

UNITED REPUBLIC OF TANZANIA



**MINISTRY OF EDUCATION, SCIENCE
AND TECHNOLOGY**



SOKOINE UNIVERSITY OF AGRICULTURE

**CORPORATE STRATEGIC PLAN
2021/22 – 2025/26**

**JULY, 2021
MOROGORO, TANZANIA**

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LIST OF ABBREVIATIONS

ACE	Africa Centres of Excellence
ASDP	Agricultural Sector Development Programme
CBOs	Community Based Organizations
CCM	Chama cha Mapinduzi
CFWT	College of Forest, Wildlife and Tourism
CICT	Centre for Information and Communication Technology
CMU	Communication and Marketing Unit
COOC	Corporate Open Online Courses
CSP	Corporate Strategic Plan
CSPICC	Corporate Strategic Plan Implementation Coordination Committee
CSR	Corporate Social Responsibility
CVMBS	College of Veterinary Medicine and Biomedical Sciences
DEW	Directorate of Estate and Works
DF	Directorate of Finance
DHCS	Directorate of Health Centre Services
DHRA	Director of Human Resource and Administration
DICT	Directorate of Information and Communication Technology
DPI	Directorate of Planning and Investment
DPRTC	Directorate of Postgraduate studies, Research, Technology transfer and Consultancy
DPs	Development Partners
DSS	Director of Students Services
DUS	Directorate of Undergraduate Studies
DVC-ARC	Deputy Vice Chancellor - Academics, Research and Consultancy
DVC-PFA	Deputy Vice Chancellor – Planning, Finance and Administration
ECG	Electrocardiography
EFD	Electronic Fiscal Device
EMC	Edward Moringe Campus
FPT	Field Practical Training
FYDP	Five Year Development Plan
GDP	Gross Domestic Product
GePG	Government e-Payment Gateway
GPIC	Gender Policy Implementation Committee
GPSA	Government Procurement Services Agency
HCMIS	Human Capital Management Information System
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno-deficiency Syndrome
HoDs	Heads of Department
HPLC-MS	High Performance Liquid Chromatography Mass Spectrometer
ICE	Institute of Continuing Education

ICP-OES	Inductively Coupled Plasma Optical Emissions Spectroscopy
ICT	Information and Communication Technology
IEC	International Electrotechnical Commission
IGU	Income Generating Unit
IRPM-BTD	Innovative Rodent Pest Management and Bio-sensor Technology Development
ISO	International Standards Organization
LAN	Local Area Network
LCD	Liquid Crystal Display
LSU	Legal Service Unit
MOOCS	Massive Open Online Courses
MoU	Memorandum of Understanding
MPC	Mizengo Pinda Campus
MTR	Mid-Term Review
MUSE	<i>Mfumo wa Ulipaji Serikalini</i>
NCCM	National Carbon Monitoring Centre
NGOs	Non-Governmental Organizations
NSA	Non-State Actor
ORCID	Open Researcher and Contributor Identification
PASS	Private Agricultural Sector Support
PLANREP	Planning and Reporting System
PME	Participatory Monitoring and Evaluation
PMU	Procurement Management Unit
QAU	Quality Assurance Unit
RPDS	Research and Publication Documentation System
SACIDS	Southern Africa Centre for Infectious Disease Surveillance
SAEBS	School of Agricultural Economics and Business Studies
SAGCOT	Southern Agricultural Growth Corridor of Tanzania
SAT	Sustainable Agriculture Tanzania
SBT	Sugar Board of Tanzania
SCHS	Sokoine University of Agriculture Community Health Scheme
SEDEP	Secondary Education Development Programme
SMC	Solomon Mahlangu Campus
SNAL	Sokoine National Agricultural Library
SPOC	Small Private Online Courses
SUA	Sokoine University of Agriculture
SUA-AIC	Sokoine University of Agriculture - Agriculture Incubation Centre
SUA-FM	Sokoine University of Agriculture Frequency Modulation
SUAHAB	Sokoine University of Agriculture Housing and Accommodation Bureau
SUAIR	Sokoine University of Agriculture Institutional Repository
SUARIS	Sokoine University of Agriculture Research and Innovation Support

SUASA	Sokoine University of Agriculture Academic Staff Association
SUASO	Sokoine University of Agriculture Students' Organization
SUA-TV	Sokoine University of Agriculture Television
SUGECO	Sokoine University Graduate Entrepreneurship Cooperative
SWOC-AR	Strengths, Weaknesses, Opportunities, Challenges, Aspirations and Results
TAFORI	Tanzania Forest Research Institute
TAJAS	Tanzania Journal of Agricultural Sciences
TANePS	Tanzanian National electronic Procurement System
TARI	Tanzania Agricultural Research Institute
TAWA	Tanzania Wildlife Management Authority
TCU	Tanzania Commission for Universities
TDV	Tanzania Development Vision
TEA	Tanzania Education Authority
TEMESA	Tanzania Electrical, Mechanical and Electronics Services Agency
TFS	Tanzania Forest Services
TFSA	Tanzania Forestry Student Association
TJFNC	Tanzania Journal of Forest and Nature Conservation
TMA	Tanzania Meteorological Authority
TPDF	Tanzania Peoples' Defence Forces
TVJ	Tanzania Veterinary Journal
UDSM	University of Dar es Salaam
UTLIP	University Teaching and Learning Improvement Programme
VC	Vice Chancellor

FOREWORD

The fourth Sokoine University of Agriculture Corporate Strategic Plan (4th SUACSP) (2016/17-2020/21), which ended in June 2021, paves a way to the development of the 5th SUACSP for July 2021 to June 2026. In developing the 5th SUACSP, the University Council emphasized on the need for a review of the 4th SUACSP and assess its performance, in terms of achievements and challenges. In addition, the 5th SUACSP needs to consider developments made at the University, including the institutional restructuring processes, the newly established Mizengo Pinda Campus College, the outposts of Tunduru and Madaba campuses, as well as national policy developments and global trends that have been shaping the development and management of university education. These developments will help the University to focus on a new strategic direction aimed at implementing its mandate efficiently and effectively.



In order to sustain and surpass what has been achieved and minimize the challenges experienced during the implementation of the 4th SUACSP, the preparation of the 5th SUACSP used the Mid-Term Evaluation undertaken in 2018 and the Final (Terminal) Evaluation of the 4th SUACSP in 2021. Moreover, as in the development of the previous four SUACSPs, the 5th SUACSP has considered the roles of SUA in the national development and ensured that SUA's vision, mission and priorities are aligned with the Tanzania Development Vision 2025 (TDV 2025), the Third Five Year Development Plan 2021/22 - 2025/26 (FYDP III), the Ruling Party (CCM) Election Manifesto 2020 and other national and sectoral policies such as the Agricultural Sector Development Programme Phase II (ASDP II). The Plan also takes cognizance of the Africa's Agenda 2063 and Sustainable Development Goals (SDGs).

Similarly, the SUACSP has taken into account the developments that are bound to influence the delivery of university education for the future such as the increasing competition for government funding by different sectors, declining funding from development partners, competition for qualified students, the need for life-long learning to reskill and graduates quality requirements of future jobs/work. Developments in the information and communication technologies, especially the convergence and integration tendency of physical, biological and digital technologies have also been taken into account. The Plan also considered the significance of public health emergencies in the delivery of the University mandate.

The 5th SUACSP is guided by the SUA **vision** of being *a leading University in the provision of quality knowledge, skills and innovations in agriculture and allied sciences*; and the **mission** to *undertake training, research in agriculture and allied sciences and to deliver highly competitive outputs that contribute to the national, regional and global socio-economic development*.

The 5th SUACSP provides an insight of SUA's strengths, weaknesses, opportunities, challenges and aspirations and continues to exploit the available resources efficiently in order to improve its services delivery to the community, fight against HIV/AIDS, non-communicable diseases and public health challenges, implement the national anti - corruption strategy and action plan, increase students' enrolment, improve quality of graduates and to increase the volume and quality of research. In addition, the 5th SUACSP ensures that outreach, publicity and marketing

of the University are enhanced, linkages and partnerships are diversified, financial management and sustainability are strengthened, teaching and learning environment is improved, management and institutional governance are improved and gender issues are mainstreamed within SUA.

The development of the Plan has been participatory and that coordination, monitoring and evaluation mechanisms have been effective and strengthened. Thus, its implementation will continue to be participatory and transparent. The planned targets to be achieved in each strategic objective, key performance indicators, budget and responsible lead implementers are indicated to facilitate monitoring and evaluation of its performance.

The resources to implement the 5th SUACSP are expected to come from both internal and external key SUA stakeholders greatly supported by our committed and enthusiastic staff and students. At this juncture, I wish to thank the SUA management, staff and students, the Government of the United Republic of Tanzania, Development Partners, the Private sector, parents, SUA Alumni and other stakeholders for the continued support and interest in SUA's development agenda. It is my sincere hope that, they will continue to support SUA to enable the University to achieve its vision and mission in the coming five years as presented in this 5th SUACSP.

On behalf of the University Council, I wish to thank the University Management for appointing the Taskforce that ably carried out the Final Evaluation of the 4th SUASCP and subsequently coordinated the development of the 5th SUACSP. I also wish to thank all those who provided inputs and comments during the preparation process. Last but not least, my sincere gratitude goes to the various University governance bodies for the inputs, and the University Council for the ultimate approval of the 5th SUACSP as the road map for the implementation of the SUA's mandate. I call upon all stakeholders to support the implementation of the 5th Sokoine University of Agriculture Corporate Strategic Plan.

Hon. Mohamed Chande Othman
CHAIRMAN OF THE COUNCIL

ACKNOWLEDGEMENTS

The preparation of the Fifth Sokoine University of Agriculture Corporate Strategic Plan (5th SUACSP), was made after the Fourth Sokoine University of Agriculture Corporate Strategic Plan (4th SUACSP) which had been operational in the past five years (2016/17 – 2020/21) came to an end in June 2021. As it has been a practice and as required by statutory directives, SUA had to prepare the 5th SUACSP (2021/22 – 2025/26).



As has been the case with the past SUACSPs, the 5th SUACSP focuses on the University's core functions of teaching, research and public service delivery. Furthermore, the 5th SUACSP is committed to improve performance on capacity building, quality assurance, outreach activities, internal income generation and operationalization of the restructured University units. The preparation of the 5th SUACSP, which was participatory and involved SUA management, staff, students and other stakeholders, took into consideration of the long term planning goals reflecting SUA 20 year's Master Plan.

The 5th SUACSP will be instrumental in providing SUA with direction in achieving the strategic objectives in delivering its mandate including best practices in honouring the developments made so far such as the institutional restructuring processes, the newly established Mizengo Pinda College Campus, the outposts in Tunduru and Madaba, national policy developments and global trends that have continuously been shaping the provision of university education globally.

The preparation of the 5th SUACSP is a product of the concerted efforts of many stakeholders from within and outside the University, whose commitment towards the successful completion of this exercise is highly appreciated.

I would like to thank, Prof. John F. Kessy, the Chairman of the Mid Term Review Team and the members of the Review Team, whose work was invaluable and helped the Task Force of the preparation of the 5th SUACSP accomplish their work smoothly. Second, my sincere appreciation goes to Dr. Florens M. Turuka, the Chairman of the Task Force and the members of the Task Force who worked tirelessly to ensure that the evaluation of the 4th SUACSP and preparation of the 5th SUACSP are successfully and timely accomplished.

Special thanks should go to the Directorate of Planning and Development, for coordinating and providing logistics support during the carrying out of these assignments. A word of appreciation should also go to all SUA units which provided information that helped in the compilation of facts and figures and eventually the preparation of the 4th SUACSP Evaluation and the development of the 5th SUACSP. In a similar vein, all stakeholders including staff and students, external entities and individuals who contributed information through surveys, stakeholders' seminars and workshop or any other means are also highly acknowledged for their invaluable support.

Your support will continue to be cherished as you have been important pillars for the current success and for the future development of the University.

Professor Raphael T. Chibunda
VICE CHANCELLOR

EXECUTIVE SUMMARY

Introduction

The Fifth Sokoine University of Agriculture Corporate Strategic Plan (SUACSP) covers a five-year period from 2021/22 to 2025/26. In formulating this Strategic Plan, national documents were consulted. These documents included the Tanzania Development Vision 2025, the Third Five-Year Development Plan (FYDP III) (2021/22 – 2025/26), and the Ruling Party (CCM) Election Manifesto (2020-2025). The 5th SUACSP is also guided by SUA Master Plan.

The Plan comprises the following four chapters:

- (i) Introduction
- (ii) Situational Analysis
- (iii) The Strategic Plan
- (iv) Implementation, Monitoring and Evaluation
- (v) Indicative Budget and Financing Strategy

Like the previous SUACSPs, the 5th SUACSP focuses on the University's core functions of teaching, research and public service delivery. In addition, the 5th SUACSP emphasises on capacity building, quality assurance, outreach activities, internal income generation and operationalization of the restructured University units. The preparation of the 5th SUACSP was participatory and involved SUA management, staff, students and other stakeholders. The Plan also takes into consideration the long term planning horizon that reflects SUA 20 year's Master Plan.

Situational Analysis

The performance review of the 4th SUACSP revealed that, a number of achievements have been recorded in the seven strategic objectives. Its implementation however faced several challenges including insufficient funding and inadequate mechanisms for effective monitoring and evaluation system. In order to be abreast with the current situation, during the preparation of the 5th SUACSP an environmental scanning which analysed internal and external situation was performed. The internal analysis covered the current SUA governance and management structures, financial and management of resources, linkages and networking with other institutions, infrastructure, teaching and learning environment, emerging issues, health services and competition for qualified students. The external analysis covered political, economic, social, technological, environmental and legal issues.

Stakeholders' analysis used SWOC-AR approach to ascertain University's strengths, weaknesses, opportunities, threats, aspirations and results. From this analysis, nine main strategic issues were identified and these were developed into strategic objectives of the 5th SUACSP.

The Strategic Plan

The 5th SUACSP shall be guided by the following vision and mission statements:

The **Vision** is *to be a leading University in the provision of quality knowledge, skills and innovations in agriculture and allied sciences.*

The **Mission** is *to undertake training, research in agriculture and allied sciences and deliver highly competitive outputs that contribute to national, regional and global socio-economic development.*

Core Values

In carrying out its mission, SUA will adhere to the following core values:

- (i) Effectiveness,
- (ii) Efficiency,
- (iii) Pursuit of excellence,
- (iv) Creativity and innovativeness,
- (v) Equality and social justice,
- (vi) Integrity,
- (vii) Transparency, and
- (viii) Accountability.

Strategic Objectives

The overall goal of the 5th SUACSP is to enable SUA provide a University knowledge that is responsive to the needs of national, regional and global development. In order to achieve its vision and fulfil its mission, the 5th SUACSP will address and implement the following nine (9) strategic objectives aimed to:

- (i) Improve health services, prevent, treat and control HIV/AIDS, non-communicable diseases and other public health emergencies;
- (ii) Implement National Anti-Corruption Strategy;
- (iii) Increase student's enrolment and improve quality of graduates;
- (iv) Increase the volume and quality of research, publications and innovations;
- (v) Enhance outreach, publicity, linkages and partnerships;
- (vi) Enhance university financial management and sustainability;
- (vii) Improve teaching, research and learning environment;
- (viii) Improve management and institutional governance; and
- (ix) Mainstream gender issues.

The strategies and targets of achieving these objectives together with the targets and key performance indicators of measuring implementation levels or status are detailed in the main part of the Strategic Plan (Chapter 3). In addition, an Implementation Plan with indicative budget for the entire period of five years has been developed to ensure that the 5th SUACSP is implemented as planned.

Indicative Budget and Financing Strategy

Indicative Budget: The 5th SUACSP is estimated to cost **TZS 567.5 billion** spread over five years or about **TZS 113.50 billion** per year. This budget is slightly than the average annual SUA budgets for the past five years. To fill this gap, efforts will be made towards increasing and broadening the current sources of internally generated income and engaging more development partners (DPs) including the private sectors in SUA's development activities.

Financing Strategy: The implementation of the 5th SUACSP will constitute the day to day functions of the University. The plan will be financed through the annual allocations of development and recurrent budgets. The main sources of financing the 5th SUACSP are the Government of the United Republic United of Tanzania, development partners, internally generated income and borrowings from financial institutions, as well as undertaking of joint ventures with both the private and public sectors where appropriate. In ensuring financial sustainability, at least 20 percent of the internally generated income will be set aside for infrastructure development.

Financing Structure: Over the five years period, the Government is expected to contribute an estimated **TZS 276.88 billion** largely in the form of personal emoluments and development funds. Development partners are expected to contribute about **TZS 103.6 billion** for staff training, research, outreach activities and infrastructure development. On the other hand, SUA is expected to raise **TZS 175 billion** from its own sources towards the implementation of the Plan. An estimated amount of **TZS 12 billion** is expected to be raised from financial markets and partnerships with the private sector developers through public-private-partnerships arrangementst.

Implementation, Monitoring and Evaluation

The implementation, monitoring and evaluation framework of the Plan has been developed. The framework seeks to facilitate the execution and tracking the implementation of the Plan, to identify implementation milestones and challenges, and hence take the required remedial measures during the implementation. The framework will also facilitate the evaluation of the Plan to ascertain the extent to which the set objectives are being realized in addition to addressing other pertinent issues, which may arise in the evaluation of the Plan.

Implementation: A University-wide Corporate Strategic Plan Implementation Coordination Committee (CSPICC) with members drawn from key University units will be established. The Committee will be chaired by the Deputy Vice Chancellor – Planning, Finance and Administration and the Directorate of Planning and Development will serve as the Secretariat. At the unit level, Strategic Plan Implementation Sub-Committees will be established to oversee and report the implementation of the CSP to the Secretariat.

Monitoring: The monitoring process will entail preparation of a detailed annual operational plans and budgets showing biannual targets and reporting the extent to which the operational plans have been accomplished. The annual operational plans and budgets for all University units shall be synchronized and submitted to CSPICC for the approval processes by the relevant University

organs. At the end of each year, the University will undertake annual review of the 5th SUACSP to determine the progress and overall performance as well as providing guidance for the formulation of the next annual work plans and budgets.

Evaluation: Evaluation of the SUACSP will be undertaken in two stages. The first evaluation will be done after two and half years (mid-term) using internal evaluators. At the end of the five-year period, both internal and external evaluations followed by stakeholder's workshops will be carried out. Prior to the external evaluation, the internal evaluation will be carried out to assess implementation progress whose basis will be validated by the external evaluation.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

Sokoine University of Agriculture (SUA) is a public university located on the slopes of Uluguru Mountains in Morogoro, Tanzania. The history of SUA dates back to 1965 when it started as an Agricultural College offering diploma training in disciplines of agriculture. After the dissolution of the University of East Africa and the subsequent establishment of the University of Dar es Salaam (UDSM) in July 1970, the Agricultural College was transformed into a Faculty of Agriculture of the University of Dar es Salaam (UDSM) and thereby started offering Bachelor of Science in Agriculture degree. In 1974, the Division of Forestry was established and hence the Faculty of Agriculture became the Faculty of Agriculture and Forestry. The introduction of Bachelor of Veterinary Science in 1976 and the establishment of the Division of Veterinary Science, the Faculty of Agriculture and Forestry was re-named as the Faculty of Agriculture, Forestry and Veterinary Sciences.

On the 1st of July 1984 by the Parliamentary Act No. 6 of 1984, the Faculty was transformed into a full-fledged University known as University of Agriculture which was thereafter renamed Sokoine University of Agriculture (SUA) in honour of the Late Prime Minister of the United Republic of Tanzania, Edward Moringe Sokoine who passed away in Morogoro in a car accident on 12th April 1984. In 2005, the Universities Act No. 7 repealed Parliamentary Act No. 6 of 1984 and paved a way to the establishment of University Charters. Hence, SUA has been operating under its Charter and Rules, which were signed on 28th March 2007. The Charter and Rules were amended and published on 28th August 2020 as a Government Notice No. 683.

The University has grown from 28 to 42 undergraduate degree programmes, 6 to 8 non-degree programmes and 45 to 69 postgraduate programmes between 2016/17 and 2020/21. Three (3) postgraduate Diploma programmes have been introduced. By 30th June 2021, the total enrolment had increased from 7,299 in 2016 to 14,581 students in 2021, comprising 13,540 (93.1%) undergraduate students, 754 (5.2%) postgraduate students and 631 (4.3%) non-degrees students. The overall proportion of female students enrolled has reached 35.4 percent. By 30th June 2021, SUA had 1,234 employees, comprising of 472 academic staff and 762 technical and administrative staff.

The University has five campuses namely, Edward Moringe Campus (2,376 ha) in Morogoro, Solomon Mahlangu Campus (1,050 ha) in Morogoro, Olmotonyi Campus (840 ha) in Arusha, Mazumbai Campus (320 ha) in Lushoto, Tanga, Mizengo Pinda Campus (64 ha) in Katavi and Tunduru Campus (509 ha). SUA has students field practical training sites in Mbinga, Ruvuma region; Mgeta (Nyandira), Morning side and Kitulungalo Forest in Morogoro Region.

The University has evolved over time and continues with the restructuring process. By October 2020, SUA had succeeded to elevate two *prospective* Colleges into fully fledged colleges namely, the College of Forestry, Wildlife and Tourism (CFWT) and the College of Veterinary Medicine

and Biomedical Sciences (CVMBBS). In June 2021, the School of Agricultural Economics and Business Studies was elevated to a fully-fledged College of Economics and Business Studies (CoEBS). Similarly, the School of Engineering and Technology (SET)¹ and School of Education (SE)² were established. The College of Social Science and Humanities (CSSH) still remains in a *prospective* status.

1.2 Purpose of the Corporate Strategic Plan

The Five-Year Corporate Strategic Plan is a blueprint that provides a strategic direction for the University in line with the national plans and cognizant of institutional level plans. SUA developed its First Corporate Strategic Plan in 1997 covering the period from 1997-2005. Since then, the University has developed and implemented four corporate strategic plans. The 4th SUACSP covering the period from July 2016 to June 2021 came to an end in June 2021. Thus, SUA had to develop the 5th SUACSP covering the period from July 2021 to June 2026. Like the previous SUACSPs, the new SUACSP hinges on the University's core functions, which include teaching, research and public service delivery.

While capitalizing on the achievements and lessons of the last five years, the 5th SUACSP strongly emphasizes on human, financial and infrastructural capacity building, quality assurance, outreach activities and the realization of the new organizational structures. The emerging issues that have an impact on the delivery of the University mandate, such as the convergence of ICT, changing world of jobs for graduates, requirement of life-long learning and public health emergencies have been taken into account. The plan also takes cognizance of the newly acquired campuses of Mizengo Pinda and Tunduru, and Ifinga Forest in Madaba, Songea. Accordingly, the Plan provides a 'Roadmap' for all SUA's operations aimed at achieving its mandate. Furthermore, the Plan provides a fundamental framework for planning, implementation and performance of planned activities across the University, which are the basis for efficient and effective resource allocation.

Therefore, in order to advance the larger goal of an even stronger and more inclusive University, the 5th SUACSP draws on the weaknesses identified so as to provide lessons to overcome barriers to performance. Likewise, this Plan takes cognizance of the flexibility needed in addressing transformational requirements of the University consonant with the University of the Future. Furthermore, the Plan describes the vision, mission, core values, strategic objectives, targets, key performance indicators and the process or procedure used to derive them.

1.3 Methodology

The University Management formed a Taskforce to evaluate the performance of the 4th SUACSP (2016/17-2020/21) and to develop the 5th SUACSP (2021/22-2025/26). The Taskforce employed several methods and approaches, including but not limited to consultations and reviews of relevant

¹ Constituted by the Department of Engineering Sciences and Technology and Food Technology of the Department of Food Technology, Nutrition and Consumer Sciences both from the College of Agriculture.

² Constituted by the Department of Education from the former Solomon Mahlangu College of Science and Education (SMCoSE).

documents. The preparation of the 5th SUACSP (2021/22-2025/26) was inclusive and participatory involving the management, staff, students and other external stakeholders. The process of developing work plans and the budget, involved all staff in the Colleges, Directorates, Institutes, Schools, Centres and Departments. Reference was also made to, among other things, the Roadmap for Enhancing Internal Income Generation at SUA, 2014; Implementation Strategy for Enhancing Internal Income Generation, 2015; SUA Restructuring Plan; Education and Training Policy of 2014; Ministry of Education, Science and Technology Strategic Plan (2016/2017 -2020/2021); Science and Technology Sub-Master Plan (2003-2018) and Higher and Technical Education Sub-Master Plan (2003-2018). Other key documents that guided the process are the Ruling Party (CCM) Election Manifesto 2020 (Ilani ya Uchaguzi ya Chama cha Mapinduzi, 2020), Third Five Year Development Plan 2021/22-2025/26, Tanzania Development Vision 2025, other relevant Government and sectoral policies, the African Union’s Agenda 2063 (The Africa we Want) and the Sustainable Development Goals (SDGs).

Given the nature and magnitude of the assignment, the Taskforce undertook a series of meetings, consultations to ultimately deliberate on the best way of executing the assignment. During the meetings, the Taskforce reviewed the implementation of the 4th SUACSP (2016/17-2020/21) and devised a framework of preparing the 5th SUACSP (2021/22-2025/26).

The review of the 4th SUACSP (2016/17-2020/21) implementation enabled the preparation of the draft document, showing achievements and challenges of implementation of the 4th SUACSP, and identified strategic areas for the development of the 5th SUACSP. The draft document was shared with various stakeholders cognizant of the challenges posed by the public health emergency. These included the SUA Management establishments and a select of stakeholders conversant with University business. The stakeholders thoroughly discussed the proposed framework, strategic areas and roadmap during the development of the 5th SUACSP (2021/22-2025/26). Emphasis was placed on reviewing the SUA mission, vision and strategic issues, need of taking on board emerging issues that have or may have an impact on or reorient the future of University mandate, strengthening of the monitoring system and the involvement of all stakeholders during the preparation and implementation of the SUACSP. The inputs received from stakeholders were compiled and synthesized into a SUACSP draft document. The Taskforce identified nine (9) strategic objectives from which a number of strategies and targets were developed. These were cascaded down to all University units for the preparation of plans, activities and budgets.

Prior to the submission of the 5th SUACSP (2021/22-2025/26) to the University Council for approval, the document was tabled in the internally organized Stakeholder’s Consultative meeting, Committee of Principals, Deans and Directors, Senate, Finance and Planning Development Committee of Council the Worker’s Council for improvement and ownership.

1.4 Layout of the Corporate Strategic Plan

This Corporate Strategic Plan is structured in five chapters. Chapter one constitutes the introduction which covers background, purpose, methodology used and layout of the Plan. Chapter

two focuses on situational analysis, covering the mandate and functions, vision and mission and a review of the performance of the 4th SUACSP (2016/17-2020/21), administrative and management system (restructuring) of the University, environmental scanning (internal and external analysis) and strengths, weaknesses, opportunities, challenges, aspirations and results (SWOC-AR) analysis. Chapter three is the Plan itself, which outlines the main features of 5th SUACSP (2021/22–2025/26), the vision, mission, core values and strategic objectives (plan matrix of 5th SUACSP). Chapter four covers the implementation, monitoring and evaluation of the 5th SUACSP. Chapter five provides the indicative budget and financing strategy.

CHAPTER TWO

2. SITUATIONAL ANALYSIS

2.1 Vision, Mission and Core Values

According to Article 5 of the SUA Charter 2007 (with amended Rules of 2020), the objects, functions and powers of the University are clearly stated. Therefore, this section briefly presents the vision, mission and core values of the 4th SUACSP 2016/17-2020/21.

2.1.1 Vision

Vision Statement is *“To be a leading University in the provision of quality knowledge and skills in agriculture and allied sciences.”*

2.1.2 Mission

Mission Statement is *“Promote development in agriculture, natural resources and allied sectors through training, research and delivery of services.”*

2.1.3 Core values

Towards achieving its vision and fulfilling its mission, SUA sought to adhere to the following core values: (i) Pursuit of excellence in service delivery, (ii) Entrepreneurial and innovative spirit, (iii) Competitive orientation, (iv) Integrity, transparency and accountability, (v) Results and Achievement oriented, (vi) Diligence on duty, (vii) Adaptive and responsive, (viii) Freedom of thought, (ix) Gender sensitive and (x) Continuous learning.

2.2 Review of the Implementation of the 4th SUACSP

This section provides the main achievements in the implementation of the fourth 4th SUACSP (2016-2021), which comprised 7 strategic objectives, 37 strategies, 107 targets and 206 activities. The achievements of each of the seven strategic objectives are briefly outlined in sub-sections 2.2.1-2.2.7 and detailed in the 4th SUACSP 2016/17-2020/21 evaluation document.

2.2.1 Increasing Student Enrolments and Improving quality of graduates

In implementing this strategic objective, the following have been achieved:

- (i) The overall students' enrolment increased from 8,578 in July 2016/17 to 14,581 students in June 2020/21.
- (ii) Undergraduate students' enrolment increased from 7,299 in July 2016 to 13,540 students in June 2021, representing 90% and 93% of the total number of students in the University.
- (iii) In June 2021, female students accounted for 35% in the undergraduate programmes while they accounted for 62% of students in the postgraduate programmes.

- (iv) Undergraduate degree programmes have increased from 28 programmes in July 2016 to 42 programmes in June 2021.
- (v) The average number of undergraduate students per programme increased from 276.4 students in 2016/17 to 317.6 students in 2020/21.
- (vi) Postgraduate students' enrolment has remained fairly stable with 739 students in July 2016 as opposed to 754 students in June 2021.
- (vii) Postgraduate degree programmes increased from 42 programmes in July 2016 to 69 programmes in June 2021.
- (viii) An evening MBA programme has been established and has had 30 students in three intakes, with 5 students having completed studies and graduated.
- (ix) The enrolment of international postgraduate students has increased from 19 students in 2016 to 47 students in 2021.
- (x) Students' enrolment in non-degree increased from 540 in July 2016 to 631 students in June 2021.
- (xi) Non-degree programmes increased from six (6) in July 2016 to eight (8) in June 2021, offering certificates and diploma programmes.
- (xii) The University has started holding two graduation ceremonies effective academic year 2020/2021 so as to reduce the time between completing studies and graduation. These graduation sessions have already been held in November 2020 and May 2021.
- (xiii) The number of undergraduate and non-degree graduands has increased from 2,115 (1,485 males and 630 females) in 2016 to 2,868 (1,811 males and 1,057 females) graduates in 2021. The number of females' graduands has increased by 68% compared to 22% of the males' counterparts during the period under review.
- (xiv) Hands-on skills to students through field practical training (FPT) have been enhanced through on-campus (model training farm, training forests, etc.) and off-campus arrangements (industrial and other field attachments). On-campus training has reduced field practical training costs and improved students' supervision in addition to improving the availability of training materials and equipment.



Grape vineyard in the Model Training Farm to support field practical training

- (xv) Similarly, Agricultural Incubation Centre has been established in collaboration with the private sector under the SUA-AIC. Partnership with SUGECO has also increased the opportunity for field practical training for students and internship programme for graduates.
- (xvi) Teaching and learning materials have been procured regularly to enhance teaching and learning. Similarly, teaching and learning technologies have been procured and used to improve quality of teaching, learning education, research and publications. For example, the Zoom and Moodle platforms have enabled on-line teaching, materials transfer and storage making them accessible online. Use of plagiarism checker software has continued to enhance ethics in scientific writing and publications.



Banana field plot in the Model Training Farm to support field practical training



Some of the greenhouses built under SUA-PASS collaboration

- (xvii) Quality Assurance Policy has been reviewed along with the development of quality assurance tools such as Quality Assurance Good Practices Handbook (2017), Internal Quality Assurance Framework and Guidelines (2018), Quality Assurance Implementation Plan (2018), Framework and Guidelines towards attaining ISO 9001:2015 Certification and IEC 17025 Accreditation of Laboratories (2018), the conduct of various University Teaching and Learning Improvement Programme (UTLIP).
- (xviii) In enhancing the quality of graduates and employability, the University has been working closely with other partners to promote youth self-employment through best practices, incubation and internship programmes. Examples include SUA Agricultural Incubation Centre (SUA-AIC) in collaboration with PASS Trust, SUA-SUGECO internship and incubation programmes.

2.2.2 Increasing the volume of research and quality of publications

In implementing this strategic objective, the following have been achieved:

- (i) More than 33 research teams have been established to enhance collaborative and cross disciplinary research activities.
- (ii) More than 159 research projects have been funded between 2016 and 2021. Of these, 17 projects have been funded by the Government and 142 were funded by development partners (DPs).
- (iii) The University has started using internally generated funds to support early career researchers/junior academic members of staff whereby in 2020/2021 financial year, a total of TZS 500,000,000 having been used to fund 19 research project led by early career researchers/junior academic members of staff. These funds have also supported a commissioned research to respond to the national efforts against COVID-19.
- (iv) One Professorial Research Chair, named after the Late Oliver Tambo has been established in 2020.
- (v) An electronic Research and Publication Documentation System (RPDS) has been deployed, whereby 170 research projects have been registered in the system as of June 2021.
- (vi) Two Africa Centres of Excellence (ACE) namely Southern Africa Centre for Infectious Diseases Surveillance (SACIDS) and Innovative Rodent Pest Management and Bio-sensor Technology Development (IRPM-BTD) have been established.
- (vii) In supporting research activities, the University procured transport and other research assets such as motor vehicles and assorted laboratory equipment such as Mercury analyser, inductively coupled plasma optical emissions spectroscopy (ICP-OES) and High Performance Liquid Chromatography Mass Spectrometer (HPLC- MS). Other types of equipment procured during the period under review include, tractors and implements, multi-wave microwave, heat sealer, computers, digital cameras, safari beds and tents, Genie II Instrument and refrigeration facilities.



Tractors procured to support research and practical training

- (viii) The University has continued to support staff to pursue studies including introducing 100 percent tuition waiver to those registered at SUA and paying tuition fees for staff registered in other learning institutions.
- (ix) Four (4) innovations have been submitted for patenting, among these 2 qualified for the next stage of patenting process. In aggregate, the University has patented 13 innovations as at 30th June 2021.



Veterinary surgeons and students performing an operation in the National Referral Veterinary Hospital

- (x) A database of patentable innovations has been developed.
- (xi) As of April 2021, a total of 529 and 884 scholars have registered with Google Scholar and ResearchGate electronic citation platforms respectively. Similarly, many staff have registered in other research databases such as Elsevier, Science Direct, academia.edu, publons, and Open Researcher and Contributor Identification (ORCID).
- (xii) The University has developed research and publication guidelines, which entail documentation, validation and packaging of SUA-based research outputs.
- (xiii) About 983 articles were published in peer reviewed journals by the University staff between July, 2016 and June 2021.
- (xiv) More than 2,946 scholarly publications have been generated and deposited in Sokoine University of Agriculture Institutional Repository (SUAIR), which is accessible online.
- (xv) The University has been ranked number 1 in Tanzania citation index with a total of 98,143 citations in June 2021 compared to 89,752 citations recorded in January 2021 and 82,220 citations in July, 2020. Based on Webometric ranking records for June 2021, the University has been ranked 51st position out of 100 Universities in Africa up from the 53rd position in January 2021 and 84th position in January 2020.
- (xvi) Two (2) SUA Scientific Conferences have been held between 2019 and 2021 with the aim of publicizing and disseminating research outputs.
- (xvii) More than 300 researchers have been supported annually throughout the implementation period in order to participate in national and international conferences in both face-to-face and virtual modes during the period under review.
- (xviii) Similarly, during the period under review more than 200 students were supported to participate and present papers and posters in National Scientific Conferences.
- (xix) The University has continued to support SUA based journals such as the Tanzania Veterinary Journal (TVJ), Tanzania Journal of Agricultural Sciences (TAJAS), Tanzania Journal of Forestry and Nature Conservation (TJFNC).

2.2.3 Enhancing outreach, publicity, linkages and partnerships

In implementing this strategic objective, the following have been achieved:

- (i) Conferences and Outreach Policy and Guidelines have been developed and operationalized.
- (ii) The University has participated in a number of national and international exhibitions.
- (iii) SUA has social/media accounts and continues to market and publicize activities and innovations using various means such as website, television broadcasts, online methods, exhibitions and conferences and innovation platforms.
- (iv) More than ten (10) researchers have been directly supported by the University in various ways to disseminate research outputs.

- (v) A total of 153 tailor-made short courses have been developed and/or conducted since 2017. More than 12,000 participants have benefited from these courses.
- (vi) SUA has established a Communication and Marketing Unit. Efforts to diversify media coverage for wider community engagement have been made. These efforts include opening of faster and interactive social media accounts such as Facebook, Twitter and Instagram, among others.
- (vii) SUA Radio (101 FM) broadcasts have improved with a regional license coverage. The Radio presents and discusses topical issues. It regularly features *Mchakamchaka*; *Mseto Moto*, and *Ijue* SUA programmes (on Tuesdays). Efforts are underway to address the woes facing SUA TV in enhancing University publicity and outreach programmes.
- (viii) SUA has continued to carry out its Corporate Social Responsibility (CSR) including free health checks during Sokoine Memorial Week, sports Bonanza, providing construction materials for primary school classrooms, construction of a Police Post and the provision of low cost dog dipping service, among others.
- (ix) The University has entered into Memorandum of Understanding (MoU) with different partners and signed 169 MoU between July 2016 and June 2021 ranging from public, private as well as non-state actors (NSA).

2.2.4 Enhancing university financial capacity and sustainability

In implementing this strategic objective, the following have been achieved:

- (i) The University has introduced and/or adopted electronic financial management systems and is currently using the Electronic Fiscal Device (EFD).
- (ii) In complementing government subvention and contributions of development partners, the University has intensified efforts of mobilizing financial resources using various strategies. Between 2016 and 2021, the University increased its internally generated income from TZS 14.3 billion to TZS 25.4 billion. Internally generated funds accounted for 25% of the University budget. Recent, decline in the share of personal emolument is a matter of concern to the University, possibly indicative of a declining numbers of staff relative to the growing number of students enrolled over the period under review.
- (iii) A total of 1,574,280 different trees of a variety of species have been planted on different pieces of University land and among these 1,250,000 trees planted at Ifinga Training Forest in Madaba, Songea District, 232,720 trees planted at Olmotonyi Training Forest, Arusha and 91,560 trees planted in SUA, Morogoro. Most of the trees planted have high commercial value. Similarly, about 150 acres of sisal have been planted in addition to the establishment of an apiary at the Mizengo Pinda Campus.
- (iv) In mobilizing funds from financial institutions, three bankable project proposals for the expansion of School of Agricultural Economics and Business Studies (SAEBS) and for the revitalization and commercialization of Vuyisile Mini Furniture Factory and Feed Mill at

Solomon Mahlangu Campus were developed for commercial financing. Delays in obtaining funding from commercial financing Institutions necessitated the University to use other sources of funds to implement these projects.

- (v) SUA income generation units such as the ICE; Department of Food Science, Nutrition and Consumer Studies; Horticulture Unit; among others, have been receiving financial support to enable them generate more income.



Newly planted forest in Ifinga Training Forest



Timber harvesting in Olmotonyi Forest Training

- (vi) The SUA Consultancy Policy was approved in June 2021, paving a way for the establishment of SUA Consultancy Bureau, which will be instrumental in coordinating University Consultancy undertakings.
- (vii) SUA in partnership with Morogoro Municipal Council have established a Town Bus Terminal stand in the University land along the Iringa Road.
- (viii) The University has continued to devise and implement cost-cutting measures including installation of water meters, improvement of the independent source of water supply, installation of electrical reading meters, introduction of bulk procurement system, sharing of facilities and holding paperless meetings.

2.2.5 Improving teaching and learning environment

In implementing the above strategic objective the following have been achieved:

- (i) The University has expanded its teaching and learning facilities by constructing new infrastructure such as Multipurpose Laboratory Building at EMC, Science Laboratory at SMC, students' cafeteria, four engineering workshops, PhD building at SAEBS, teaching and learning facilities at SMCoSE and MPC, public toilets and internal access roads, among others.
- (ii) SUA has rehabilitated and upgraded its teaching and learning facilities such as teaching venues, laboratories, sports and games facilities, internal roads, staff houses, students' hostels, ICE, administration building and Auxiliary Police Station, among others. Similarly, teaching and learning infrastructure have been renovated at SMCoSE and MPC.



Newly constructed Multi-Purpose Laboratory infrastructure at the Edward Moringe Campus



Newly Built Science Laboratory at the Solomon Mahlangu Campus

- (iii) SUA has continued to procure and install teaching and learning facilities in teaching venues such as LCD projectors, projection screen, white boards, public address systems, smart boards. The University has also procured software, e-books, hard books and various consumables.
- (iv) SUA has improved the local area network (LAN) and internet access by increasing bandwidth from 100 Mbps in 2016 to 226 Mbps in 2021.
- (v) Power back-up and security systems (e.g. CCTV cameras, security lights) have been installed in strategic areas such as the Administration Building and Auxiliary Police Station at the Edward Moringe Campus.
- (vi) Access to teaching and learning facilities in the University library has been improved through promoting the use of online systems such as Lib-Hub, COTUL and TEEAL, among others.
- (vii) A total of 55 concrete study benches with the capacity of accommodating 440 students have been constructed across the University largely by the SUA alumni.
- (viii) The provision of health services has been improved through the procurement and installation of state of the art hospital facilities including X-ray machine, ultra-sound machine and ventilators as well as establishment of dental care unit,
- (ix) The University hospital has been accredited to a District Level Hospital in 2020.



State of the art X-Ray facility at the SUA Hospital



State of the art dental facility at the SUA Hospital

2.2.6 Improving management and institutional governance

In implementing this strategic objective, the following have been achieved:

- (i) The restructuring of management and administrative system at all levels has been completed.
- (ii) SUA Charter (2007, revised in August 2020) and rules have been revised based on emerging governance issues.
- (iii) Communication and information sharing has significantly improved and thus enhancing good governance and transparency.
- (iv) Human resource policies and programmes such as staff training and development policy and guidelines, scheme of services for administrative staff, promotion scheme of academic staff (up the ladder) have been reviewed and aligned with harmonized scheme of service of public universities.
- (v) Statutory meetings have been held as per the University Almanac, in addition to meetings held on a need basis across all units.
- (vi) Corporate governance training sessions for the top management have been held.
- (vii) Staff training sessions on open performance review and appraisal system (OPRAS) have been conducted. Additional support to staff on this score have been provided on a need basis.
- (viii) Ethics (integrity) committee has been established and operationalised. The University has continued to recognize and motivate staff showing exceptional performance using a variety of approaches including issuing commendation letters, financial incentives as well as giving awards in various categories such as researcher awards.
- (ix) Development, approval and operationalization of annual work plans and budgets have been done at all levels to enhance commitment in the implementation of the plans.
- (x) Regular monitoring and evaluation of SUACSP implementation has been conducted despite the limitations.

2.2.7 Mainstreaming gender issues in all SUA activities and reducing the impact of HIV/AIDS and other cross-cutting issues

In implementing this strategic objective, the following have been achieved:

- (i) Sensitization seminars and workshops on gender issues among students and staff have been conducted.

- (ii) Considerations of people with special needs in newly built and existing infrastructure have been made. This has installing ramps and toilets amenable to the people with disabilities.
- (iii) Students' gender clubs, networks and advocacy campaigns have been revived.
- (iv) Gender consideration in staff recruitment has been made by encouraging qualified female candidates to apply. Gender equity in enrolment has improved and females' proportion increased from 31% in 2016 to 35% in June 2021 among undergraduate students.
- (v) Display of posters prohibiting public smoking and the use of narcotics within SUA community has been done. No smoking stickers have been placed on doors and teaching and learning facilities.
- (vi) Regular awareness campaigns and measures against the spread of HIV/AIDS and other communicable diseases such as COVID-19 pandemic, non-communicable and chronic diseases such as hypertension, diabetes and cancer have been conducted.
- (vii) Students' Counselling Unit in the Office of the Dean of Students (DOS) has been established and operationalized. About 311 peer educators on HIV/AIDS among students have been trained during the period under review.
- (viii) Measures have been taken to manage the impact of COVID-19 (a public health emergency), which included wearing of masks, sanitization, hand washing points among others. SUA has been designated as one of the key players in the management of COVID-19 nationally. Similarly, SUA Hospital has been designated as one of the COVID-19 vaccination centres in Morogoro region.

2.3 Main Challenges

The review of the implementation of 4th SUACSP identified the following challenges:

- (i) Inadequate human resource
- (ii) Changing policies and frameworks
- (iii) Inadequate funding
- (iv) Inadequate coordination and reporting systems
- (v) Difficulties in measuring some of key performance indicators
- (vi) Interdependence of activities to achieve the same targets, and
- (vii) Inadequacy of the monitoring and evaluation system.

2.4 Environmental Scanning

Both internal and external environmental analysis was conducted in order to identify key strategic issues.

2.4.1 Internal analysis

2.4.1.1 Governance and management

All matters pertaining to governance and management of the University are provided for in the SUA Charter (2007 as revised in 2020). In addition to the Charter, SUA has formulated a number of policies (both new and reviewed), established regulations and guidelines in line with its vision and mission and has provided a sound framework for the realization of its functions. These policies include but not limited to Staff Training and Development Policy (2019), SUA Consultancy Policy (2020), Quality Assurance Policy (2017), Outreach Policy (2020), Revised Financial Regulations (2018) and Staff Housing and Accommodation Policy (2018).

However, in improving the governance and management systems there are issues that require attention including: (i) establishing optimal manning levels across the University and ensuring quality of both academic and administrative staff; (ii) staff development, remuneration, motivation and retention; (iii) good quality service delivery, and (iii) effective operationalization of the Open Performance Review Appraisal System (OPRAS).

Alongside the University's desire to improve governance and management systems, SUA has continued to restructure its management and administrative set up. Effective 1st July, 2021, the University will be constituted by six (6) Colleges out of which one is prospective and five being full-fledged), one (1) Campus College, two (2) Schools, nine (9) Directorates, three (3) Institutes, three (3) Centres, five (5) Administrative Units under the Office Vice Chancellor, and twenty eight (28) Academic Departments. The new organization and administrative structure is shown in Appendix 1.

2.4.1.2 Financial resource and management

SUA has three major sources of funding namely government subvention, development partners (DPs) and internally generated funds. The internally generated funds contributed 25% of the total University budget while the government subvention accounted for 53%. The rest of the budget (about 22%) is contributed by development partners. In ensuring that the funds are properly managed, SUA has developed an integrated financial management information system to oversee budget, payroll, revenue management, daily expenditures, staff imprests, student finances and the generation of financial reports. In addition, the University is using the national electronic management platforms including the Human Capital Management Information System Security (HCMIS), Government electronic payment gateway (GePG), Planning and Reporting (PLANREP), the Government Payment System (Mfumo wa Ulipaji Serikalini, MUSE) and electronic procurement system (Tanzanian National e-Procurement System - TANePS).

Furthermore, cost-cutting measures on utilities have been deployed involving the installation of electrical and water reading meters in the staff houses and rented business premises. The University has adopted paperless meetings, bulk procurement from manufacturers and government agencies such as Government Procurement Services Agency (GPSA), and increased supplier competition by using TANePS. Vehicle maintenance is largely done by Tanzania Electrical, Mechanical and Electronics Services Agency (TEMESA)

2.4.1.3 Partnerships and linkages with industry and stakeholders

SUA has continued to forge formal partnerships and linkages with local, national, regional and international organizations through Memoranda of Understanding (MoU). Between July 2016 and June 2021, the University has signed about 169 MoU with public, private and non-state actors, both within and outside the country. These memoranda have enabled the University to work closely with strategic partners such as PASS Trust (SUA-PASS AIC), ASAS Ltd, SBT (Sugar Board of Tanzania), Sustainable Agriculture in Tanzania (SAT), JKT (Jeshi la Kujenga Taifa), TARI (Tanzania Agricultural Research Institute), Tanzania Wildlife Authority (TAWA), Tanzania Forest Research Institute (TAFORI), Tanzania Forest Services (TFS), Morogoro Municipal Council, Sokoine University Graduate Entrepreneurship Cooperative (SUGECO), Southern Agriculture Growth Corridor of Tanzania (SAGCOT) and Tanzania Meteorological Agency (TMA).

2.4.1.4 Teaching and learning environment

In the quest of increasing enrolment and quality of graduates, SUA has improved teaching and learning environment by i) improving and expanding the built infrastructure, ii) undertaking regular maintenance of the existing buildings, iii) improving availability and reliability of utilities and services, iv) improving information and communication technology infrastructures and services, and v) improving library and information services.

2.4.1.5 Health and wellbeing of SUA community

SUA has continued to pay attention to health and wellbeing of its community by investing in staff, hospital equipment, facilities and infrastructure. Between 2016 and 2021, the University has procured diagnostic and treatment equipment such as X-ray, ultra-sound, electrocardiography equipment (ECG), dental care unit and ventilators. Furthermore, the former SUA Health Centre has been upgraded into SUA Hospital with a District level status. The SUA community has the opportunity of using both National Health Insurance Fund and SUA Community Health Scheme (SCHS) to cover their health services costs.

In ensuring that staff and students are aware and are proactively taking measures against communicable and non-communicable diseases, the University has been conducting regular awareness campaigns and has been encouraging staff and students take measures against the spread of HIV/AIDS and other communicable (pandemic) diseases such as COVID-19. The efforts made on this front include putting posters on strategic and visible areas and organizing and conducting TV and Radio programmes, workshops and seminars. Wearing of masks, thorough washing of hands, avoidance of crowded premises are some of the measures taken in reducing the spread of COVID-19. Ventilators have been procured. The ventilators have been very instrumental in supporting those with more serious challenges. On the other hand, SUA continues to invest in improving sports and games facilities, support students and staff to participate in sports and games (both internally and externally) to promote healthy life style.

2.4.1.6 Growth and expansion of the University

Over the past five years SUA has grown and expanded in various dimensions, both vertically and horizontally. Through the restructuring, the University has expanded its organization and administrative structure as depicted in Appendix 1. In an effort of increasing the number of programmes, students, staff and teaching facilities and infrastructure, the University has established a new Campus College (Mizengo Pinda Campus College in Katavi Region) and two (2) outposts, namely the Tunduru Training Centre and Ifinga Training Forest and Commercial Forest Farm in Ruvuma Region.

2.4.2 External analysis

2.4.2.1 Political, Economic, Social, Technological, Environmental and Legal

Political: Tanzania has been politically stable for many years. Such stability is therefore expected to prevail in the foreseeable future. This is consistent with the Tanzania Development Vision 2025 and Zanzibar Vision 2020 that emphasises on peace, stability and unity. This is also buttressed by the Ruling Party (CCM) Election Manifesto 2020, which is committed to protect and strengthen the principles of dignity, equality, justice and good governance in order to maintain peace, unity and solidarity of our Nation. Political stability, peace and security in Tanzania are also dependent on the existing situation in neighbouring countries. Therefore, based on political stability, SUA and Tanzania in general is a peaceful place of acquiring knowledge and training without threats of university closure due to political unrest. This should attract both national and international students to enrol with the assurance that students will study and graduate in time.

Economic: Over the last decade, Tanzania has experienced high economic growth, averaging between 6 - 7 %, which is among the highest and impressive in the world. In July 2020, Tanzania reached a middle income status with a gross national income per capita of US\$ 1,080, well ahead of the target of year 2025 envisaged by TDV 2025. The share of agricultural in the gross domestic product (GDP) declined from 29% in 2016 to 26.6 percent in 2019, which is partly reflecting structural transformation, but also low productivity and agricultural trade related challenges. By year 2020, inflation rate was at an average of 3.3%, compared to the average inflation rate of 5.3% in 2016. Food self-sufficiency ratio reached 118%, with domestic revenue collection as a share of the GDP having increased from 13.4% in 2016/17 to 14.7% in 2019/20. Fiscal deficit declined from 3.4% in 2015/16 to 1.4% in 2019/20, which is well below the East African Community and Southern Africa Development Community convergence target of 3%.

With an average annual agricultural growth rate of 5.1 percent employing 65% of the labour force and a significant supplier of food and raw materials for agro-industries, and with the expectation of growing at an average of 6% per annum; agriculture is not only central to the economy but it is also the subject of great concern for Sokoine University of Agriculture. The University must position itself to address effectively the challenges facing the agricultural sector including low productivity, inadequate agricultural supporting infrastructure and institutions, low uptake of superior agricultural related technologies and innovations, inefficient usage of land and water resources and inadequacies in agricultural markets and trade as reflected in the Agricultural Sector

Development Programme Phase II (ASDP II). The Ruling Party (CCM) Election Manifesto 2020 calls for *transforming agriculture, livestock and fisheries to ensure food security and self-reliance in food at all times and contribute fully to economic development*. Similarly, efforts of addressing poverty should be intensified as poverty is still relatively high, especially in rural areas (26.4% in 2017/18). This is also echoed in the Ruling Party (CCM) Election Manifesto 2020, calling for *promoting modern, integrated, inclusive and competitive economy built on the foundation of industry, economic services and enabling infrastructure*.

The Third Five Year Development Plan (FYDP III) to be implemented from 2021/22 – 2025/26 focuses on *Realising Competitiveness and Industrialization for Human Development* aims at keeping an average inflation rate of between 3 and 5% over the medium term and creating 8,000,000 jobs from value addition activities in the agricultural, livestock, fisheries, mining and natural resources and sectors of economic services including tourism. This draws from the overarching goal of the Ruling Party Election Manifesto 2020 of improving the lives of Tanzanians, eradicating poverty and consolidating the country's middle economy status within the envisaged frameworks of the envisaged National Development Vision towards 2050.

Social: Over the last 5 years, Tanzania has witnessed improvement in the access and general delivery of social services especially in education, health, water, energy, telecommunications and infrastructure. Access to education has increased at all levels, with significant increases in the number of secondary school students resulting from Secondary Education Development Programme (SEDEP). This has been accompanied by an increasing number of students enrolled in the higher learning institutions in Tanzania, amid limited resources (infrastructure, finance and human resources).

The TDV 2025 desire of having a very well educated society is also reflected and captured in the Vision of the Ministry responsible for education as stated in its Education and Training Policy (2014). Therefore, the FYDP III commits the relevant sectors *to strengthen capacity building in the areas of science, technology and innovation to enhance competitiveness and productivity in all sectors especially the productive, manufacturing and services sectors to enable Tanzanians to benefit from the opportunities available within the country*. This is also echoed in the Ruling Party (CCM) Election Manifesto 2020 commitment of *encouraging the use of research, science, technology and innovation to bring about rapid socio-economic development*. This calls for *strengthening and revitalizing (of) research, science, technology and technical institutions to increase productivity; training Tanzanians in the best and most specialized colleges in the world in the fields of science, medicine, technology and other strategic areas that are outstanding in development of knowledge, skills, innovation and discovery for national development*. Thus, as knowledge generating institutions, universities such as SUA are expected to create knowledge, develop and nurture innovations, build skills, and produce high quality and well trained workforce.

Thus, it is imperative for the University to create teaching and learning environment that will support optimal numbers of students with diverse backgrounds to acquire knowledge and skills to enable them compete in the emerging job markets as well as create jobs in the changing world.

Given the dynamic nature of knowledge and innovation, the University should look into the possibilities of offering life-long educational well-being programmes for graduates to reskill and up-skill (to address short shelf-life of some skills and qualifications), similar to general health well-being or financial well-being. Diversification of programmes towards a mix of degree and non-degree, shorter cycle qualifications aligned with the present and future demands and agility of graduates in work places requires closer attention. Inflexibility of programmes and higher fees in relation to returns amid alternative sources of knowledge such as the web and social media require a relook. The University should also provide an environment that will support efficient knowledge creation through research and innovations, preferably using interdisciplinary approaches as well as partnership and collaboration involving the industry, the government, the community and non-state actors for the purpose of enhancing relevance and effectiveness. This is largely because technological innovations and commercialization are now occurring faster and at a smaller and affordable scale outside the universities than in the past.

Technological: The world is experiencing rapid innovations and technological advancement especially in the information and communication sector. Information and Communication Technology (ICT) has changed the way people and institutions function. In recent years, rapid advances in information and communication technologies has not been important in the fourth industrial revolution but has also been transforming systems of production, management and governance and has been driving convergence in almost every industry. This has been associated with the convergence at a very high speed of the *physical* (autonomous vehicles, advanced robotics, 3-D printing and new materials), *biological* (biological and genetic engineering, Nano-technologies) and *digital* (Internet of Things, Artificial Intelligence) impacting on economies, businesses, governments, countries, society and individuals. These developments are changing the nature and future jobs for graduates, future of manufacturing, augmentation of human roles,³ government business, citizens' participation as well as delivery of university education.

Digital technologies are bound to transform the way in which university education is delivered, supported and accessed. Convergence is a threat to universities from new comers with disruptive university education delivery models. For example, massive open online courses (MOOCs), corporate open online courses (COOCs) and small private online courses (SPOCs) are some of the typical developments in the delivery of university education reaching more students with more flexibility and convenience. Online delivery could be the delivery modes of the future as not only they can reach many students but they can also bring flexibility in the delivery, for example during the pandemics. Convergence also provides an opportunity for collaboration on research and development, curriculum development and industry work force requirements.

In managing these developments, the government has installed a National ICT Broad Band infrastructure covering the whole country and connecting to the international broad band infrastructure, which has in turn improved broadband connectivity. Apart from reducing the *digital divide* gap and deploying ICT in various sectors, this development has facilitated the use of ICT in teaching and learning in universities, in line with the emphasis in Higher Education

³ For example, robotics and artificial intelligence are taking over routine and repetitive programmable human tasks.

Development Programme of using ICT in teaching and learning, research and communication in higher learning institutions. This call for the acquisition of modern ICT hardware and software to keep abreast with these technological developments. The efforts of providing digital platforms of teaching, learning, research and outreach should be strengthened which could involve integrating (available) technologies, digitizing contents, developing university management information systems as well as online and digital deliveries.

Environmental: Tanzania recognizes the value of her environmental resources, and appreciates the fact that degradation of these resources can adversely affect productivity and increase poverty levels in the country. As national and reputable institution, SUA is obliged to address environmental management and conservation concerns at the institutional and national levels. The current trend and experience in the climate change effects in agriculture and the requirements for the reduction of greenhouse gases provide a good opportunity for SUA to develop innovative climate resilience strategies for producers, processors as well as consumers. Building resilience to climatic shocks such as floods, draughts and other shocks related to pests and diseases outbreaks, climate smart agriculture for example could be an area in which the university can build requisite capacity and excellence. With the support of the Vice President's Office, hosts a National Carbon Monitoring Centre. The National Carbon Monitoring Centre (NCCMC) at SUA is a key stakeholder in environmental related issues apart from advising the Government and other stakeholders on matters related to climate change. The Centre has contributed immensely to knowledge and strategies to address the world carbon challenges.

Legal: Prior to its establishment as a fully-fledged University in July 1984, Sokoine University of Agriculture was a Faculty of Agriculture, Forestry and Veterinary Science of the University of Dar es Salaam. In 2005, the Universities Act No 7 repealed Act No 6 of 1984 that had established the Sokoine University of Agriculture, which again replaced by Sokoine University of Agriculture (SUA) Charter, 2007. SUA is a fully-fledged University accredited by the Tanzania Commission for Universities (TCU). Through accreditation, TCU provides quality assurance services, coordination and rationalization of training programmes, and promotes cooperation among universities in the country. Besides this legal framework, the University is also guided by a number of education, training and research policies that provide a coherent philosophy for the development and management of education and research in Tanzania.

Competition for students: In the contemporary world, universities have remained institutions in which groups of scholars contribute to the world's knowledge and pass it on through teaching and exchange of ideas with the wider community. In the endeavour of providing university education to an increasing population of school goers, countries around the globe, including Tanzania, strive to establish more universities and colleges. Of late, Tanzania has more than 50 universities and colleges offering different degree and non-degree programmes in an attempt of satisfying an ever increasing demand for higher education while generating revenue to complement other sources of funding. Over the years, the need of generating more revenues has increased as government funding or other traditional sources of funding have been declining. Over the past 30 years, SUA was the sole University offering programmes in agriculture and allied sciences in the country.

Recently, the existing and emerging Universities (both public and private) have established Colleges of Agriculture and Natural Resources offering similar programmes. It is very likely that in the near future, SUA will face stiff competition during admission. This threatens the realization of the strategic objectives and especially the Strategic Objective that aims to “Increase Students Enrolment and Improve Quality of Graduates.”

Thus, the University must position itself to face this reality while striving to innovate, to attract different types of students using a range of delivery methods and improve the teaching and learning environment. This may include improving the quality of programmes offered and increasing lecture theatres/rooms, accommodation premises, cafeteria, study rooms, library and recreational facilities. In general, SUA must strive to sustain excellence in teaching, learning, and research and in enhancing employability of graduates in the world of changing opportunities, nature and future of jobs if the University has to remain competitive.

2.4.3 Stakeholders’ analysis

SUA stakeholders are those who have interest in or are directly or indirectly affected by the operations of the University. The major stakeholders include; the government and policy makers, students, staff, Council members, employers, higher learning and collaborative institutions, regulatory bodies and authorities, development partners, professional boards, alumni, agricultural processors and industries, financial institutions, parents, suppliers, neighbouring local communities as provided in Table 2.1.

Table 2.1 Stakeholders Analysis

No.	Stakeholder	Opportunities	Challenges	Proposed Action	Interest/Expectations
1	Government and policy makers	<ul style="list-style-type: none"> • Provision of policy and legal frameworks • Funding University development projects, personal emoluments, education loans/grants for students • Programmes based on national development frameworks • Staff employment • Political stability 	<ul style="list-style-type: none"> • Change in government policies and frameworks • Declining budgetary allocations • Staff Recruitment lagging well behind efficient and effective levels 	<ul style="list-style-type: none"> • Customization to changes in government policies and legal frameworks • Diversification of revenue sources; internally and externally • Capacity building through training and research. • Investment in infrastructure, technology and human capital. • Dialogues and advocacy • Explore best alternatives 	<ul style="list-style-type: none"> • Production and contribution to human resources needs in agriculture sector and other allied sectors in the country • Technical support and advice • Institutional sustainability • Policy briefs, policy development and formulation • Minimum drop-outs • Optimal use of resources • Adherence to policies and procedures • Graduates who are employable or can employ themselves • Smooth learning process • Innovativeness in expansion of intakes and self-financing • Accountability and transparency
2	Students	<ul style="list-style-type: none"> • Feedback on the quality and relevance of the training programmes. • Major source of internal revenue • Ambassadors to the outside world • Relevance of SUA existence 	<ul style="list-style-type: none"> • Competitiveness amongst training institutions • Limited number of qualified students • Shrinking formal job markets 	<ul style="list-style-type: none"> • Develop demand driven and regularly review academic programmes • Improve teaching and learning environment • Conduct tracer studies • Promote self-employment and entrepreneurship skills • Device mechanisms to 	<ul style="list-style-type: none"> • Education that meets the needs of the changing labour market in terms of: <ul style="list-style-type: none"> ▪ quality programs ▪ appropriate lecturing ▪ appropriate assessment ▪ fair treatment in learning process • Conducive learning environment in terms of:

No.	Stakeholder	Opportunities	Challenges	Proposed Action	Interest/Expectations
				impart hand-on and soft skills	<ul style="list-style-type: none"> ▪ accommodation facilities ▪ reliable Security ▪ health facilities ▪ quality customer care
3	Staff / employees	<ul style="list-style-type: none"> • Self-motivated staff • Trained and experienced staff • Provision of knowledge based services 	<ul style="list-style-type: none"> • Compliance to work ethics • Retention • Succession plan • Remuneration • Unfavourable work load 	<ul style="list-style-type: none"> • Hold career development and progression • Improvement of the work environment 	<ul style="list-style-type: none"> • Good governance practices and fair treatment • Good leadership • Job security • Good remuneration and timely pay • Staff development • Good performance for SUA Students • Conducive working environment • Transparency and fair staff appraisal system
4	Employers	<ul style="list-style-type: none"> • Employment of graduates • Feedback on quality and relevance of academic programmes • Field practical training an internship • Partners in curriculum development 	<ul style="list-style-type: none"> • Limited number of potential employers of SUA graduates • Stiff competition in job market • Brand status in the community and job market. • Some programs not matching industry requirements. 	<ul style="list-style-type: none"> • Hold career fares and counselling • Regularly review and develop demand driven academic programmes. • Introduce entrepreneurial courses in degree programs where possible. • Tracer studies to generate feedback • Life-long learning(re-skilling and education-well-being) 	<ul style="list-style-type: none"> • Trust and confident graduates • Competent graduates with requisite skills and attitude • Ethical graduates • Programmes match dynamic the requirements of the industry
5	Regulatory boards	<ul style="list-style-type: none"> • Provision of legal frameworks 	<ul style="list-style-type: none"> • Changes in regulations, 	<ul style="list-style-type: none"> • Adherence and compliance to standards 	<ul style="list-style-type: none"> • Adherence and compliance to standards, procedures and

No.	Stakeholder	Opportunities	Challenges	Proposed Action	Interest/Expectations
		<ul style="list-style-type: none"> • Quality assurance • Enhance compliance, knowledge & skills 	<ul style="list-style-type: none"> guidelines and directives • Limited compliance skills • Inflexibility and lagging behind the real world 	<ul style="list-style-type: none"> and guidelines • Institutional self-assessment • Guided flexibility 	<ul style="list-style-type: none"> guidelines • Flexibility in programmes that meet industry demand
6	Higher learning and collaborative institutions	<ul style="list-style-type: none"> • Collaborative arrangements • Information sharing • Funding part of Comparative and competitive advantages 	<ul style="list-style-type: none"> • Inadequate funding • Competition for students and staff, research funds and consultancy. 	<ul style="list-style-type: none"> • Improve quality of programs, research and consultancy output. • Develop Memorandum of Understanding; • Exchange programs, • Collaborative associate research and fellowships. 	<ul style="list-style-type: none"> • Positive impact of collaboration • Supporting training, collaborative research and mentoring staff • Harmonious working • Value for money • Behave ethically
7	Development Partners	<ul style="list-style-type: none"> • Funding • Joint projects in research and business avenues • Exchange programmes • Scholarships • Capacity building 	<ul style="list-style-type: none"> • Unreliability of funding • Changes in political environment • Change in economic status • Changes in development priorities 	<ul style="list-style-type: none"> • Strengthening institutional capacity • Nurture existing and develop new partnerships • Efficient use of development partners resources • Internationalization policy and strategies 	<ul style="list-style-type: none"> • Resources deployed according to set priorities • Transparency and Accountability • Realization of Project Outputs • Program sustainability • Accountability and transparency • Comprehensive dissemination of research results
8	Professional Boards	<ul style="list-style-type: none"> • Quality assurance of academic programmes • Provision of professional ethics and practices 	<ul style="list-style-type: none"> • Changes in Professional standards and ethics • Competition from similar entities • Multiplicity of the boards 	<ul style="list-style-type: none"> • Adherence to professional standards, ethics and innovative practices • Harmonization • Guided flexibility • Develop new professional 	<ul style="list-style-type: none"> • Adherence to professional standards, ethics and innovative practices • Quality/standards upheld

No.	Stakeholder	Opportunities	Challenges	Proposed Action	Interest/Expectations
			<ul style="list-style-type: none"> • Absence/inadequacies in some professional boards 	boards	
9	Alumni	<ul style="list-style-type: none"> • Feedback on relevance and quality of programmes • Fund raising • Industrial linkage • Ambassadorial role 	<ul style="list-style-type: none"> • Locating, mobilizing and involving alumni 	<ul style="list-style-type: none"> • Database of alumni regularly updated • Organizing convocation • Inviting alumni on career days • Fund raising • Network and collaboration 	<ul style="list-style-type: none"> • A good networking and collaboration for SUA development
10	Agricultural Processors and Industries	<ul style="list-style-type: none"> • Employment of graduates • Use of SUA technologies and experts • Collaboration in programmes development 	<ul style="list-style-type: none"> • Linkages with industries/Agro-industries • Changes in industry dynamics 	<ul style="list-style-type: none"> • Promote linkages with industries • Develop flexibility(guided) • Life-long learning (re-skilling) 	<ul style="list-style-type: none"> • Trust and confident graduates • Competent graduates with requisite skills and attitude • Ethical graduates • Accurate, transparent, timely and reliable information
11.	Financial Institutions	<ul style="list-style-type: none"> • Funds and financial transactions • Employment of graduates • Loan facilities 	<ul style="list-style-type: none"> • High lending and transactions costs 	<ul style="list-style-type: none"> • Strengthen workplace savings and credit cooperatives • Create awareness on wise use of credits • Engage with financial institutions • Transparency • Clarity on costs 	<ul style="list-style-type: none"> • A good relationship • A good leadership • Quality graduates • Access opportunity for loan facilities for institutional development intervention • Encouraged bank funds and financial transactions • Funding long term projects

2.4.4 SWOC-AR analysis

Stakeholders have identified the following strengths, weaknesses, opportunities, threats, aspirations and results as presented in Table 2.2.

Table 2.2 SWOC-AR Analysis Results

Strengths	Weaknesses	Opportunities
<ul style="list-style-type: none"> • Good internal governance and administration system • Presence of qualified and competent staff • Presence of attractive academic programmes • Recognized as one of the key training and research institutions in the country • Availability of adequate arable land • Availability of good research and teaching laboratories • Team work among staff across University departments • Partnership with relevant industries and accreditation bodies • Affiliate members of higher learning associations 	<ul style="list-style-type: none"> • Staff turnover • Inadequate teaching space • Inadequate office space • Inadequate use of ICT in teaching and learning • Inadequate infrastructure for practical training • Inadequate staffing levels • Limited basic and strategic research • Low levels of community and stakeholder engagement • Inadequate funds • Inadequate competent technical staff • Lack of accredited laboratories • Low publicity and marketability of the University • Underutilized land • Lack of maintenance culture 	<ul style="list-style-type: none"> • Increased supply of potential applicants to SUA programmes • Government willingness to strengthen higher education • Collaborations with other sectors of the economy • Government willingness to strengthen the agriculture, livestock, fisheries and forests sectors • Collaboration with NGOs, farmer groups, CBOs • General support from the University Council • Collaboration with national, regional and global institutions • Potential to attract international students • Potential for expansion

Challenges/Threats	Aspirations	Results
<ul style="list-style-type: none"> • Declining government subvention/ funding • Competition from other higher learning institutions • Inadequate teaching and learning infrastructures to accommodate increasing number of qualified applicants • Changes in Government policies and regulatory frameworks • Limited source of scholarships for students • Threats of HIV/AIDS, COVID-19 and non-communicable diseases • Gender imbalance • Risks of increasing plagiarism tendencies among students due to increased dependence on internet and web resources. 	<ul style="list-style-type: none"> • Highly competitive and vibrant University in terms of teaching, research and outreach/public service • Establishment of commercial farms and enterprises for entrepreneurial incubation and research • Produce quality and competitive graduates • Forge strong strategic partnership with national, regional and global institutions • Generate sustainable income from financially and economically viable enterprises • Absence of plagiarism 	<ul style="list-style-type: none"> • Percentage increase in enrolment levels • Students graduates in time • Rate of employment (public/private/self) • Increased number of quality publications • Increased level of influence on policy • Increased multi-stakeholder engagement • Ability to attract and retain highly qualified staff • Intensified use of plagiarism software checker (TurnitIn)

From the above analysis, the key strategic issues revolve around the following:

- (i) Improve health services, and prevent, treat and control HIV/AIDS, non -communicable diseases and other public health emergencies
- (ii) Implement National Anti- Corruption Strategy and Action Plan;
- (iii) Increase students' enrolment and improve quality of graduates;
- (iv) Increase the volume and quality of research, publications and innovations;
- (v) Enhance outreach, publicity, linkages and partnerships;
- (vi) Enhance financial mobilization, management and sustainability;
- (vii) Improve teaching, research and learning environment;
- (viii) Improve management and institutional governance;
- (ix) Mainstream gender issues;

Thus, SUA strategic objectives for the 5th SUACSP (2021/22-2025/26) shall be formulated and implemented based on these nine (9) strategic issues.

CHAPTER THREE

3. THE STRATEGIC PLAN

3.1 Introduction

This chapter presents the strategic directions in terms of Vision, Mission, Core values, Strategic Objectives, Strategies to be deployed and targets of the Fifth Sokoine University of Agriculture Corporate Strategic Plan (5th SUACSP) for implementation from year 2021/22 to 2025/26. Furthermore, the chapter presents key performance indicators for verification of the level of performance and lead implementers (actors) against each target as well as the expected outcomes. Details of the Plan including the activities and budget to achieve the targets and ultimately objectives are presented in this chapter and Appendix 2.

3.1.1 Vision

Vision Statement: By 2025, SUA envisions, *“To be a leading University in the provision of quality knowledge, skills and innovations in agriculture and allied sciences*

3.1.2 Vision

Mission Statement: The Mission of the University is, *“To undertake training, research in agriculture and allied sciences and deliver highly competitive outputs that contribute to national, regional and global socio-economic development.”*

3.1.3 Core values

Development of a cohesive and binding organizational culture is a fundamental prerequisite for successful implementation of the strategic plan of an organization. The following are the core values which guide SUA’s organizational culture in attaining its vision and mission in this Plan.

- (i) *Effectiveness:* Impact oriented, striving to deliver high quality services to customers and clients according to the planned targets.
- (ii) *Efficiency:* Using resources/inputs to optimize output for any intended task within the specified time.
- (iii) *Pursuit of excellence:* Academic excellence in teaching, research and service delivery to the public as part of the academic and organizational life of the institution.
- (iv) *Creativity and innovativeness:* Curious and striving to reach out and embrace new technologies and innovative methods of doing work and contributing to socio-economic development.
- (v) *Equality and social justice:* Equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics.
- (vi) *Integrity:* In the behaviour and acting with honesty and impartiality in all transactions.
- (vii) *Transparency:* In decision-making process implementation and information sharing

(viii) *Accountability*: In carrying out the mandate and responsibilities bestowed upon SUA.

3.1.4 Strategic objectives

The overall goal of the 5th SUACSP is to enable SUA become a reputable world-class University that contributes and responsive to the broad national, regional and global development agenda. It is envisaged that significant movement towards the vision of the University in the period 2021/2022 – 2025/2026 will be achieved through the implementation of the following nine strategic objectives:

- (x) Improve health services, and prevent, treat and control HIV/AIDS, non -communicable diseases and other public health emergencies
- (xi) Implement National Anti - Corruption Strategy and Action Plan;
- (xii) Increase students' enrolment and improve quality of graduates;
- (xiii) Increase the volume and quality of research, publications and innovations;
- (xiv) Enhance outreach, publicity, linkages and partnerships;
- (xv) Enhance financial mobilization, management and sustainability;
- (xvi) Improve teaching, research and learning environment;
- (xvii) Improve management and institutional governance;
- (xviii) Mainstream gender issues;

These strategic objectives indicate major desired outcomes of the 5th SUACSP, strategies, and targets to achieve the objectives, key indicators and responsible actors as presented in Table 3.1.

Table 3.1 Corporate Strategic Plan Objectives Matrix

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
1. Improve health services, and prevent, treat and control HIV/AIDS, non-communicable diseases and other public health emergencies	1.1 Prevent and control HIV/AIDS infections to the SUA Community	1.1.1 Two (2) HIV/AIDS awareness campaigns conducted annually effective July 2021	Number of awareness campaigns conducted	Improved awareness and reduced HIV/AIDS infections	DVC-PFA, DHRA, DSS, DHCS
		1.1.2 Staff and students living with HIV/AIDS supported by June 2026	Percentage of staff and students living with HIV supported	Betterment of the staff and students health living with HIV	DVC-PFA, DHRA, DSS, DHCS
	1.2 Prevent, control and treat chronic communicable and non-communicable diseases	1.2.1 Awareness of policies, practices and support on healthy living created to more than 50% of staff and students by June 2026	Percentage of staff and student becoming aware of policies, practices and support on community good health and wellbeing	Awareness of Policy practices and available support for healthy living	DVC-PFA, DHRA, DSS, DHCS
		1.2.2 At least two (2) awareness campaigns for non-communicable diseases	Number of awareness campaigns conducted	Improved awareness on non-communicable diseases	DVC-PFA, DHRA, DSS, DHCS

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		conducted annually effective July 2021			
		1.2.3 Screening services for communicable diseases provided annually to at least 30% of SUA staff and students effective July 2021	Percentage of relevant people in the SUA community screened	Better management of communicable diseases	DVC-PFA, DHRA, DSS, DHCS
		1.2.4 At least 30% of SUA staff and students diagnosed with chronic conditions related to non-communicable diseases supported annually effective July 2022	Percentage of people supported	Betterment of health of staff and students	DVC-PFA, DHRA, DSS, DHCS
		1.2.5 At least two (2) awareness campaigns on communicable diseases (e.g. Hepatitis) conducted annually effective July 2022	Number of awareness campaigns conducted	Improved awareness of staff and students on communicable diseases	DVC-PFA, DHRA, DSS, DHCS
		1.2.6 At least 30% of SUA staff and students diagnosed with chronic conditions related to communicable diseases supported annually effective July 2022	Percentage of people supported	Betterment of health of staff and students	DVC-PFA, DHRA, DSS, DHCS

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		1.2.7 Staff and students with mental disorders symptoms screened and assisted annually effective July 2021	Number of staff and students screened and assisted	Betterment of the management of mental health cases among staff and students	DVC-PFA, DHRA, DSS, DHCS
	1.3 Manage public health emergencies	1.3.1 Awareness campaigns on public health emergencies for at least 70% of staff and students conducted regularly effective July 2021	Number of customized public health emergencies strategy documents generated	Improved health of students and staff	DVC-PFA, DHRA, DSS, DHCS
		1.3.2 Medical and non-medical interventions on public health emergencies deployed annually effective July 2021	Number of interventions deployed	Betterment of health of staff and students	DVC-PFA, DHRA, DSS, DHCS
2. Implement National Anti-Corruption Strategy and Action Plan	2.1 Ensure effectiveness, transparency and accountability in service delivery and implementation of	1.3.3 At least two (2) awareness campaigns on integrity and the fight against corruption to staff and students held annually effective July 2021	Number of training sessions provided to staff and students	Increased awareness on corruption and reduced likelihood of corruption	DVC-PFA, DHRA, LSU
		2.1.1 Integrity Committee strengthened effective July 2021	Committee reports generated	Increased efficiency of the Committee	DVC-PFA, DHRA, LSU

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	anti-corruption strategies	2.1.2 Integrity and corruption issues in University curricula, internal policies and procedures mainstreamed by June 2026	Number of University curricula, internal policies and procedures integrating integrity and corruption issues	Increased awareness on corruption and reduced likelihood of corruption	DVC-PFA, DHRA, LSU
		2.1.3 Partnership and collaboration with strategic stakeholders in the fight against corruption strengthened by June 2022	Number of SUA partners, collaborators and stakeholders fighting corruption	Increased support in prevention and combating corruption	DVC-PFA, DHRA, LSU
3. Increase students' enrolment and improve quality of graduates	3.1 Make SUA programmes more marketable and competitive	3.1.1 At least one tracer study conducted for all graduate clusters by June 2026	Number of graduate cluster tracer studies conducted	Improved study programmes and curricular to meet the labour market requirements	DVC-ARC, Principals, Deans Directors, QAU, HoDs
		3.1.2 One (1) students' cluster exit survey done annually effective July 2021	Students' cluster exit survey report	Improved study programmes and curricular to meet labour market requirements	DVC-ARC, Principals, Deans Directors, QAU, HoDs

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		3.1.3 At least fifty percent (50%) of programmes curricula reviewed and harmonized by June 2026	Percentage of programmes curricula reviewed and harmonized	Improved programmes offered to meet standards	DVC-ARC, DUS, Directors, Principals, Deans
		3.1.4 Course calendars for both degree and non-degree programmes developed annually effective July 2022	Number of course calendars	Improved awareness and programming of courses	DVC-ARC, Principals, Deans, DUS, DPRTC, QAU, HoDs
		3.1.5 All three University examinations sessions conducted annually effective July 2021	Number of University examination sessions	Students effectively examined and completing study programmes in time	DVC-ARC, Principals, Deans, DUS, DPRTC, QAU, HoDs
		3.1.6 Competent external examiners engaged annually effective July 2021	Number of engaged external examiners	Impartial students` performance evaluation	DVC-ARC, Principals, Deans, DUS, DPRTC, QAU, HoDs
		3.1.7 Students are imparted with practical hands on skills annually effective July 2021	FPT/TP reports	Students effectively examined	DVC-ARC, Principals, Deans, DUS, DPRTC, QAU, HoDs
		3.1.8 Two graduation ceremonies conducted annually effective July 2021	Number of graduations conducted	Qualified students awarded in time	DVC-ARC, DUS, DPRTC, Principals, Deans, Directors

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		3.1.9 Competitive and flexible postgraduate fees structure developed effective July 2021	Competitive and flexible postgraduate fees structure	More students attracted in postgraduate programmes	DVC-ARC, DPRTC,
		3.1.10 At least 5 inter-university joint degree programmes (hosted by SUA) established and promoted by June 2026	Number of joint programmes established	Increased number of students through collaboration with other universities	DVC- ARC, DUS, DPRTC
	3.2 Improve quality of products and services offered	3.2.1 University-Industry-Business-Non-State Actors collaboration strategy developed by June 2022	Collaboration strategy	Increased collaboration	DVC-ARC, DUS, DPRTC
		3.2.2 Jobs/employment opportunities of the future mapped by June 2026	Future jobs and employment opportunities mapped	Study programmes improved to meet future jobs and employment opportunities	DVC-ARC, DVC-PFA, DUS, DPRTC
	3.3 Strengthen Quality Assurance Unit	3.3.1 Quality Assurance Unit strengthened by June 2023	Number of staff recruited	Improved performance of the Unit	DVC-ARC, DVC - PFA, QAU
		3.3.2 Quality assurance assessment for at least one (1) cluster programme undertaken annually effective July 2022	Number of quality assurance assessments carried out	Improved quality of programmes in clusters	DVC-ARC, DVC - PFA, QAU

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		3.3.3 One staff capacity needs assessment conducted annually effective July 2021	Staff capacity needs assessment reports	Improved staff performance	DVC-ARC, DVC - PFA, QAU
		3.3.4 Strategic partnership with at least three (3) standards and certificates bodies or authorities established by June 2026	Number of Strategic partners and certificate bodies	Improved quality of programmes	DVC-ARC, DVC-PFA, QAU
		3.3.5 At least two (2) SUA core activities becomes ISO 21001:2018 certified by June 2026	ISO 21001:2018 Certificate(s)	Increased credibility of quality management system	DVC-ARC, DVC-PFA, QAU, DPI
		3.3.6 At least two (2) SUA laboratories become ISO/IEC 17025:2017 accredited by June 2026	Number of ISO/IEC accredited laboratories	Increased credibility of laboratories processes	DVC-ARC, DVC-PFA, QAU, DPI
	3.4 Embrace innovative teaching and learning methodologies	3.4.1 Innovative teaching and learning approaches developed effective July 2021	Number of teaching/learning approaches	Improved teaching/learning approaches	DVC-ARC, DVC-PFA, QAU
		3.4.2 Online and digital technologies cover at least 30% of teaching and learning by June 2026	Percentage of courses deployed online and digital technologies	Improved teaching methodologies	DVC-ARC, DVC-PFA, DICT, DUS, DPRTC, QAU
	3.5 Expand existing programmes and	3.5.1 Number of registered undergraduate students increased	Number of undergraduate students	Increased undergraduate degree students	DVC-ARC, DUS, Principals, Deans, HoDs

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	establish new demand driven ones	from 13,540 to at least 20,000 students by June 2026			
		3.5.2 Number of registered postgraduate students increased from 754 in July 2021 to at least 1,200 by June 2026	Number of postgraduate students	Increased postgraduate degree students	DVC-ARC, DPRTC, Principals, Deans, HoDs
		3.5.3 Framework for life-long learning and professional well-being developed by June 2024	Life-long learning framework	Reskilled graduates matching the need	DVC-ARC, DUS, DPRTC, Principals, Deans, HoDs
4. Increase the volume and quality of research, publications and innovations	4.1 Strengthen support systems to enable staff, students and other scholars to effectively undertake research	4.1.1 Research and publications management improved by June 2026	Reviewed research policy, regulations and guidelines	Improved research and publication management system	DVC-ARC, DPRTC
		4.1.2 At least two (2) new research programmes developed and funded annually effective July 2022	Number of newly funded research programmes	Increased newly funded research programs	DVC-ARC, DPRTC, Directors, Principals, Deans, HoDs
		4.1.3 At least forty (40) new research projects developed and funded annually effective July 2021	Number of newly funded research projects	Increased number of newly funded research projects	DVC-ARC, DPRTC, Directors, Principals, Deans, HoDs
		4.1.4 At least two (2) new Professorial Research Chairs established by June 2026	Number of Professorial Research Chairs	Expanded thematic research areas	DVC-ARC, DPRTC

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		4.1.5 SUA Research and Innovation Hub developed by June 2026	Guidelines for operationalization of Research and Innovations Hub	Functional Research and Innovation Hub	DVC-ARC, DPRTC
		4.1.6 At least three hundred (300) SUA researchers participate and present at least one hundred (100) papers in scientific conference annually effective July 2021	Number of researchers participated in scientific conference	Visibility of SUA improved Shared research results	DVC-ARC, DPRTC, Directors, Principals, Deans, HoDs
		4.1.7 SUA is ranked among 30 best University in Africa by June 2026	University ranking	Improved credibility and visibility	DVC-ARC, DPRTC, ICE, SNAL, DICT
		4.1.8 At least three (3) laboratories are upgraded to ensure quality teaching and research by June 2026	Number of upgraded laboratories	Improved laboratories for research activities	DVC-ARC, DVC-PFA, DPRTC, DIPM
		4.1.9 Research and Training assets procured and properly maintained effective July 2021	Procured research and training assets in place	Improved research working facilities/environment	DVC ARC, DVC-PFA, DPRTC, PMU,
		4.2.1 At least ten (10) books involving SUA staff published by June 2026	Number of books published	Visibility of SUA and Knowledge dissemination	DVC-ARC, DPRTC, Directors, Principals, Deans

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	4.2 Strengthen knowledge transfer pathways	4.2.2 At least four (4) innovative, efficient and effective knowledge transfer approaches developed and operationalized by June 2024	Number of innovations, technologies and best practices recognized and documented	Enhanced access and commercialization of SUA based innovations, technologies and best practices	DVC-ARC , DPRTC, ICE
	4.3 Strengthen University - industry research partnership	4.3.1 At 15 University-industry research partnership established by June 2026	Number of patented/ registered innovations	Protected and commercial SUA based innovations	DVC-ARC, DPRTC, ICE
	4.4 Develop and support indigenous knowledge research	4.4.1 At least two (2) strategic indigenous knowledge research undertaken annually effective July 2023	Number of indigenous research carried out	Knowledge dissemination	DVC-ARC, DPRTC
5. Enhance outreach, publicity, linkages and partnerships	5.1 Strengthen ICE to coordinate outreach activities	5.1.1 Innovative mechanism of coordinating outreach activities developed effective July 2021	Innovative outreach coordinating mechanisms identified and adapted	Improved coordination of outreach activities	DVC-ARC, DVC-PFA, ICE, DPRTC
	5.2 Enhance access to outreach services	5.2.1 Outreach services accessed by at least 1,000,000 beneficiaries by June 2026	Number of Outreach beneficiaries	Knowledge disseminated	DVC-ARC, DVC-PFA, ICE, DPRTC

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	5.3 Strengthen documentation, validation and packaging of technologies emanating from research	5.3.1 Guidelines for documentation, validation and packaging of SUA-based technologies completed and operationalized by June 2023	Guidelines for documentation, validation and packaging of SUA research output	Improved documentation management and access to research output	DVC-ARC, DPRTC, ICE
	5.4 Enhance marketing and publicity of SUA	5.4.1 Marketing and publicity at national and international levels improved effective July 2021	Marketing and publicity level improved	Improved conduct of marketing and publicity	DVC-ARC, DVC-PFA, ICE, DPRTC, CMU
		5.4.2 Policy engagement and participation in dialogue strengthened effective by July 2021	Number of Policy engagement and dialogues accomplished	Improved visibility	DVC-ARC, DVC-PFA, ICE, DPRTC, CMU
	5.5 Improve corporate social responsibility (CSR) to the community	5.5.1 Corporate social responsibility (CSR) and services improved by June 2026	CSR policy and guidelines	Improved conduct of CSR engagement	DVC-PFA, CMU, DPI
	5.6 Improve partnerships and linkages with	5.6.1 At least twenty (20) new strategic partnerships established by June 2026	Number of new strategic partners	Increased number of strategic partners	DVC-ARC, DVC-PFA, DPRTC, LSU, CMU

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	industry and other stakeholders	5.6.2 At least ten (10) new international attachments, internships, exchange programmes for SUA students and staff established by June 2026	Number of attachments, internships, exchange programmes	Enhanced hands-on skills and competences	DVC-ARC, DVC-PFA, Principals, Directors, Deans, HoDs
		5.6.3 Alumni informed, mobilized and engaged in the University strategic developmental activities by June 2026	Alumni engagement framework	Enhanced performance of the University	DVC- ARC, DPRTC, DUS, CMU
		5.6.4 At least two (2) students professional associations strengthened by June 2023	Number of students' professionals associations strengthened	Enhanced performance of students associations	DVC-ARC, DVC-PFA, DSS, DUS, DPRTC
6. Enhance financial mobilization, management and sustainability	6.1 Develop resource mobilization framework	6.1.1 Financial resource mobilization strategy developed and operationalized by June 2022	Financial resource mobilization strategy developed	Rationalized financial resources mobilization	DVC-PFA, DPI, DF
	6.2 Strengthen Public - Private	6.2.1 At least two (2) public private investment related	Number of Public-Private-	Improved conduct of public-partnerships	DVC-ARC, DVC-PFA, DPRTC, DF, DPI

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	investment related Partnership	partnerships developed by June 2026	Partnership developed		
		6.2.2 Intellectual Property and Enterprise Development (IPED) facility for commercialization of IP products established and operationalized by June 2026	IPED facility established and made operational	Improved efficiency	DVC-ARC, DVC-PFA, DPRTC, DF, DPI
	6.3 Attract more funding from Development Partners	6.3.1 At least five (5) strategic programmes proposals developed and submitted to international development partners for funding by June 2026	Number of proposals for strategic programmes developed	Improved areas of engagement	DVC- ARC, Principals DVC-PFA, DPRTC, DF, DPI
	6.4 Attract funding from financial institutions	6.4.1 At least two (2) bankable projects proposals developed and funded by June 2026	Number of bankable projects funded	Funds for development projects accessed from financial institutions	DVC-PFA, DPI, LSU,
		6.4.2 At least two (2) private developers engaged by June 2026	Number of private developers engaged	Expanded University Estates	DVC-PFA, DPI, DEW, LSU
	6.5 Improve and expand sources of internally generated income	6.5.1 Contribution of internally generated funds to the University budget increased by thirty percent (30%) by June 2026	Percentage of internally generated funds to SUA annual budget increased	Increased internal revenues	DVC-PFA, DPI, DF, IGUs

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		6.5.2 At least 10 new innovative income generation ideas developed by June 2026	Number of new innovative income generation ideas	Catalogue of new income generation ideas	DVC-PFA, DPRTC, DPI, DF, IGUs
	6.6 Improve financial management system	6.6.1 At least 90% of financial transactions are done electronically by June 2026	Percentage of electronic transactions	Improved financial systems	DVC-PFA, DF, DPI
	6.7 Institute cost cutting measures	6.7.1 Utility bills reducing measures instituted by June 2023	Cost reducing measures	Reduced running cost	DVC-PFA, DPRTC, DPI, DF, IGUs, PMU
		6.7.2 Transport and office supplies costs reduction measures instituted by June 2022	Number of transport and office supplies costs reducing measures	Controlled and reduced transport and office supplies cost	DVC-PFA, DPRTC, DPI, DF, PMU
7. Improve teaching, research and learning environment	7.1 Develop, review and operationalize the Master Plan	7.1.1 University Master Plans reviewed and operationalized by June 2023	Reviewed and operationalized Master Plan	Updated University development road map	DVC-PFA, DPI, DEW, LSU
	7.2 Expand infrastructure capacity	7.2.1 Capacity of teaching facilities increased by 8,000 seats by June 2026	Number of new seats in teaching venues	Expanded seating capacity in teaching venues	DVC-ARC, DVC-PFA, DPI, DEW, DF, PMU, PRTC, DUS, QAU

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		7.2.2 Capacity of laboratories and workshops increased 1,500 seats by June 2026	Additional space	Expanded capacity of workshop and practical training	DVC-ARC, DVC-PFA, DPI, DEW, DF, PMU, PRTC, DUS, QAU
		7.2.3 Outdoor students' reading and studying spaces increased by 1,000 by June 2026	New seating capacity of outdoor studying spaces	Increased outdoor reading spaces	DVC-ARC, DVC-PFA, DPI, DEW, DF, PMU, PRTC, DUS, QAU
		7.2.4 Students' accommodation capacity increased by at least 2,000 students by June 2026	Number of newly accommodated students	Increased accommodation spaces to Undergraduate students	DVC-PFA, DPI, DEW, SUAHAB, PMU
		7.2.5 Students and staff Services facilities established by June 2026	Student and staff Services facilities	Improved services to students	DVC-PFA, DPI, DEW, SUAHAB, PMU, DSS
		7.2.6 At least four hundred (400) staff offices space created and furnished by June 2026	Number of staff office spaces	Increased office spaces to staff	DVC-PFA, DPI, DEW, DHRA
		7.2.7 A library with the capacity of serving at least 2,000 users at a time developed and operationalizes by June 2026	Library with capacity of serving 2000 people	Increased access to Library services	DVC- ARC, DVC-PFA, SNAL, DPI, DEW

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		7.2.8 At least five (5) km of internal roads upgraded to tarmac level by June 2026	Km of internal roads upgraded to tarmac level	Improved road networks within campuses	DVC-PFA, DPI, DEW
		7.2.9 Sports and Games facilities improved by June 2026	Number of sports and games facilities improved	Improved access to sports and games facilities	DVC-PFA, SGD, DPI, DEW,
		7.2.10 ICT building constructed and equipped by June 2026	ICT building constructed and equipped	Improved ICT services	DVC-ARC, DVC-PFA, DPI, DICT, DEW, QAU
		7.2.11 At least fifteen (15) staff houses constructed by June 2026	Number of staff houses constructed	Increased number of houses to staff	DVC-PFA, DPI, SUAHAAB, DEW
	7.3 Rehabilitate and undertake regular and periodic maintenance of the landed infrastructure	7.3.1 Eight five (85) percent of the existing buildings are rehabilitated by June 2026	Percentage of serviceable buildings	Improved infrastructures	DVC-PFA, DPI, DEW
	7.4 Rehabilitate and undertake regular and periodic maintenance of the	7.4.1 Plants and equipment rehabilitated and maintained effective July 2021	Percentage of maintained plants and equipment	Serviceable plants and equipment	DVC-PFA, DPI, SET,

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	plants and equipment				
	7.5 Improve availability and reliability of utilities and services	7.5.1 Power backup facilities installed in at least 15 strategic locations by June 2026	Number of power backups	Reliable power supply	DVC-PFA, DEW
		7.5.2 Water supply reaches 90% by June 2026	Percentage of water supply	Improved access to clean water supply	DVC-PFA, DEW
		7.5.3 Security system strengthened by June 2026	Number of security systems	Improved security	DVC-PFA, DICT, DEW, SSD
		7.5.4 Requisite office equipment and materials procured effective July 2021	Number of new initiatives	Improved working environment	DVC-PFA, PMU, DHRA, DF
		7.5.5 Staff and students Awareness on policies, practice and support on occupational health and wellbeing created effective July 2021	Percentage of staff and students aware of occupational safety and health matters	Increased awareness of staff on occupation safety	DVC-PFA, DHCS, DHRA,
	7.6 Improve ICT infrastructure and services	7.6.1 Administration, teaching, research and learning infrastructure are more than 90% ICT enabled by June 2024	Percentage of ICT enabled administration, teaching, research and learning infrastructure	Improved ICT service	DVC ARC, DVC-PFA, DPRTC, DPI, DICT, DEW, DUS, QAB

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		7.6.2 Management information systems harmonized and integrated by June 2023	Percentage of management information systems harmonized and integrated	Improved efficiency	DVC –ARC, DVC-PFA, DF, PMU, DPI, DICT
	7.7 Strengthen environmental management	7.7.1 Environmental management strengthened effective July 2021	Carbon foot print Reduction Strategy	Enhanced green environment	DVC-ARC, DVC-PFA, DEW, NCMC, SUA HAB
		7.7.2 Tree planting increased by at least 200% by June 2026	Percentage increase in tree planted	Enhanced green environment and increased internally generated income	DVC-ARC, DVC-PFA, DEW, CFWT, NCMC
	7.8 Improve library and information services	7.8.1 At least (80%) of library materials accessible by June 2026	Percentage acquired relevant library materials.	Increased accessibility of information resources	DVC-ARC, DVC-PFA, SNAL, DICT, QAU
		7.8.2 Five (5) collaborations between SNAL and other libraries in the country established by June 2026	Number of collaborations	Improved library service delivery	DVC-PFA, DVC-ARC, SNAL, DICT, LSU
	7.9 Improve SUA Health	7.9.1 Diagnostic and treatment facility constructed and equipped by June 2026	Diagnostics and treatment facility	Improved health service delivery	DVC-PFA, DHCS, DEW, DPI

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	Services and wellbeing	7.9.2 Maternity ward constructed and equipped by June 2023	Maternity ward	Improved maternal health service delivery	DVC-PFA, DHCS, DEW, DPI
		7.9.3 Health emergency and non-emergency transport services improved by June 2026	Improved transport services	Improved health service delivery	DVC-PFA, DHCS, DEW
8. Improve management and institutional governance	8.1 Complete the University restructuring process strengthen management	8.1.1 Restructuring of all units completed and operationalized by December 2021	Formalization of documents and operationalization of the Units	Improved efficiency	DVC-ARC, DVC-PFA, DHRA, LSU
	8.2 Strengthen human resource management	8.2.1 Human resource management system strengthened by June 2026	Approved human resource policy	Enhanced human resource management	DVC-PFA, DHRA
		8.2.2 Capacity building for staff conducted annually effective July, 2021	Number of Staff/trainings conducted	Enhanced performance	DVC-PFA, DHRA
		8.2.3 Governance system at all administrative levels strengthened effective July 2021	Statutory decision making meetings	Enhanced institutional governance	DVC-PFA, DHRA
		8.2.4 Staff counselling services strengthened by June 2026	Staff Counseling Unit established Number of staff Counselling	Improved performance	DVC-PFA, DHRA, DHCS

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	8.3 Strengthen management and leadership skills	8.3.1 Training to enhance leadership skills at the beginning of tenure conducted effective July 2021	Number of trainings conducted	Improved performance	DVC-ARC, DVC-PFA, DHRA, LSU
		8.3.2 One leadership self-reflection meeting conducted annually effective July 2021	Number of leadership self-reflection meetings	Improved performance	DVC-ARC, DVC-PFA, DHRA
	8.4 Strengthen performance management systems and delivery of quality services	8.4.1 All staff assessed using OPRAS annually effective July, 2021	Number of staff assessed	Improved performance Transparency in staff assessment	DVC-ARC, DVC-PFA, DHRA
		8.4.2 Management and administrative services delivery strengthened effective July 2021	Client Service Charter and standard operating procedures operationalized Staff remunerated	Improved service delivery	DVC-ARC, DVC-PFA, DHRA
		8.4.3 Performance-based motivation and incentive packages improved effective July 2021	Number of staff motivated and incentivized	Improved performance	DVC-ARC, DVC-PFA, DHRA, DPRTC

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
		8.4.4 University Archive Policy and Guidelines developed and operationalized by June 2026	Archive Policy and Guidelines	Improved storage of archived material	DVC-ARC, DVC-PFA, DHRA,
		8.4.5 Sports management and administration strengthened effective July 2021	Sport committee in place and functional	Improve sports performance	DVC ARC, DVC-PFA, SGD, DHRA, DSS
	8.5 Strengthen strategic planning and management system	8.5.1 Strategic Plan operationalized effective July 2021	CSP progress reports	Improved University performance	DVC -ARC, DVC-PFA, DPI
		8.5.2 Monitoring and Evaluation (M&E) system strengthened effective July 2021	M and E Framework in Place, CSPICC	Improved University performance	DVC -ARC, DVC-PFA, DPI
	8.6 Strengthen risk management system	8.6.1 University wide risks identified and mitigation strategies developed effective July 2021	Risk Register	University business continuity	DVC -ARC, DVC-PFA, CIA, DPI
	9. Mainstream gender issues	18.1 Strengthen institutional gender coordination capacity	18.1.1 Gender Unit strengthened effective July 2021	Gender Unit	Gender parity

Strategic Objective	Strategies	Targets	Performance Indicators	Service Output	Responsible Office
	18.2 Enhance gender mainstreaming processes in all SUA programmes and activities	18.2.1 Gender issues mainstreamed in all programmes and activities effective July 2021	Number of gender mainstreamed programmes	Gender parity	DVC-ARC, DVC-PFA, DPRTC, DUS, GPIC
	18.3 Promote gender equity in student's enrolment and staff recruitment	18.3.1 Proportion of female students enrolled reach at least 35% by June 2026	Percentage of female enrolled	Gender Parity	DVC-ARC, DVC-PFA, DPRTC, DUS, GPIC
		18.3.2 Proportion of female staff recruited and retained constitute at least 35% of staff by June 2026	Percentage of female recruited	Gender Parity	DVC-ARC, DVC-PFA, DPRTC, DUS, GPIC, DHRA
	18.4 Promote an inclusive working and learning environment	18.4.1 An inclusive working and learning environment improved effective July 2021	Strategy of supporting people with special needs in place	Improved working and learning environment	DVC-ARC, DVC-PFA, DPRTC, DUS, GPIC, DEW, DPI, DHRA, DSS

CHAPTER FOUR

4. IMPLEMENTATION, MONITORING AND EVALUATION

4.1 Implementation

The 5th SUACSP will be implemented through participatory approaches. After the approval by the University Council, the document will be cascaded to different University units (Colleges, Schools, Institutes, Directorates, Centres, Departments and other administrative units) to enable them prepare their respective annual plans and budgets.

Given the implementation dynamics that are bound to happen overtime due to changing circumstances the targets will be categorized into critical, high priority and medium priority. Critical targets are those, which are essential for the successful implementation of respective strategic objectives. The activities planned for these targets will be initiated as soon as possible, within one year of the endorsement of the SUACSP. High priority targets are those, which are essential to the successful implementation of the plan and should also be initiated as soon as possible. In many cases, their implementation is contingent upon prior actions being undertaken. Medium priority targets are those, which are deemed to be of value but are only complementary in ensuring a successful implementation of the Plan.

Based on the annual plans and budgets, individual staff performance plans linked to the Open Performance Review and Appraisal System (OPRAS) will be developed at the Unit level. Following the approval of the 5th SUACSP, effective 2021/22, annual budget allocations to all University units will be guided by the SUACSP Implementation Plans and Budgets.

4.2 Coordination Framework

There will be a University-wide Corporate Strategic Plan Implementation Coordination Committee (CSPICC). The Committee shall be chaired by the Deputy Vice Chancellor – Planning, Finance and Administration and the Directorate of Planning and Investment will serve as the Secretariat to the Committee. Similarly, key University units shall establish Strategic Plan Implementation Sub-committees. The Directorate of Planning and Investment (DPI) will coordinate and offer the relevant technical support to all University units on matters related to the preparation of Unit level strategic plans, work plans and budgets.

4.3 Resource Mobilization

Effective implementation of the SUACSP will depend upon various sources of funding including government subventions, grants and internally generated funds, development partners as well as the private sectors There shall be University-wide resource mobilization strategy to enhance income generation. The strategy will be cascaded to the University units to enable them prepare their respective resource mobilization plans.

4.4 Monitoring, Evaluation and Reporting

4.4.1 Monitoring

Monitoring, evaluation and reporting framework presented herein will assist in tracking and evaluating implementation and results of the Plan. This framework consists of envisaged results, monitoring plan, periodic reviews, evaluation and reporting plan.

The monitoring process for the SUACSP will entail the preparation of detailed annual operational plan and budgets showing targets and reporting the extent to which the operational plan have been accomplished using a template to be developed. Monitoring reports will be prepared at all Units levels (Department, Centre, Institute, Directorate, School, College and University) as prescribed by the monitoring and evaluation framework.

At the end of each financial year, SUA in collaboration with key stakeholders will undertake annual reviews of the SUACSP in order to keep themselves abreast with the progress and overall performance of the SUACSP. These participatory annual reviews will provide the basis for the formulation of the next annual work plans and budgets. As one of its functions, the CSPICC will oversee and provide guidelines for conducting annual reviews to all University units.

4.4.2 Evaluation

The aim of evaluation is to determine the relevance and fulfilment of the objectives, development efficiency, effectiveness, impact and sustainability. Evaluation will provide evidence as to why targets and outcomes have or have not been achieved.

There will be two types of evaluation of the SUACSP: The first evaluation will be done after two and half years (mid-term review-MTR) using internal evaluators. At the end of the five-year period, both internal and external evaluations will be undertaken. Each of these evaluations will be followed by a stakeholders' workshop. Prior to the external evaluation, the internal evaluation will provide opinion on the progress of the implementation of the SUACSP, on whose basis the external evaluation would wish to validate. Based on the evaluation, the University will be able to establish the status of the achievement of targets and outcomes. This will inform and guide subsequent strategic planning processes.

4.4.3 Reporting and documentation

Reporting and documentation are important aspects of participatory monitoring and evaluation (PME) and the overall knowledge management. A regular reporting system shall be designed and instituted to provide information to those involved in the analysis and evaluation of the data and to other key stakeholders. The CSPICC and the Directorate of Planning and Investment shall focus on how to prepare quality performance reports (i.e. Bi-annual and Annual Performance Reports as well as MTR and Final SUACSP Evaluation Reports). The

CSPICC and the DPI in particular will strive to use formal and informal mechanisms of sharing and disseminating important information coming from these reports to key stakeholders.

4.5 Assumptions

The major assumptions and risks in the implementation of the SUACSP are presented hereunder. These aspects will need close monitoring and timely response by SUA management where possible and as appropriate:

- (i) Availability of adequate human, financial and infrastructural resources to implement the planned activities.
- (ii) Stakeholders continue to support and respond effectively to the needs of 5th SUACSP during the implementation. This includes availing accurate information as per the implementation plan.
- (iii) Retention of competent and motivated staff for smooth implementation.
- (iv) Existence of an effective monitoring and evaluation system, which is accompanied by systematic and efficient information sharing mechanisms.
- (v) Prevalence of peace and tranquillity at the University.

CHAPTER FIVE

5. INDICATIVE BUDGET AND FINANCING STRATEGY

5.1 Indicative Budget

In implementation of the 5th SUA Corporate Strategic Plan, the University requires an estimated budget of **TZS 567.504 billion** spread over five years with an average of **TZS 113.50 billion** per year (Table 5.1). The estimated average annual budget is slightly higher than the SUA budget for the past three years that is, about **TZS 84.4 billion**. The difference is expected to be covered by strengthening and broadening the internal sources of income such as students' fees and other sources such as SUA commercial farm, commercial tree planting, and consultancy and private sector contributions, among others.

Table 5.1 Corporate Strategic Plan 2021/22-2022/26 Indicative Budget

SO	Strategic Objective	Indicative Budget (TZS 000,000)	Percentage %
SO1	Improve health services, fight HIV/AIDS non-communicable diseases and other public health emergencies	1,573.00	0.28
SO2	Implement National Anti-Corruption Strategy Action Plan	420.00	0.07
SO3	Increase student's enrolment and improve quality of graduates	44,538.00	7.85
SO4	Increase the volume and quality of research, publications and innovations	118,748.50	20.92
SO5	Enhance outreach, publicity, linkages and partnerships	9,484.00	1.67
SO6	Enhance financial management and sustainability	11,389.00	2.01
SO7	Improve teaching and learning environment	102,514.00	18.06
SO8	Improve management and institutional governance	277,330.00	48.87
SO9	Mainstream gender issues	1,507.40	0.27
	Total	567,503.90	100.00

Improvement of teaching and learning environment in order to attract and accommodate more students and staff will account for about 18.06% of the total budget while funds for research and innovations will account for about 20.92% of the total budget. An estimated share of 48.87% of the total budget will be used in strategic objective of improving management and institutional governance. This component comprises expenditures on personnel emoluments and development. The estimated annual cash flow budget per strategic objective is summarized in Table 5.2. The cash flow budget indicates that much of the spending will occur from year 2 to year 4. It is worth noting that, this is just an indicative budget and the actual budget is expected to vary annually depending on the annual Government budgetary allocation and University's efforts of soliciting and attracting funds from the other sources.

Table 5.2 Indicative Cash Flow Budget by Strategic Objective (TZS 000,000)

SO	Year 1	Year 2	Year 3	Year 4	Year 5	Total
SO1	205.00	356.50	333.00	338.00	340.50	1,573.00
SO2	83.00	85.00	95.00	85.00	72.00	420.00
SO3	9,005.00	11,214.00	8,944.00	7,725.00	7,650.00	44,538.00
SO4	22,695.00	25,253.00	23,690.50	23,784.00	23,326.00	118,748.50
SO5	953.00	1,777.00	2,433.00	2,328.00	1,993.00	9,484.00
SO6	1,860.00	2,995.00	3,040.00	2,184.00	1,310.00	11,389.00
SO7	18,970.00	24,749.00	23,433.00	22,584.00	12,778.00	102,514.00
SO8	46,850.00	52,315.00	58,305.00	58,970.00	60,890.00	277,330.00
SO9	300.00	330.00	280.00	300.00	297.40	1,507.40
Total	100,921.00	119,074.50	120,553.50	118,298.00	108,656.90	567,503.90

5.2 Financing Strategy

Implementation of this SUACSP will to a large extent constitute the day-to-day functions of SUA. The Plan will be funded through annual allocations of budgets and the main sources of funding are expected to be government subventions, internally generated revenue, and support from Development partners, private sector contributions and borrowing from financial institutions where appropriate. The budgetary contribution from various sources is summarized in Table 5.3.

5.2.1 Government funding

The Government will continue to be the largest contributor of funding of the University's activities. SUA expects to attract funds largely from the central government to meet the recurrent budget, personnel emoluments, research and developments. SUA also expects to continue borrowing from Tanzania Education Authority (TEA) and possibly from other institutions to fund development projects. About 48.8% of the total budget, which is expected to be covered by the government is for personal emoluments largely (staff salaries) and development.

5.2.2 Internally generated income

During the next five years (2021/22-2025/26), the University will intensify measures of increasing internally generated funds in order to improve the financing of its activities. It has been realized that the University cannot sustain itself financially by relying on government subventions and development partners funding which has shown a declining pattern in recent years. Projections show that internally generated income will constitute 30.8% of the total SUACSP implementation budget during the five years period. The main sources will be student's fees, income generation projects and project fees. In a bid to complement government development funding and enhance financial sustainability, the University envisages to set aside at least 20% of its internally generated income for the University development projects.

5.2.3 Development partners' funding

The development partners have been an important source of funding for several activities especially research and capacity building. In increasing the contribution of the development partners, Colleges, Schools, Institutes, Directorates, Centres, Departments and Units of the University will be encouraged and facilitated to prepare projects/programmes proposals to attract funding from development partners. It is expected that development partners will contribute 18.3% complementing government funding in research and development undertakings.

5.2.4 Private sector

Tanzania has a number of local private agencies with the potential of supporting SUA. However, most of the existing linkages and partnerships at SUA are with external (foreign) partners. In implementing the fifth Corporate Strategic Plan, SUA shall strive to identify potential local partners including financial institutions that are ready to provide financing and forge partnerships with them. In enhancing the contribution of the private sector and non-state actors (NSA) in financing the 5th SUACSP, Colleges, Schools, Institutes, Directorates, Centres, Departments and Units of the University will be encouraged to engage the private sector in the implementation of some of the

SUACSP activities especially those with mutual benefits. Bankable development project proposals will be developed and submitted to financial institutions for funding, especially those related to revenue generating infrastructure. The private sector and financial markets (borrowing) are expected to cover 2.1%.

5.3 Financing Structure

In the next five years, the government is expected to contribute an estimated **TZS 276.89 billion** (about 48.8% of the total budget) in the form of personal emoluments and development funds. Development partners are expected to contribute **TZS 103.62 billion** (about 18.3% of the total budget) for staff training, research, outreach activities and infrastructure development. On the other hand, the University is expected to raise **TZS 175 billion** (about 30.8% of the total budget) from its own sources towards the implementation of the Plan and **TZS 12 billion** (about 2.1% of the total budget) will be raised from financial institutions and private sectors through undertaking of joint ventures with both public and private sector as well as other non-state actors stakeholders. In summary, the financing structure is as shown in Table 5.3.

Table 5.3 Financing Contribution to the 5th SUACSP 2021/22-2025/26 (TZS 000,000)

Sources	Contribution	Percentage (%)
Government subvention	276,884.90	48.8
Internally generated income	175,000.00	30.8
Development Partners	103,619.00	18.3
Private Sector and borrowing	12,000.00	2.1
Total	567,503.90	100.0

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APPENDICES

Appendix 1 Organization and Administrative Structure

