;

ii. Strengthen management and leadership capabilities; and

iii. Attract, develop and retain high calibre academic leadership.

d)   Financial

i.   Diversify funding sources; and

ii.   Optimise financial resources.

7.5. Strategy Map

A strategy map depicts an organisation's strategic objectives distributed across a number of perspectives. The aim of this map is to pictorially represent an organisation's strategy in a cohesive manner that is easily understood and visualised. BOU's Strategy Map depicting the strategic objectives, themes and supporting corporate values is shown in Figure 4.

STRATEGIC INTENT

By 2023 BOU will be an innovative Open University recognised for its technology-enhanced programmes, relevant research and societal impact.

STRATEGIC OBJECTIVES

Increase student and stakeholder satisfaction

Increase and maintain value adding partnerships

Increase student enrolments, success and employability

STUDENT/STAKEHOLDER

Cultivate a high performance and innovative culture

Attract, develop and retain high calibre academic leadership

Strengthen management and leadership capabilities

Enhance research capability

Institute strategic use of technology

Enhance marketing and branding

Strengthen infrastructure and facilities

Diversify academic programmes

Enhance corporate governance

PEOPLE & LEARNING

INTERNAL PROCESSES

Diversify Funding Sources

Optimise Financial Resources

FINANCIAL

STRATEGIC THEMES

ACADEMIC EXCELLENCE

SUPERIOR STUDENT EXPERIENCE

STRONG COLLABORATIONS & PARTNERSHIPS

STRONG INSTITUTIONAL & OPERATIONAL EXCELLENCE

Figure 4: Strategy Map

17

Strategic Objective	Measure	Measure Calculation Formula	Source of Measure	Baseline 18/19	Baseline 19/20	Baseline 20/21	Baseline 21/22	Baseline 22/23	Stretch Target	Strategic Initiative	R	A	C	I	Start Date	End Date
Student/Stakeholder Perspective																
C1. Increase students enrolment, success and employment	C1.1 Enrolment	No. of students enrolled Tertiary programmes	Student enrolment reports	4000	5100	5610	6450	7420	8000	C1.1.1 Develop and implement an enrolment management plan	DVC-SS	VC	Council, EMT	Staff, MoTE	01/04/19	31/03/23
										C1.1.2 Develop and implement a marketing strategy	DVC-SS	VC	Council, EMT	Staff, MoTE	01/04/19	31/03/23
		No. of students enrolled at OS		10000	10000	10500	11000	11500	12000	C1.2.1 Review and implement the tertiary student support model	DVC-SS	VC	EMT	Council, Staff, SRC, Students	01/04/19	31/03/23
	C1.2 Completion	No. students completing (TER)		1170	1480	1630	1870	2150	2320							
		No. students completing (OS)		8000	8000	8400	8800	9200	9600	C1.3.1 Review and implement the Open School student support model	DVC-SS	VC	EMT	Council, Staff, MOTE	01/04/19	31/03/23
	C1.3 BGSE pass rate	= count [pass BGCSE]	BGCSE Exam results	93%	95	95	95	95	96%							
	C1.4 JC pass rate	= count [pass JC]	JC Exam results	85%	90%	90%	90%	90%	95%							
	C1.5 Employment rates	% Graduates employed	Student profiles	85%	90%	90%	90%	90%	92%	C1.5.1 Develop and implement an employability strategy	DVC-AS	VC	EMT	Council, Staff, Students	01/04/19	31/03/23
										C1.5.2 Carry out graduate employment tracer studies	DVC-AS	VC	EMT	Council, Staff	01/04/19	31/03/23
C2 Increase and maintain value adding partnerships	C2.1 No. of strategic partners on-boarded	= count [no. of new strategic partners]	MoUs/ MoAs	19	4	4	4	4	4	C2.1.1 Develop and implement a partnership strategy	DVC-AS	VC	Council, EMT, staff	MOTE, Staff	01/04/19	31/03/23
	C2.2 Value addition analysis	Analysis of MoU/MoA outcomes	MoUs/ MoAs Reports	TBD	TBD	TBD	TBD	TBD	TBD	C2.1.2 Develop and implement an internationalisation strategy	DVC-AS					
C3. Increase student and stakeholder satisfaction	C3.1 Stakeholder satisfaction score	Index	Survey reports	TBD	65%	70%	75%	80%	85%	C3.1.1 Develop and implement a stakeholder engagement plan	DVC-CS	VC	EMT	Council, Staff, SRC & Other Stakeholders	01/04/19	31/03/23
	C3.2 % of students satisfied	Student Satisfaction Survey	Survey reports	55%	60%	65%	70%	75%	80%	C3.2.1 Develop and implement a student engagement strategy	DVC-SS	VC	EMT	Staff, SRC, Students	01/04/19	31/03/23
Internal Perspective																
P1. Strengthen infrastructure and facilities	P1.1 Completion of the master plan	%Progress on the drafting of the master plan	Office Services reports	0%	0%	50%	100%	0	0	P1.1.1 Develop and implement an infrastructure and facilities master plan	DVC-CS	VC	Council, EMT, staff, MoTE	Staff, MoTE	01/04/19	31/03/23
	P1.2 % implementation of planned projects	No. of projects completed/Total of planned projects	Procurement reports	TBD	95%	95%	95%	95%	100%							
P2. Diversify accademic programmes	P2.1 No. of BQA accredited tertiary programmes	= count no. of programmes annually	Programme register	26	26	28	30	32	34	P2.1.1 Develop and implement an Academic Master Plan	DVC-AS	VC	Council, EMT, Staff	Staff, Students	01/04/19	31/03/23
										P2.1.2 Develop and implement a community engagement programme			Council, EMT			
	P2.2 No. of CPD programmes	= count no. of Short Courses	CPD Course register	31	31	33	35	37	39	P2.2.1 Review and align CPD programmes to market requirements	DVC-AS	VC	EMT	Staff, Students	01/04/19	31/03/23
P3. Enhance marketing and branding	P3.1 Brand perception index	Index	Survey reports	65%	70%	75%	80%	85%	90%	P3.1.1 Develop and implement a branding strategy	DVC-CS	VC	EMT	Staff, Students	01/04/19	31/03/23
P4. Institute strategic use of technology	P4.1 % level of automation	No. of tech-led processes/No. of processes*100	DIT reports	60%	70%	80%	90%	90%	95%	P4.1.1 Review and implement ICT strategy	DVC-CS	VC	EMT, Staff	Staff, Students	01/04/19	31/03/23
	P4.2 % of online programmes	No. of tech-enabled academic programmes/No. programmes*100	CIT reports	47%	60%	70%	80%	90%	100%	P4.2.1 Implement technology-enhanced learning, teaching, assessment and student support Strategy	DVC-AS	VC	EMT	Staff, Students	01/04/19	31/03/23
P5. Enhance corporate governance	P5.1 Governance score	Index	Governance Assessment reports	88%	90%	95%	95%	95%	100%	P5.1.1 Revise and implement risk management framework	LS	VC	EMT, Council	Staff, Students	01/04/19	31/03/23
										P5.1.2 Implement corporate governance principles P5.1.3 Implement the due diligence and organisation report	DVC-CS	VC	EMT	Staff, Students	01/04/19	31/03/23
P6. Enhance research capability	P6.1 No. of research outputs	= count research outputs	BOU Research Management Information System	TBD	4	28	30	40	45	P6.1.1 Implement the University research strategy	DVC-AS	VC	EMT, Council	Staff, Students	01/04/19	31/03/23

Student/Stakeholder

Internal Processes

7.6. Balanced Scorecard

Strategic Objective	Measure	Measure Calculation Formula	Source of Measure	Target						Stretch Target	Strategic Initiative	RACI Matrix				Start Date	End Date
				Baseline 18/19	Baseline 19/20	Baseline 20/21	Baseline 21/22	Baseline 22/23				R	A	C	I		
Learning and Growth Perspective																	
L1. Cultivate a high performance and innovative culture	L1.1 Employee engagement score	Index	Survey reports	80%	85%	90%	90%	90%	95%		L1.1.1 Develop and implement a talent management strategy	DVC-CS	VC	EMT	Council, Staff	01/04/19	31/03/23
											L1.1.2 Develop and implement BOU service standards	DVC-CS	VC	EMT	Council, Suppliers Staff	01/04/19	31/03/23
	L1.2 PMS score	Index	Annual PMS reports	108	112	112	112	112	115		L1.2.2 Enhance and implement an effective Performance Management System	DVC-CS	VC	EMT	Council, Staff	01/04/19	31/03/23
L2. Strengthen management and leadership capabilities	L2.1 Competency score	Index	HR reports	TBD	TBD	TBD	TBD	TBD	TBD		L2.1.1 Institute a management/leadership development programme	DVC-CS	VC	EMT	Council, Staff	01/04/19	31/03/23
L3. Attract, develop and retain high calibre academic leadership"	L3.1 Workforce quality	% of Academic Staff with PhDs	HR reports	38%	45%	45%	45%	50%	55%		L3.1.1 Develop and implement an acadamic attraction and retention strategy	DVC-AS	VC	Council, EMT	Staff	01/04/19	31/03/23
	L3.2 Vacanies in academic establishment	Vacancy rate	Vacancy rate	4%	10%	10%	10%	10%	10%								
Financial Perspective																	
F1. Diversify funding sources	F1.1 No. of funding sources	F1.1 No. of funding sources	= count [funding sources]	1	3	4	5	6	7		F1.1.1 Develop and implement a business development plan	DVC-AS	VC	EMT	Council, Staff	01/04/19	31/03/23
	F1.2 % contribution of third stream income to budget	F1.2 % contribution of third stream income to budget	Financial statements	1.6%	2%	2%	3%	4%	5%		F2.1.1 Develop and implement an asset utilisation plan	DVC-CS	VC	EMT	Council, Staff	01/04/19	31/03/23
F2. Optimise financial resources	F2.1 %Variance on budget expenditure	(Planned - Actual)/ Actual	Financial statements	TBD	10%	10%	10%	10%	5%		F2.1.2 Develop and implement a cost containment plan	DVC-CS	VC	EMT	Council, Staff	01/04/19	31/03/23

People & Learning

Finance

7.7. Risk Management

Risk management is an integral part of corporate governance to which the University subscribes. The University has got a risk management system in place and is committed to managing risks effectively at different levels of the institution. The University does this by conducting risk assessments, designing controls and ensuring implementation thereof. The University has identified high level corporate risks that could hamper the achievement of its strategic objectives and has come up with mitigation strategies.

Risk Number	Risk	Risk Response	Risk Owner
1	Failure of integrity of Examinations and Assessment	Establish a technology enabled exam and assessment management system	DVC-SS
2	Fraud and corruption in procurement	Follow procurement policies and procedures to the letter	DVC-CS
3	Financial blacklisting	Develop and adhere to specified payment turn-around times	DVC-CS
4	Subvention dependency	Develop income generation strategy for third stream income	DVC-CS
5	Deficiencies in the management system for part-time tutors	Implement a part time tutor management project	All DVC's
6	Negative brand perception	Intensify advertising and marketing	DVC-CS
7	Cyber security risk	Adhere to cyber security protocols	DVC-CS
8	Governance lapses	Continous training, full disclosure, regular evaluation and repositioning	VC
9	Failure to implement strategy	Strategy cascading and reviews, as well as performance evaluation	VC

Botswana Open University

Garamotlhose Junction,
Western Bye-Pass, Block 6
Plot 39972
Gaborone
Botswana

Tel: (+267) 3646000
Fax: (+267) 3181473
Email: enquiries@staff.bou.ac.bw

Francistown Regional Campus
Private Bag 006
Francistown

Tel: (+267) 241 8383
Fax: (+267) 241 4586

Kang Regional Campus
Private Bag 006
Kang

Tel: (+267) 651 7248
Fax: (+267) 651 7396

Maun Regional Campus
Private Bag 006
Maun

Tel: (+267) 686 5621
Fax: (+267) 680 0581

Gaborone Regional Campus
Private Bag 006
Gaborone

Tel: (+267) 364 6150
Fax: (+267) 393 0018

Palapye Regional Campus
Private Bag 006
Palapye

Tel: (+267) 492 4024
Fax: (+267) 490 0343