

**ST. JOSEPH UNIVERSITY IN TANZANIA  
(SJUIT)**



**SJUIT ROLLING STRATEGIC PLAN  
(2021/22 TO 2025/26)**

**FINAL DRAFT**

**SJUIT, DAR ES SALAAM**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ARU	Ardhi University
AU	African Union
CET	College of Engineering and Technology
CHAS	College of Health and Allied Sciences
CMC	College Management Committee
CMPR	Communication, Marketing and Public Relations
COSTECH	Commission for Science and Technology
CSME	College of Science and Mathematics Education
DMI	Daughters of Mary Immaculate
DP	Director of Planning
DVC	Deputy Vice Chancellor
DVC-ARPE	Deputy Vice Chancellor for Academics, Research and Public Engagement
DVC-RMA	Deputy Vice Chancellor for Resources Management and Administration
EAMM	Estates and Assets Management & Maintenance
ESD	Education for Sustainable Development
FYDP II	Five Year Development Plan II
GDP	Gross Domestic Product
HEI	Higher Education Institution
HESLB	Higher Education Students Loan Board
HIV	Human Immunodeficiency Virus
HoD	Head of Department
HR	Human Resources
HRM	Human Resources Management
ICT	Information and Communication Technology

ICT-RC	ICT Resources Centre
IEAF	Innovation and Entrepreneurship Acceleration Facility
IPR	Intellectual Property Rights
KRA	Key Result Area
MoHCDGE	Ministry of Health, Children, Gender and the Elderly
MoU	Memorandum of Understanding
MTRSP	Medium Term Rolling Strategic Plan
NACTE	National Council for Technical Education
NHIF	National Health Insurance Fund
NM-AIST	Nelson Mandela African Institution of Science and Technology
NSGPR	National Strategies for Growth and Poverty Reduction
OUT	Open University of Tanzania
PA	Public Address
PG	Postgraduate
QAQC	Quality Assurance and Quality Control
R&D	Research and Development
RSP	Rolling Strategic Plan
SAS	Students Affairs and Services
SDG	Sustainable Development Goals
SJUCET	St. Joseph University College of Engineering and Technology
SJUCHAS	St. Joseph University College Health and Allied Sciences
SJUIT	St. Joseph University in Tanzania
SMAT	Specific, Measurable, Achievable and Time-bound
SMS	Short Messages
SPU	Special Planning Unit
SSA	Sub-Saharan Africa

SWOC	Strengths, Weaknesses, Opportunities and Challenges
TCU	Tanzania Commission for Universities
ToR	Terms of Reference
UDSM	University of Dar es Salaam
UG	Undergraduate
UIS	USA Information Service
UMB	University Management Board
VC	Vice Chancellor
WCF	Workers Compensation Fund

# **CHAPTER ONE**

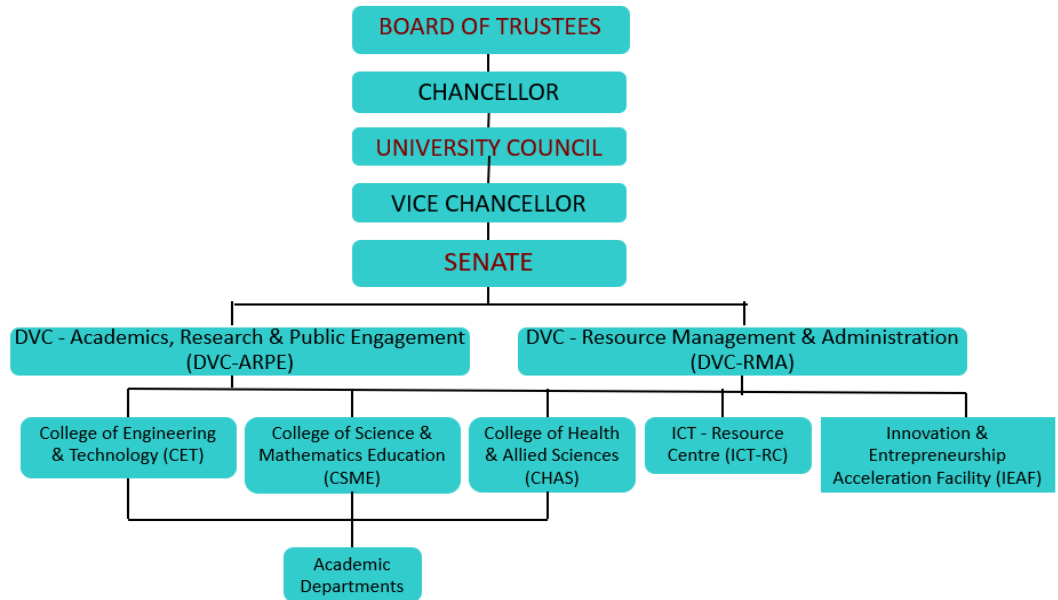
## **INTRODUCTION**

### **1.1 Historical Background**

The history of the St. Joseph University in Tanzania (SJUIT) goes back to September 2004, when it was established as the St. Joseph College of Engineering and Technology (SJCET) offering degree and diploma programmes under the National Council for Technical Education (NACTE). The College was located along Nyerere Road in Dar es Salaam city and later moved to Mbezi Luguruni within Dar es Salaam. This location is currently where the main campus of SJUIT is, as well as the College of Engineering & Technology (SJCET) and the College of Science & Mathematics Education (SJCSME).

On 14th December 2011, SJUIT was granted Registration to operate as a private University under the Tanzania Council for Universities (TCU), to provide high quality and competitive degree programmes with emphasis on Science, Engineering and Technology. Following the TCU registration, the University introduced new programmes in two areas, namely: Science & Mathematics Education in 2012 and Health & Allied Sciences in 2015. The Health & Allied Sciences programmes are offered at the St. Joseph College of Health and Allied Sciences (SJCHAS) located at Boko along Bagamoyo Road in Dar es Salaam city. Currently SJUIT runs degree, diploma and certificate programmes in Engineering, Technology, Education (Sciences & Mathematics) as well as Health and Allied Sciences.

The University was founded and is owned by the Registered Trustees of the Daughters of Mary Immaculate (DMI) and Collaborators and is being overseen by the DMI's Board of Trustees. The Organization Structure of the University is summarized in Figure 1 below.



**Figure 1: Organizational Structure of SJUIT**

## 1.2 Objectives, Functions and Core Values of SJUIT

### 1.2.1 Objectives

According to the St. Joseph University in Tanzania *draft* Charter 2017, Article (6); the objectives of the University shall be;

- a) to enhance capacity building of the people of Africa and from other parts of the world with a special reference to people of Tanzania, by offering them quality and employable education with discipline;
- b) to confer doctorates, masters, bachelor degrees and diplomas to the candidate who fulfills the obligations established by the University;
- c) to establish campus colleges, to affiliate constituent colleges, to establish distant education in Tanzania and abroad in all the related subjects;
- d) to engage in research and participatory co-operations with private other institutions or persons;



- e) to foster cooperation and participation between the students of the University, affiliated institutions, students of other Universities in the world, on Research, sharing of knowledge and training in latest methods and methodologies on all subjects especially in science;
- f) to give special emphasis on safeguarding ecology, study of global warming, atomic power, power generation and conservation programs in science and technology in general and capacity building of the people of African Nation in particular in all the above mentioned matters;
- g) preserving cultural heritages through the latest techniques and technologies and through cooperation with other parts of the world;
- h) to function as a center of excellence on academic matters, that leads to propagate the knowledge and values that is required for the well-being of humanity and Tanzanians in particular;
- i) to form an academic community of both teachers and learners as a Centre of creativity and dissemination of knowledge, in a vigorous and critical manner, for the promotion, protection and advancement of human dignity and human values;
- j) to advance, expand, transmit, enhance and preserve knowledge for the benefit of the people of Tanzania, Africa and the world in general;
- k) to conduct research in basic science areas, to eradicate poverty and to provide opportunities for a decent and self-sustainable living of the people of Africa in general and Tanzanians in particular;
- l) to promote respect for learning among various disciplines and the pursuit of knowledge and truth, and to promote progressive and responsible application of knowledge, science and technology toward a sustainable development of the world for the benefit of mankind in the present and the coming generations;
- m) to promote a center of excellence to bring technology close to the common man;
- n) to contribute towards the satisfaction of the demand for experts by society in various fields of humanities, science and technology by preparing competent and well qualified intellectuals of high academic and moral integrity;
- o) to provide University education and higher learning to the younger generations of the international community in general and of Tanzania in particular and avail an avenue of

social mobility to all able persons who might otherwise not be selected for public University;

- p) to empower students by providing them with opportunities to enhance the formation of their fundamental capabilities and by assisting them to think critically and to enable them as well to be skillful in communication and in methods of inquiry;
- q) to encourage the marginalized class, especially the women to take up studies in higher education and thereby promote their well-being;
- r) to prepare and mold persons of integrity, devotion, and commitment, who are principled, accountable and capable of taking risks for assuming leadership roles in society in order to be able to realize the ideals of a just and fair society;
- s) to act as an example in implementation of some of the national policies, such as equal opportunity for women, ethnic minority, the poor and disabled, nurturing universal values for common culture and good standard of responsible citizenship;
- t) to be an organ of the church in its prophetic mission by reflecting on the events of life, the needs and aspirations of the people and the signs of the times, and to have the courage to speak truths which are necessary to safeguard society and to promote social justice and peace;
- u) to be an exemplary institution in quality of performance, conduct and ethics, and ensure transparency in whatever activity it undertakes;
- v) to promote an understanding of the practical applications of knowledge, including historical origin purpose and meaning of life, sense of value to life, a balance between intellectual and spiritual health, identity with African culture, and integration and tolerance of various cultures;
- w) to engage professors, teachers and other instructors capable of imparting knowledge to students in various subjects and areas of activities;
- x) to disseminate the results of the research for the common man and helping him to implement it in various fields;
- y) to be a forum for ecumenical dialogue and collaboration with other Christian denominations and to promote dialogue with other religions for mutual enrichment; and
- z) to do all other acts and things as may be necessary or conducive to attainment of the above objectives.

### 1.2.2 Functions

In order to achieve these objectives, the University's *draft* Charter, Article (7) states the following functions of the University;

- a) to provide courses leading to Bachelors, Masters, Doctorate, Diploma, certificate and other academic awards, including short term training for persons requiring remedial training in order to qualify for entry in the University;
- b) to conduct examinations and to confer degrees, diplomas, certificates and other awards, upon persons who have followed courses of study approved by the Senate, and have satisfied such other requirements as may be determined by the Senate, and/or to revoke the same for good cause;
- c) To confer honorary doctorates in accordance with such requirements as may be determined by the Senate;
- d) to provide for and pursue original research and scholarship, innovation and advancement of knowledge and consultancy at the highest level, whether on a full time or part time basis, by correspondence or extramurally, and take such other steps as maybe appear necessary and desirable for the advancement and dissemination of knowledge;
- e) to provide a center for the advancement of the knowledge and continuing education by preparing people's minds for clear and independent thinking with a view to develop their fundamental capabilities to the fullest extent;
- f) to collaborate with other institutions of higher learning, for integral development and understanding and promotion of interchange of cultures and mutual tolerance.
- g) to offer a variety of services to communities especially of the poorest or the neediest and most marginalized in society;
- h) to establish, maintain and run hospitals, diagnostic centers, dispensaries, nursing homes and other mobile medical services for the purpose of serving the patients and thereby training the students;
- i) to conduct seminars and symposiums and publish research papers, books and periodicals for the use of the students and public;

- j) to provide and maintain sports fields and other recreational facilities for its students and members of staff and generally encourage sports, a spirit of sportsmanship and healthy lifestyle among the University community;
- k) to establish or subscribe to pension and superannuation schemes for the benefit of its staffs;
- l) to organize and to provide advocacy services to the local underprivileged rural areas so as to facilitate the attainment of holistic development in the fields of social, economic, educational, agricultural and cultural areas; and
- m) To do all such acts and things as are incidental or conducive to the achievement of its objects.

### **1.2.3 Core Values**

In realizing its Vision and Mission, SJUIT constantly subscribes to the Core Values of DMI's African institutions as articulated in the *draft* Charter of the University. SJUIT has, in addition to the DMI's African institutions Core Values, its own specific Core Values. The resulting list of SJUIT's Core Values is as follows:

- (i) Integrity, intellectual honesty and ethical behavior in all endeavors
- (ii) Excellence and pursuit of the best possible performance in all tasks undertaken
- (iii) Commitment and institutional pride among staff, students and alumni
- (iv) Collaboration, partnerships and cooperation to leverage all possible synergies
- (v) Solidarity, spirit of service and empathy that result in an unselfish service
- (vi) Responsibility and sense of urgency in the face of problems and critical situations of society
- (vii) Appreciation of diversity in relation to academic life and University undertakings
- (viii) Creativity and innovation in addressing the needs, problems and challenges of the society and local industry
- (ix) Responsiveness and abhorrence of complacency in pursuit of continuous improvement

### **1.3 SJUIT's Vision and Mission**

In performing its functions, SJUIT is guided by the DMI's Vision and Mission for its African institutions. The DMI's Vision and Mission for its African institutions are as stated below:

***The Vision*** is *"To spearhead employable education in Africa and become part of its History"*

*The Mission* is “Capacity building of the children of Africa to meet the emerging challenges happening in the World, by imparting quality employable education with discipline which leads to self-enlightenment and development of the Nation”

#### **1.4 Rationale for the SJUIT Rolling Strategic Plan 2021/22–2025/26 (RSP 2021/22–2025/26)**

SJUIT needs to develop a Rolling Strategic Plan (RSP) which contains identified institutional strategic objectives, strategies and targets which are meant to enhance the University’s capacity to address the *Weaknesses and Challenges* it is facing by utilizing the available *Strengths and Opportunities*. Specifically the RSP shall promote the SJUIT’s efforts to build the necessary capacity of the University to provide high quality internationally competitive teaching and learning, research and innovation, consultancy, outreach and public services. The RSP shall also provide a framework for effective utilization of the resources of the University and serve as the leading instrument for planning, priority setting and decision making. The lessons and insights that will be gained during the preparation and implementation of this RSP will furthermore help the University develop its long term (15-20 years) Corporate Strategic Plan.

#### **1.5 Methodology Used to Develop the Strategic Plan**

The methodology used to prepare the SJUIT’s RSP was to initially form a *Special Planning Unit (SPU)* which consisted of the Director of Planning and Development as Chairman of the Unit, a Unit Secretary and one staff member appointed by each Head of Department.

After forming the Special Planning Unit, the Unit carried out reviews of various documents so as to gather as much information as possible to ensure that the RSP is in line with the global, regional, national and SJUIT’s aspirations. The documents that were reviewed included various reports of the University such as the SJUIT *draft* Charter 2017, the *draft* Medium Term Rolling Strategic Plan (MTRSP) 2017 of the St. Joseph College of Engineering and Technology, the University’s Organization Structure, the SJUIT *draft* Financial Regulations and previous budget documents. Further insights were obtained by reviewing the National Strategy for Growth and Poverty Reduction (NSGPR) 2010, the Tanzania Development Vision 2025, the National Five Years Development Plan (2016/17-2020/21), the Tanzania Education and Training Policy 2014, the Universities Act 2005, the TCU Quality Assurance General Guidelines, the TCU Strategic Plan (2016/17- 2020/21), the Nelson Mandela African Institution of Science and Technology (NM-

AIST) Corporate Strategic Plan 2013-2027, the St. Augustine University of Tanzania (SAUT) Five Years Rolling Strategic Plan 2009/10-2013/14 and the Ardhi University (ARU) Medium Term Rolling Strategic Plan 2017/18- 2019/20. At the end of these reviews, the Unit developed the Situation Analysis (Environmental scans) and the SWOC Analyses. The Unit then developed the strategic objectives, grouped these strategic objectives under the *Key Result Areas*, and developed the strategies that would realize the strategic objectives and the output targets that went into the Plan; this constituted the First Draft (Draft 1) of the RSP.

The Second Draft (Draft 2) of the RSP was then developed after preliminary consultations with the University's top Management. A Stakeholder's Workshop was then called to discuss this draft RSP for the purpose of soliciting opinions and ideas from various stakeholders from within and outside the University. These opinions were then used to prepare the Third Draft (Draft 3) of the RSP, which was submitted to the University Management Board for consideration and endorsement prior to submission to the University Council for consideration and approval.

## **1.6 Structure of the Strategic Plan Document**

Chapter One provides the background information about the history of the St. Joseph University in Tanzania, the University's objectives, functions and core values, the University's Vision and Mission, the rationale for developing this plan and the methodology used in developing this document. Chapter Two covers the internal and external environmental issues in which SJUIT operates. Chapter Three is the core of the plan and contains the Key Result Areas and corresponding strategic objectives, strategies, output targets, time frames, names of responsible officers or offices. Chapter Four deals with how the implementation of the RSP will be financed, how the progress in implementing the RSP will be monitored, evaluated and reviewed as well as the RSP's risk management strategies. Chapter Four is followed by the list of reference materials that were used to develop the RSP.

## **CHAPTER TWO**

### **SITUATION ANALYSIS**

#### **2.1 Introduction**

In order to put the SJUIT Rolling Strategic Plan (RSP) in proper context, it is necessary to consider the external and internal environments in which SJUIT operates. The external environment covers global, regional and national issues as they relate to SJUIT's operations. The internal environment covers issues within the University such as teaching and learning, research and innovation, public and outreach services, governance, infrastructure, human resources, planning, financial resources, linkages, marketing, etc. The results of the environmental scans provided one of the bases for the identification of the strategic issues to be included in the RSP. The other item which provided a basis for the identification of the strategic issues was the analyses of the Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the University's operations.

#### **2.2 Environmental Scans**

##### **2.2.1 Global environment issues**

Tanzania, as a member of the global community, has to adapt to the pace of changes brought about by globalization and ICT in order to be competitive in the region and globally. SJUIT, as one of the Higher Education Institutions (HEIs) in Tanzania, has a role to play to help the country realize the impacts of globalization and ICT and create sustainable competitive advantages to foster social and economic development.

One of the most prominent global agendas is the *Agenda 2030 on Sustainable Development Goals (SDGs)* launched in January 2015 and whose key instrument is *Education for Sustainable Development (ESD)*. The Education for Sustainable Development requires a *shift from teaching bases to learning bases*. Tanzania, as a member of the global community, has to play its roles in achieving the SDGs in Education for Sustainable Development. Specifically, SJUIT has a responsibility to play in attaining the SDGs through application of Education for Sustainable Development. *The University should therefore review its existing curricula and design its future curricula so that they shift from mainly teaching bases to mainly learning bases and thus facilitate the achievement of the Agenda 2030 in Tanzania.*

## **2.2.2 Regional environment issues**

The higher education sector in Africa, particularly in the Sub-Saharan Africa (SSA), has witnessed considerable expansion. Nevertheless, SSA still has a low growth rate in higher education enrolment of about 8% compared to the global rate of about 33%.

In view of the noted small growth rate in enrolments, the African Union (AU) instituted the “*Agenda 2063*”, which is a strategic framework for the socio-economic transformation of the continent over a period of 50 years with effect from 2013. The central aspiration of the Agenda is that Africa’s human capital will be fully developed as its most precious resource, through sustained investments in higher education, science, technology, research and innovation. This implies a need for African countries, like Tanzania, to strengthen its higher education sector; *this further suggests that SJUIT takes more initiatives to increase its students’ enrolment in support of the AU’s Agenda 2063.*

## **2.2.3 National environment issues**

### **2.2.3.1 The National economy**

In recent years the economic growth of Tanzania has been registered at the level of about 7% per annum. However, a good proportion of the Government budget is still dependent on donor support. Consequently, Government revenue that could be made available to the education sector is limited compared to the actual demands. This means that new ways of funding education must be sought. Under these circumstances, in order to meet its recurrent and capital development budgets, the SJUIT is obliged to seek for sources of funding other than students’ tuition fees.

### **2.2.3.2 Trend in higher education students’ enrolment in Tanzania**

In an effort to improve enrolment into Primary and Secondary Schools in Tanzania, the Ministry of Education established the Primary Education Development Programme (PEDP) and the Secondary Education Development Program (SEDP). More recently the Government of Tanzania has declared free Primary and Secondary School education in Tanzania. As a result of these efforts, there has been a large increase in enrolment in Secondary education. These achievements have had direct impact on the capacity of higher education to absorb or enroll the expanded outputs from lower levels. Even then, more efforts need to be made to enroll more Secondary School students



because Universities in Tanzania do not get sufficient students to fill the available capacities. It is obvious from the above that with such limited enrolment, the Universities in Tanzania will not be able to play their part in contributing to national development in providing adequate manpower and creating a nation of well-educated and learned society both in terms of quantity and quality. They shall also have a limited capacity to contribute to the realization of long-term plans such as the National Vision 2025 and the National Five-Year Development Plans. *SJUIT must therefore develop strategic plans to be competitive in attracting more students for its enrolment.*

### **2.2.3.3 Quality assurance**

Quality assurance is an important and integral aspect in higher education provision. Currently, quality assurance matters in higher education institutions are overseen by the Tanzania Commission for Universities (TCU). In this regard, it is necessary for SJUIT to comply with the TCU guidelines on quality assurance; thus, *the University has to continue developing the institutional frameworks that include instruments used in quality assurance as per TCU guidelines. The University has also to regularly monitor the implementation of the quality assurance processes and procedures that are contained in its policies.*

### **2.2.3.4 Links with society and industry**

Like other Higher Education Institutions (HEIs) in Tanzania, the core functions of SJUIT are teaching, learning, research, innovation and public service delivery. The core functions are directly and indirectly related with the society and the country at large. For SJUIT to provide relevant outputs, it is imperative to understand the current and future societal and national needs. In order to ensure mutually beneficial relations, *SJUIT ought to strategically continue and enhance professional links, networks as well as collaborations with strategic stakeholders in the industry and society.*

### **2.2.3.5 Overview of various national policies and programmes**

In Tanzania, higher and tertiary education is guided by a number of policy instruments and programmes. Some of these policies and programmes include the following:

#### **a) *The Education and Training Policy 2014***

In 2014, the Government of Tanzania (through the then Ministry of Education and Vocational Training) launched a new Education and Training Policy (*Sera Ya Elimu Na Mafunzo, 2014*) which replaced all the previous policies related to education in Tanzania. According to the Tanzania's Education and Training Policy (2014), the post-secondary education system is divided into two categories i.e. tertiary education and higher education. Tertiary education deals with semi-professional qualifications that usually offer certificate and diploma qualifications while the higher education includes Universities and University Colleges that offer various professional (degree) qualifications. *SJUIT belongs to both systems, therefore SJUIT must continue to put in place strategies and plans to implement the post-secondary education system contained in the Education and Training Policy 2014.*

***b) The National Science and Technology Policy (1996)***

The policy is geared at promoting a culture of embracing science and technology in every sector of Tanzanian society. The policy has sixteen objectives which focus on achieving this goal.

*SJUIT has an obligation to undertake activities that support realization of this policy.*

***C) The Tanzania Development Vision 2025***

The Tanzania Development Vision 2025 recognizes that the 21<sup>st</sup> century will be characterized by competition. It will be a century dominated by creating highly skilled manpower with initiatives in teaching, learning, research, innovation and public service delivery. *SJUIT should therefore continue to develop strategic plans to produce the skilled manpower that the Development Vision 2025 envisages.*

***d) The Second National Five-Year Development Plan (FYDP II)***

The FYDP-II is anchored on three pillars of transformation, namely industrialization, human development, and implementation effectiveness. This plan has two most important targets that have a bearing on education, particularly higher education. These are the followings:

- (i) Science, Technology and Innovation
- (ii) Education and Capability Development

These FYDP II targets provide an opportunity to SJUIT to facilitate the implementation of the plan by taking on board in its plans, the areas in which it can contribute to the realization of the FYDP II. *The plan therefore encourages SJUIT to expand students' enrolment in science and engineering programs, improving the working environment for its staff at all levels and improving facilities for teaching, learning, research and public service delivery.*

#### **2.2.4 The SJUIT environment issues**

In order to prepare the RSP, it was important to have insights into the internal environment (Strengths and Weaknesses) and the external environment (Opportunities and Challenges) in which it operates. The pertinent environment issues under consideration are the followings:

- (i) Academic programs;
- (ii) Teaching and learning facilities;
- (iii) Research and publications;
- (iv) Innovation and technopreneurship;
- (v) Public and outreach activities;
- (vi) Students enrolment;
- (vii) Library services;
- (viii) ICT services;
- (ix) Human resources and management;
- (x) Financial resources and management;
- (xi) Infrastructure development;
- (xii) Staff and student welfares;
- (xiii) Marketing, publicity and visibility;
- (xiv) Management and governance;
- (xv) Linkages;
- (xvi) Quality assurance; and
- (xvii) Cross-cutting issues

##### **2.2.4.1 The Key Result Areas (KRAs)**

Looking at the above SJUIT environment issues, one sees that they can be grouped into five (5) Key Result Areas (KRA) as follows;

- (a) Teaching and Learning ----(i, ii, v, vi, vii, xv, xvi);
- (b) Research and Innovation ---(iii, iv, vi, vii, xiv, xv, xvi);
- (c) Consultancy, Outreach and Public Services ----(iv, vii, iv, vi, vii, ix, xii, xiv, xv, xvi);
- (d) Operational and Working Environment ---- (vi, vii, viii, ix, x, xi, xii, xiii, xv, xvi);  
and
- (e) Resources Mobilization and Utilization ---- (iii, iv, v, vi, vii, ix, x, xii, xiii, xiv, xvi).

### **2.3 Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analyses**

In order to gather inputs for preparing the SJUIT RSP, it was necessary to conduct the internal analysis (Strengths and Weaknesses), and the external analysis (Opportunities and Challenges) of the environment in which SJUIT operates. The main Strengths, Weaknesses, Opportunities and Challenges (SWOC) of SJUIT are analyzed here under the Key Results Areas mentioned previously, as follows:

#### **2.3.1 Teaching and learning**

##### ***Strengths***

- (i) SJUIT is committed to carrying out Institutional Transformation of the University to improve teaching and learning delivery at the University;
- (ii) The University already has well designed and demand driven degree, diploma and certificate programs;
- (iii)The current curricula for the existing programs are relevant, commensurate with market needs and have been endorsed by the TCU and NACTE;
- (iv)An adequate number of facilities and infrastructures for most current teaching and learning needs are in place;
- (v) Mechanisms for Quality Assurance as per TCU guidelines are in place at SJUIT;
- (vi)The University has adequate stocks of books and periodicals for undergraduate, diploma and certificate studies related to the current programs run at SJUIT; and

- (vii) There are ICT facilities for supporting the present academic activities of staff and students at the University.
- (viii) Possibilities to start new certificate, diploma and degree programs under NACTE and TCU have been initiated at the University
- (ix) Digital edge, with modern ICT facilities and V- CAMPUS—a course management system with portals and on-line tools for administrators, academic staff, and students used to support management and administration functions.
- (x) Possibility to run programmes virtually (i.e., using through Virtual Learning tools).

### ***Weaknesses***

- (i) A small number of academic programmes are currently being run at SJUIT;
- (ii) Some of the curricula at SJUIT review and re-accreditation are overdue.
- (iii) Inadequate support from HESLB for SJUIT students—SJUIT being a private University.

### ***Opportunities***

- (i) High demand for some academic disciplines including online programs that can be run at the University;
- (ii) There is demand for evening programs in most disciplines and demand of other regular programs;
- (iii) Availability of the Higher Education Students Loan Board (HESLB) assists the expansion of students' scholarship opportunities at SJUIT;
- (iv) High demands for Science, Engineering, Technology, Health and Innovation applications in the country is a big incentive to enroll more students in the University
- (v) High potential for establishing strong collaborations with national, regional and international organizations in improving teaching, learning and innovation at SJUIT exists.

### ***Challenges***

- (i) Competition from other institutions for student's loans from HESLB needs to be assessed critically and where necessary, improvements be made;

- (ii) The catchment area for applicants for the programmes being offered at SJUIT is small. Therefore, there is increasing competition from other institutions for student's enrolment in programs similar to those offered at SJUIT; and
- (iii) For some programmes at SJUIT, the catchment area for academic staff recruitment is small. Therefore, there is increasing competition from other institutions for staff recruitment in programmes similar to those offered at SJUIT.

### **2.3.2 Research and innovation**

#### ***Strengths***

- (i) SJUIT is committed to ensure the delivery of high quality and competitive research and innovation by its staff and students;
- (ii) SJUIT already has a good number of staff members with experiences in undertaking and supervising research;
- (iii) The University has infrastructure to undertake researches in its areas of competence;
- (iv) SJUIT already has in place a Research Policy to guide research implementation, collaboration and administration at the University; and
- (v) Over the years, SJUIT undergraduates have been producing very high-quality projects that have received admirations from professional bodies and societies in the country and abroad.

#### ***Weaknesses***

- (i) The University does not yet have an Intellectual Property Rights (IPR) and Patents policy;
- (ii) SJUIT does not yet have institutional Research Agendas;
- (iii) Only a few publications by staff members are being prepared annually at SJUIT; and

- (iv) SJUIT does not yet have any postgraduate programs to support research at the University.

### ***Opportunities***

- (i) There are societal needs and problems that require solutions from SJUIT students and staff. Therefore, the University, in its areas of competence, needs to identify these societal problems and seek their solutions through research and innovation;
- (ii) Like other HEIs in Tanzania, SJUIT has opportunities to access external and collaborative sources of funds to finance researches and innovations;
- (iii) A number of forums are available to disseminate research findings;
- (iv) There is room for international and local R&D institutions and industry to collaborate with SJUIT in research if strategic efforts are made to realize this; and
- (v) Postgraduate studies in deserving departments can be started in a short time, even by affiliating with other Universities or RD institutions. This will provide postgraduate training for SJUIT staff and enhance research activities especially postgraduate research activities.

### ***Challenges***

- (i) All over the world, there is increased national, regional and global competition for research funding. SJUIT has therefore to study and identify available research funding challenges and therefore be competitive in seeking research funding outside the University;
- (ii) All over the world, HEIs experience the ever-changing research priorities among research funding institutions. SJUIT is therefore being challenged to be in the fore ground to identifying the changes in research priorities among the research funding institutions all over the world;
- (iii) Many HEIs in Tanzania are seeking collaborations in research and innovation. The challenge has always been the competitions to access collaborators in research and innovation. SJUIT should therefore prepare itself for this challenge; and

- (iv) The Government of Tanzania has set aside 1% of its GNP to fund research and innovation. These funds are administered by COSTECH. The challenge to SJUIT as a private institution, is accesses these Government research funds.

### **2.3.3 Consultancy, Outreach and public services**

#### ***Strengths***

- (i) Consultancy and public service is one of the key functions of any HEI. SJUIT has a number of staff members who have experiences in undertaking and supervising consultancies and other outreach services;
- (ii) A good number of SJUIT staff members have professional registrations and licenses which allow them to acquire /supervise consultancies in their areas of competence;
- (iii) In Tanzania competition is rife in the consultancy industry. SJUIT can compete well in the consultancy market in its areas of competence;
- (iv) SJUIT has infrastructure and tools to undertake public and out-reach services; and
- (v) SJUIT has in place a Consultancy Services Policy to guide consultancy activities at the University.

#### ***Weaknesses***

- (i) SJUIT has a weak staff profile in terms of experiences for delivery of large-scale consultancy and out-reach services; and
- (ii) Inexistence within the University, of functioning units to coordinate consultancy and other outreach services.

#### ***Opportunities***



- (i) Tanzania and East Africa as a whole has large markets for consultancy and other outreach services. This is an opportunity for SJUIT to tap into this market starting at district level;
- (ii) In Tanzania and East Africa as a whole, opportunities exist to establish strong collaborations with industry in respect of consultancy, outreach and public services. The task for SJUIT is to identify these opportunities and take advantage of the opportunities;
- (iii) SJUIT has opportunities to learn from other institutions on administration of consultancy/outreach/public services delivery units; and
- (iv) SJUIT has opportunities, in its areas of competence, for running value addition courses in collaboration with industry.

### ***Challenges***

- (i) Like other Institutions of HEIs in Tanzania, SJUIT will experience competition in getting consultancies from the consultancy industry and other institutions;
- (ii) There are challenges related to competitions in accessing collaborators in the delivery of consultancy and other outreach services; and
- (iii) SJUIT like other consulting entities elsewhere in the world is challenged by the risks in the consultancy and outreach services undertakings.

### **2.3.4 Operational and working environment**

#### ***Strengths***

- (i) SJUIT is committed to the institutional transformation of the University so that the University always enhances its operational and working environment;
- (ii) The University has dedicated staff members who are committed to assist in improving the University's operational and working environment;
- (iii) SJUIT has infrastructure in terms office spaces and tools for its current day to day operations;
- (iv) Some non-core functions such as security and café services for staff members and students have already been outsourced. This enables the University to concentrate

on its core mission activities of training, research and innovation, consultancy and public service deliveries;

- (v) The SJUIT's *draft* Charter, Organization Structure, HRM Policy and Scheme of Service have recently been reviewed;
- (vi) There already exists, at SJUIT, a Staff Performance Appraisal instrument called KPI;
- (vii) SJUIT has in place functioning policies for the recruitment of staff members from both the local and foreign labour markets;
- (viii) Health services are available within the SJUIT campuses plus access to St. Joseph Mbweni Hospital;
- (ix) All SJUIT students and Tanzanian staff have access to memberships of the NHIF or equivalent health insurance services; and
- (x) The University has been improving its visibility through concerted marketing efforts of the University and DMI.

### ***Weaknesses***

- (i) Gender imbalance among academic staff members exists at SJUIT;
- (ii) The students hostel facilities at SJUIT are skeletal; this is a disincentive for students wishing to seek admission at SJUIT; and
- (iii) Inadequate staff motivation and retention schemes at SJUIT.

### ***Opportunities***

- (i) Tanzania has national policies and legal instruments to guide decision making in HEIs. These include the TCU Guidelines, the Tanzania Education and Training policy, the Universities Act, the Employment and Labor Relations Act and others. These will help a faster realization of a more enabling working environment at SJUIT;

- (ii) Availability, within Tanzania, of a large pool of employable persons, especially in the administration cadres, will help in filling existing staff establishment gaps at SJUIT;
- (iii) SJUIT has to campaign for external sources to finance scholarships for academic staff members' improvements; and
- (iv) Possibility of collaboration with the other institutions within the DMI and collaborators network.

### ***Challenges***

- (i) The Universities Act 2005 (Cap 346) needs revising. Once the revision is complete, this will lead to another revision of the SJUIT *draft* Charter so that a more realistic charter for SJUIT is in operation;
- (ii) The local labour market is not able to provide all the needed academic staff for SJUIT specializations thus the need to continue recruitment of expensive academic staffing from outside Tanzania; and
- (iii) Current limited availability of funds for development activities at SJUIT will continue to impede speedy execution of planned development activities within the University.

### **2.3.5 Resources mobilization and utilization**

#### ***Strengths***

- (i) SJUIT is committed to ensuring that the University has the capacity for funds mobilization, utilization and cost-cutting in its operations;
- (ii) SJUIT has a finance office that has adequate and well-trained staff
- (iii) A fee structure for all available academic programmes at SJUIT is in place and is being reviewed regularly;
- (iv) New training programmes that can attract fee paying students and sponsors have been prepared and are in various approval processes;
- (v) SJUIT has a dedicated office for managing the resources from the Higher Education Students Loans Board thus avoiding complaints from the students and the board;

- (vi) SJUIT has the capacity to undertake contracted public services, outreach services, researches and consultancies; and
- (vii) The SJUIT has *draft* Financial Regulations.

### ***Weaknesses***

- (i) The TCU moratorium on students' admission in 2016 has significantly affected availability of funds for Operations and Capital Development in the University; and
- (ii) SJUIT needs operational policies and plans on Fundraising, Income Generation, Cost-cutting measures and procurement.

### ***Opportunities***

- (i) Opportunities for external financing exist;
- (ii) Opportunities exist to collaborate with other institutions to undertake paying public services, outreach services, consultancy services and research projects; and
- (iii) SJUIT can learn from other institutions within and outside Tanzania regarding fundraising, income generation and cost-cutting experiences;

### ***Challenges***

- (i) The difficult economic situation facing the country and globally, limit external financial support and project collaborations;
- (ii) There is competition among Higher Learning Institutions within Tanzania to access student financial supports; and
- (iii) There exists low diversity of sources of funding from outside the University.

## CHAPTER THREE

### THE CORE OF THE RSP 2021/22 – 2025/26

This chapter is the core of the SJUIT Rolling Strategic Plan. It contains the RSP's Key Results Areas, Strategic Objectives, Strategies, and the Targets, Implementation Time Frames and the Responsible Officers or Offices.

#### 3.1 Key Results Areas, Strategic Objectives, Strategies and Targets

In the realization of the SJUIT's Vision, Mission and Core Values, five (5) Key Result Areas (KRAs) were identified in section 2.2.4. The first KRA puts emphasis on delivery of high-quality and competitive Teaching and Learning in Science, Engineering, Technology, Education and the Health & Allied Sciences. The second KRA focuses on attaining high standards in conducting Research and Innovation for the generation of new knowledge and translating this knowledge into tangible products. The third KRA focuses on the need to provide the University's stakeholders with high quality Consultancy, Outreach and Public Services. The fourth KRA is focused on the provision of conducive Operational and Working Environments at SJUIT. The fifth KRA emphasizes on the need for SJUIT to sustainably mobilize resources and utilize them effectively,

#### 3.2 Implementation Action Plan

The Implementation Action Plan will guide SJUIT in implementing the RSP by means of the University's *Annual Budgets* in accordance with the SJUIT Fiscal Year. The Action Plan has been presented in matrix form to show the Key Results Areas, Strategic Objectives, Strategies, Targets, Implementation Time Frames and the Responsible Officers or Officer

#### **Table 3.1: The Implementation Plan Matrix**

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
1	Teaching and Learning	(i) To increase students' enrolment in all the SJUIT Colleges	(i) Ensuring that the problems causing low volumes of students' admissions are resolved	i) All problems causing low volumes of students' admissions are <i>addressed</i> by June 2022						DVC ARPE
			(ii) Introducing new academic programmes and reviewing curricula of existing programmes	i) Highly demanded new undergraduate, diploma and certificate programmes <i>identified and introduced</i> by end of 2023/24 (at least 1 programme of each type per department)						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				ii) All existing programmes <i>reviewed</i> by end of 2023/24						DVC ARPE
			(iii) Increasing enrolments in existing programmes so as to reach the 2015 enrolment levels	(i) Enrolment <i>increased</i> by at least 25% annually in the existing programmes starting from 2021/22						DVC ARPE
			(iv) Establishing joint programmes with both local and international institutions	i) One (1) new joint academic programme with local and one (1) with international institutions <i>introduced</i> in each existing						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				department by end of 2023/24						
			(v) Attracting and promoting various sponsorship programmes for undergraduate & diploma students	i) One (1) undergraduate and one (1) diploma scholarship endowment fund <i>established</i> by end of 2025/26						DVC ARPE
			(vi) Introducing parallel delivery programmes	i) A policy to identify and guide executive and evening-time programmes is <i>prepared</i> by end of 2021/22						DVC ARPE
				ii) At least one (1) evening-time/ executive						DVC ARPE



S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				programme developed in each College by end of 2023/24						
				iii) One (1) e-Learning programme in each existing department developed by end of 2023/24						DVC ARPE
		(ii) To produce industry-ready and fit-for-purpose graduates	(i) Enhancing the capacity to effectively deliver quality training	i) Quality Assurance and Control policy and action plans <i>in place</i> by end of 2021/22						DVC ARPE
			(ii) Ensuring delivery of high-quality training	i) Training equipment and						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			through proper curricula, proper delivery modes and effective Quality Assurance systems	laboratories for all existing and new programmes to match the National standards <i>provided</i> by end of 2025/26						
			(iii) Establishing and maintaining minimum teaching and learning infrastructure	i) Minimum infrastructure according to National standards <i>in place</i> by end of 2025/26						DVC RMA
			(iv) Enhancing communication skills to students	i) English language proficiency <i>upgraded</i> in all existing programmes by end of 2022/23						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(v) Improving students' culture of enquiry and reading technical/scientific papers/books	i) At least two (2) students per year per department <i>supported to prepare papers and participate in technical symposia and conferences starting from 2022/23</i>						DVC ARPE
			vi) Introducing strong learner-friendly pedagogy	i) Teaching methodology training for all staff members <i>conducted annually starting from 2021/22</i>						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				ii) All staff members <i>trained</i> annually on the use of interactive teaching and learning approaches starting from 2021/22						DVC ARPE
		(iii)To develop and regularly deliver demand and labour responsive value-addition courses to various target groups	(i) Developing demand driven and labour responsive short courses	(i)Demand driven and labour responsive value addition short courses to identified groups <i>in place</i> by 2025/26						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
2.	<b>Research and Innovation</b>	(i)To develop necessary policies, plans and agenda related to research & innovation	(i) Developing and approving Research, Innovation, IPR and Patent Management policies	i) Research, innovation, IPR and Patent policies and action plans to implement these policies, <i>developed</i> by end of 2022/23						DVC ARPE
			(ii)Developing research and innovation agenda in each College	i) Research and innovation agenda and action plans <i>prepared</i> by each College by the end of 2022/23						DVC ARPE
										DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
		(ii)To enhance the volume and quality of research and innovation outputs	(i)Operationalizing research and innovation agenda in each College	i) Research and innovation agenda implemented by carrying out at least two (2) research/innovation projects per College annually starting from 2023/24						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(ii) Supporting academic staff members to disseminate research results	i) At least 2 members of staff per College provided/supported with funds annually to disseminate research results in various forums starting from 2021/22						DVC ARPE
				ii) One professional journal for each College established by 2022/23						

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(iii) Academic staff members publishing regularly	i) At least one (1) peer reviewed publication <i>produced</i> annually by each academic member of staff starting from 2021/22						DVC ARPE
			(iv) Encouraging joint research programmes with other universities and R & D partners	(i) Policy to manage joint research programmes with other universities and R&D organizations <i>developed</i> by end of 2022/23						DVC ARPE
				(ii) Joint research and innovation projects <i>initiated</i> from 2023/24						



S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(v) Creating patents	i) At least 2 patents per College <i>created</i> by end of 2025/26						DVC ARPE
			(vi)Expanding internal research and innovation funding	i)Funds for research & innovation <i>budgeted for</i> annually starting from 2021/22 and <i>funding</i> at least two (2) research/innovation proposals per department per year						DVC –ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(vii)Lobbying and engaging new donors to support research and innovation in the Colleges	i) In each College, one (1) new donor <i>engaged</i> annually to support research and innovation in the College starting from 2021/22						DVC ARPE
			(viii) In support of Research and Innovation activities in the University, start Master’s and Doctoral studies in deserving departments	i) Masters’/ Doctoral studies <i>in place</i> in each department by 2023/24						DVC ARPE
			(ix) Strengthening Research & Innovation skills in the University	i) Research skills and innovation trainings <i>conducted</i> to all staff members						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				annually starting from 2021/22						
			(x)Mobilizing resources to build, expand and relocate facilities to match current and future research and innovation demands	i) Furnished and equipped laboratories to support research and innovation <i>in place</i> by end of 2025/26						DVC ARPE
3.̀	<b>Consultancy, Outreach and Public Services</b>	(i)To increase the number of consultancy, outreach and public service projects	(i) Establishing Consultancy Units, one (1) for each campus.	(i)Consultancy, outreach and public services Unit <i>established</i> for each campus by end of 2022/23						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(ii) Developing and implementing consultancy, outreach and public services policies for each campus	(i) Policies and action plans for consultancy, outreach and public services <i>developed and operationalized</i> in deserving programmes starting from 2022/23						DVC ARPE
			(iii) Soliciting for strategic and high impact consultancy works	(i) One (1) high impact consultancy (valued at least Tshs 0.5 billion) <i>acquired</i> annually by each College						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				starting from 2023/24						
			(iv) Building staff capacity in consultancy, out-reach and public services delivery	i) Skills training on consultancy, outreach and public services delivery <i>conducted</i> to all academic staff members starting from 2022/23						DVC ARPE
			(v) Introducing and conducting demand driven short courses	(i) Study to identify and establish demand driven short courses <i>conducted</i> in each College by end of 2021/22						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				(ii) At least two (2) short courses <i>conducted</i> annually by each College starting from 2022/23						DVC ARPE
			(vi) Establish and expand existing and potential consultancy, outreach and public services relations with strategic external stakeholders: Central and Local Government; Private Sector	i) At least two (2) consultancy/outreach/public services links <i>established</i> annually by each College starting from 2022/23						DVC ARPE
		(ii)To enhance relevance to the public, quality and value of consultancy,	(i) Monitoring competition from the private sector and public consultancy institutions	(i) One market study to monitor competition <i>conducted</i> and recommendations						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
		outreach and public services projects		<i>implemented</i> annually starting from 2023/24						
			(ii) Conducting customer satisfaction surveys	(i) Consultancy, public and outreach services customer satisfaction surveys <i>conducted</i> annually starting from 2022/23						DVC ARPE
			(iii) Producing documentary videos on selected consultancy, public and outreach services conducted annually for advocacy	(i) Documentary video and other marketing tools for at least 2 selected consultancy, public or outreach services <i>produced</i> by each College						DVC ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				annually starting from 2024/25.						
4.	<b>Operational and Working Environment</b>	(i) To strengthen Governance, Human Resources Management, Staff and Students' Welfare Services	(i) Reviewing and implementing the SJUIT's Organization Structure	(i) The SJUIT's Organization Structure <i>reviewed and fully implemented</i> by end of 2025/26						DVC RMA
			(ii) Reviewing and operationalizing all HR policies, plans, instruments and schemes (e.g. HRM, Scheme of Service, NHIF, SSRA, WCF, KAR, staff regulations and conditions of service etc)	i) All HR-instruments <i>prepared or reviewed and operationalized</i> by end of 2022/23						DVC – RMA
		(iii) Identifying and filling staffing gaps	(i)The staff appraisal system						DVC RMA	



S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				<p>reviewed and systematically operationalized annually starting from 2021/22</p> <p>(ii) Staffing gaps <i>regularly filled</i> starting from 2021/22</p>						DVC RMA
				<p>(iii) Staff development programmes <i>prepared and implemented annually</i> starting from 2022/23</p>						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			<p>(iv) Improving the capacity of the SJUIT dispensaries</p> <p>v) Strengthening students' and staff counselling services</p>	<p>i) SJUIT health services policy <i>developed</i> by end of 2022/23 and implementation started in 2023/24</p> <p>(i) Students welfare policy <i>prepared</i> and approved by end of 2021/22</p> <p>ii) Academic and social counselling services <del>established</del> by end of 2021/22</p>						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				iii) Final year students job placement services						
			(vi) Strengthening students and staff participation in competitive sports and games	<p>policy <i>established</i> by end of 2021/22</p> <p>(i) Policy on sports and games participation in place and operationalize by end of 2021/22</p>						
		(ii) To improve the SJUIT infrastructure and facilities	(i) Increasing teaching and learning and learning spaces	i) At least one (1) lecture theatre with sitting capacity of 300 students each <i>constructed</i> in						DVC-RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				each campus by end of 2025/26						
				iii) Teaching Hospital, in accordance with Ministry of Health guidelines, <i>in place</i> for SJCHAS by end of 2024/25						DVC –ARPE
			(ii) Increasing the number of academic, technical and administrative offices	i) Office spaces <i>created</i> for all the staff by end of 2024/25						DVC RMA
			(iii) Expanding students' accommodation at all SJUIT Colleges	i) Hostels to accommodate 1000 students <i>established</i> for each campus by end of 2024/25						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(iv) Improving Estates management and services in the SJUIT campuses	i)The SJUIT estates Services policy <i>in place</i> and <i>its operationalization started</i> in each campus by the end of 2022/23						DVC RMA
			(v) Improving ICT facilities for staff members and students	i) 1:1 staff/computer ratio ownership through high purchase schemes <i>achieved</i> by 2022/23						DVC RMA
				ii)50% of all classrooms, all lecture theatres, <i>fitted with</i> projectors/digital						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				boards and PA facilities by end of 2022/23						
				iii) Internet access <i>improved</i> to enable all SJUIT staff and students to access this facility when on campus by end of 2021/22						DVC RMA
				iv) Students and Staff Information Management Systems/Learning Management System <i>improved</i> by increasing attributes and						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				information sharing where appropriate by end of 2022/23.						
				v)Proper registries <i>established and digitized</i> by end of 2022/23						DVC RMA
				vi)All SJUIT resource centres (libraries) be <i>digitized</i> and facilities for accessing other digital resource centres <i>in place</i> by 2023/24						DVC-ARPE

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(vi)Developing effective branding, marketing and promotion of SJUIT, its products and services	(i)Qualified officers <i>assigned</i> to coordinate and ensure effective branding, marketing and promotion of the University by end of 2021/22						DVC RMA
				ii)Effective branding, marketing and promotion strategies <i>developed</i> by end of 2022/23						DVC RMA



S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
5	<b>Resources Mobilization and Utilization</b>	(i)To develop and institutionalize sound internal and external mechanisms for mobilizing funds	(i)Developing comprehensive frameworks for resources mobilization and utilization	i)Resources Mobilization Operational Policies and Procedures (OPPs) <i>developed and operationalized by end of 2022/23</i>						DVC RMA
				ii)OPP on resources utilization and management <i>developed and operationalized by end of 2022/23</i>						DVC RMA
				iii)Training programme for staff members, on resources						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				mobilization, utilization and management <i>developed</i> by end of 2023/24						
			(ii) Establishing the Income Mobilization and Utilization Units	i)Income Mobilization and Utilization Unit <i>developed</i> and <i>operationalized</i> by end of 2022/23						DVC RMA
			(iii) Mobilizing adequate funds annually	At least Tshs. 10 billion <i>mobilized</i> annually starting from 2022/23. <i>The sources being:</i> short courses, consultancy & outreach services,						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
				contracted research & innovation projects, strategic investment ventures through PPP and internal & external donors						
			(iv) Regular reviewing the students' fee structure	i) The students' fee structure <i>regularly reviewed</i> starting from 2021/22						DVC RMA
			(v) Expanding capacity for internally generated income	i) Study <i>conducted</i> to establish ways of strengthening internally generated income and cost cutting by end of 2022/23.						DVC RMA

S/N	Key Result Areas	Strategic Objectives	Strategies	Targets	Time Frames					Responsible Office
					2021/22	2022/23	2023/24	2024/25	2025/26	
			(vi) Developing fundraising programmes	i) One (1) annual fundraising event to raise at least Tshs50 million <i>held</i> annually starting from 2022/23						DVC – RMA
			(vii) Start the SJUIT Alumni Association	i) Alumni database portal <i>developed</i> by end of 2022/23						DVC RMA

## CHAPTER FOUR

### FINANCING, MONITORING, EVALUATION AND REVIEW OF THE RSP

#### 4.1 Financing the RSP

The funds for the implementation of the RSP shall be contained in the *Annual Financial Budget of the University*. In this respect all the proposals for the financial mobilizations and allocations related to the implementation of the RSP shall be coordinated by the DVC RMA on an annual basis. The proposals shall be contained in the *Annual Implementation Action Plan of the RSP* which will be tabled to the UMB at least 3 months before the end of the incumbent Fiscal Year. From there, the Action Plan will go to the Council for *Approval* and then the Board of Trustees for *No Objection*.

As part of the RSP document, traditional RSPs used to include a list of the activities under each target that would be undertaken in each year together with the estimates of how much each activity would cost. In this RSP a different approach has been adopted. The approach here is based on the premise that currently, at the University there are uncertainties in the availability of funds to finance the implementation of the strategic plan. Thus, as stated above, 3 months before the beginning of an incumbent financial year, the proposed *Annual Implementation Action Plan* for the implementation of the strategic plan for the ensuing financial year is to be prepared. In the proposed action plan, depending on the availability of funds, the University will come up with the fundable *strategic activities* and their respective financial requirements. This procedure is more practical than the traditional one and is thus included in the RSP's financial arrangements.

#### 4.2 Monitoring

Monitoring of the implementation of the SJUIT's RSP will need both internal and external reporting arrangements. The first will cater mainly for the Management and staff of SJUIT and the latter to the University Council and the Board of Trustees. Three (3) months before the end of every Financial (Fiscal) Year of the University, a proposal for the *Annual Rolling-Over* of the Plan will be prepared by the DCV RMA and tabled to the UMB for *Endorsement*. This will also be contained in the Annual Action Plan. The *Endorsement* of the Action Plan will be one of the bases

on which the DVC RMA/Bursar will develop the ensuing year's *Annual Financial Budget of the University* and hence the financing arrangements described in section 4.1 above.

#### 4.2.1 Internal reporting plan

The reporting plan given in Table 4.1 will guide the reporting to internal stakeholders and the University Management.

**Table 4.1: Internal Reporting**

S/No	Type of Report	Recipient	Frequency	Responsible Person for prep of the report
1	Departmental/Unit progress reports to College Management Committee (CMC)	Principal of each College (College Management Committee (CMC))	Quarterly	Heads of Departments
2	Progress reports to the University Management Board (UMB)	Chairperson of the University Management Board (UMB)	Quarterly	Principal of each College
3	Annual implementation Report	Chairperson of UMB	Annually	DVC RMA
4	Mid-Term review and End of Term review/evaluation	Chairperson of UMB	Middle and End of the RSP period	DVC RMA
5	Annual Implementation	Chairperson of the UMB	Annually	DVC RMA

	Action Plan (proposals)			
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#### 4.2.2 External reporting plan

External reporting will involve preparation of two (2) types of reports as shown in Table 4.2

**Table 4.2: External Reporting**

<b>S/No</b>	<b>Type of Report</b>	<b>Recipient</b>	<b>Frequency</b>	<b>Responsible Person for prep of the report</b>
1	Semi-Annual Implementation progress report	Council	Semi – Annually	DVC-RMA
2	Annual Implementation progress report and Rolling- over proposals	Council and Board of Trustees	Annually	VC

**Table 4.3. Template for reporting progress on the implementation of the RSP**



<b>Name of the Reporting Unit: SJCET</b>		<b>Reporting Officer: PRINCIPAL</b>		
<b>Reporting Period:</b> 1 <sup>st</sup> November 2021-30 <sup>th</sup> April 2022				
<b>KRA 1: Teaching and Learning</b>				
<b>Strategic Objective:</b> To increase students' enrolment in all the SJUIT Colleges				
<b>Planned Target:</b>				
<b>Planned Annual Target (Activities)</b>	<b>Performed Activities</b>	<b>Reasons for Deviation</b>	<b>Planned Remedies</b>	<b>Remarks</b>
(i) New PG, UG, Diploma and Certificate programmes in high demand introduced by 31 March 2022 for launching in May 2022 (Curricula developed and approved)	(i) The following programs were developed: 1PG 2UG 1 Certificate  (ii) The preparation of the following programs is in progress: 1PG 3UG 1Diploma  (iii) The preparation of the following programs have not started been developed:			

**Table 4.4: Template for Financial report on the implementation of the RSP**

<b>Name of the Reporting Unit:</b>	<b>Reporting Officer:</b>
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<b>Reporting Period:</b>				
<b>KRA:</b>				
<b>Strategic Objective:</b>				
<b>Planned Annual Target:</b>				
<b>Planned Activity</b>	<b>Planned Budget</b>	<b>Actual Expenditure</b>	<b>Deviation</b>	<b>Reasons for Deviation</b>

**4.3 Types and Aspects of Evaluation**

There will be two types of evaluations of the implementation of the RSP; one after every two and a half (2½) years using a team of *Internal Evaluators* and the other at the end of the five (5) years period of the Plan using *Internal and External Evaluators*. The External Evaluators will be working with the Chairperson of the Internal Evaluation team. Six months before the end of the planning period, the Internal Evaluation team shall commence its evaluation and come to an end within two (2) months. The External Evaluators will commence its work three (3) months before the end of the planning period and complete its evaluation within two (2) months. Prior to the coming of the External Evaluators, the Management will give a copy of the Internal Evaluation report to the Chairperson of the External Evaluation team. This Internal Report will be part of the bases on which the External Evaluators will make their own evaluation.

The Internal and External Evaluation teams will have similar Terms of Reference (ToR) and will focus on:

- (i) Assessing the reasons for the success or failure of specific aspects of the RSP;

- (ii) Assessing whether the RSP has achieved its objectives;
- (iii) Finding out whether the efforts of the RSP are contributing to a better fulfillment of the Vision and Mission of the University;
- (iv) Assessing the adequacy of resources being mobilized to implement the RSP;
- (v) Determining whether the available resources are being utilized efficiently to achieve the strategic objectives of the plan; and
- (vi) Determining whether the process of strategic planning and the implementation are facing any challenges.

Both the Internal and External Evaluators will have the mandate to decide on additional issues to be included or evaluated, but these must be agreed on in advance, with the Management of the University.

#### **4.4 Review of the RSP**

The RSP will be reviewed (*completely Rolled-Over*) after the five (5) years period of the RSP implementation. The *Review Team* shall consist of internal and external experts familiar with the contemporary issues related to the Vision and Mission of the University. The review will consider both the internal and external evaluations of the Plan in addition to other pertinent sources of information. The *Rolled-Over Plan* must be in place within four (4) months after the end of the previous RSP planning period.

#### **4.5 Risk Management**

The major risks expected to be faced in the implementation of the RSP are outlined in Table 4.5. Given the inexperience of most of the SJUIT staff members in strategic planning, it is important that the University Management spearheads the strategic planning learning process so that all staff members take active roles in the implementation of the RSP. This way, at the end of the day, the plan will be implemented smoothly and swiftly. The Risks and corresponding Risk Management Strategies are given in Table 4.5

#### **Table 4.5: Risk Management Strategies**

<b>S/No.</b>	<b>Risk</b>	<b>Expected Impact</b>	<b>Planned Activities to Reduce Risks</b>
1	Inadequate leadership commitment to the implementation of the RSP.	This will certainly be disastrous to the Plan's implementation.	The Plan has been prepared with intensive involvement of stakeholders especially the Management and staff members. It is therefore well owned by the leadership and staff. The Management shall therefore remain committed to spearheading the implementation of the Plan. Cascading the Plan's activities to the level of staff appraisals should be pursued because it will improve individual staff member's sense of ownership of the Plan.
2	Failure to adequately monitor and evaluate the implementation of the RSP.	It will be impossible to know conclusively whether the Plan is achieving its objectives.	The Plan has included adequate monitoring and evaluation activities. The University Management shall implore all key stakeholders for implementing the Plan on the need to adhere to planned monitoring and evaluation processes.
3	Adequate resources to implement the RSP may not be forthcoming.	It will be impossible to implement the Plan fully.	The Management shall be committed to developing and implementing a financially sustainable strategy for the Plan's implementation.
4	Key stakeholders might fail to give the expected level of cooperation in the implementation of the RSP.	Without this cooperation, many of the components will fail to achieve their desired targets.	The Management as a part of its routine activities will seek to promote the cooperation of the stakeholders by entering into clear cooperation arrangements where necessary.

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