



**SOKOINE UNIVERSITY
OF AGRICULTURE**



**THE 6th
CORPORATE
STRATEGIC PLAN**
(2026/2027 – 2030/2031)



Ardhi ni Hazina

June, 2026

TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF TABLES	iv
FOREWORD	x
ACKNOWLEDGEMENT	xi
EXECUTIVE SUMMARY	xii
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background Information	1
1.2. Mandate and Functions of SUA	1
1.2.1. Mandate	1
1.2.2. Functions	1
1.3. Rationale of the Plan	2
1.4. Approach and Methodology	4
1.4.1. Terms of Reference	4
1.4.2. Methodology	4
1.5. Layout of the Plan	5
CHAPTER TWO	5
2. SITUATIONAL ANALYSIS	5
2.1. Preamble	5
2.2. Analysis of current Vision and Mission	6
2.2.1. Analysis of the Vision Statement	6
2.2.2. Analysis of the Mission Statement	6
2.2.3. Recommendations	7
2.2.4. Proposed Vision and Mission	Error! Bookmark not defined.
2.3. Challenges that Affected the 2021/22 – 2025/26 Strategic Plan	8
2.5 Environmental Scanning	9
2.5.1 Internal Analysis	9
2.5.1.1 Governance and Management	9
2.5.1.2 Financial Resource and Management	10
2.5.1.3 Partnerships and Linkages with Industry and Stakeholders	10
2.5.1.4 Teaching and Learning Environment	10
2.5.1.5 Health and Wellbeing of SUA Community	11
2.5.1.6 Growth and Expansion of the University	11
2.5.2 External Analysis	12
2.5.2.1 Political, Economic, Social, Technological, Environmental and Legal Aspects	12

2.5.2.1.1	Political Aspect.....	12
2.5.2.1.2	Economic Aspect.....	12
2.5.2.1.3	Social Aspect	12
2.5.2.1.4	Technological Aspect.....	12
2.5.2.1.5	Environmental Aspect.....	13
2.5.2.1.6	Legal Aspect	13
2.5.2.1.7	Competition for Students Aspect.....	13
2.6	Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analysis.....	14
2.7	Stakeholders' Analysis.....	15
2.8	Review of Relevant Information.....	18
2.8.1	United Nations 2030 Agenda for Sustainable Development.....	18
2.8.2	Agenda 2063: The Africa We Want	18
2.8.3	The EAC Vision 2050.....	19
2.8.4	DIRA 2050.....	19
2.8.5	National Education and Training Policy 2014 (Ed. 2023)	20
2.8.6	National Long-Term Perspective Plan.....	20
2.9	Analysis of Critical Issues.....	21
CHAPTER THREE		22
3	THE STRATEGIC PLAN	22
3.1	Preamble.....	22
3.2	University Vision, Mission, Motto and core values	22
3.3	Strategic Objectives	23
3.4	The Corporate Strategic Objective Tables.....	25
Table 4: SO A: Health services improved, HIV/AIDS, Non - Communicable Diseases		25
CHAPTER FOUR		45
4	RESOURCES FOR THE PLAN	45
4.1	Introduction	45
4.2	Human Resource (Number, Skills and Expertise).....	45
4.3	Financial Resource (Source, Expenditure and Budget Estimates)	56
4.4	Technological Resource (Software and Systems).....	56
CHAPTER FIVE		60
5	IMPLEMENTATION, MONITORING, EVALUATION AND REPORTING	60
5.1	Introduction	60
5.2	Implementation and Coordination Framework.....	60
5.3	Beneficiaries of SUA Services	60
5.4	Result Chain	61
5.5	Result Framework Matrix	61

5.6	Monitoring	62
5.7	Planned Reviews.....	62
5.8	Evaluation.....	63
5.9	Reporting and Documentation.....	63
5.10	Assumptions	64

LIST OF TABLES

Table 1: Training programmes at undergraduate level as at 2025/2026 academic year .	1
Table 2: Achievement of Strategic Objectives of the 5th CSP	7
Table 3: Stakeholders Analysis.....	16
Table 4: SO A: Health services improved, HIV/AIDS, Non - Communicable Diseases	25
Table 5: SO B: National Anti-Corruption Strategy and Action Plan (NACSAP) Implemented.....	27
Table 6: SO C: Access to and Attractiveness of SUA Formal and Life- long Learning Programmes Enhanced	28
Table 7: SO D: Volume and Quality of Research, Publications and Innovations increased.....	32
Table 8: SO E: Institutional Capacity to Deliver Outreach, Consultancy, and Partnership-Driven Societal Impact Strengthened	33
Table 9: SO F: Financial Mobilization, Management and Sustainability Enhanced	36
Table 10: SO G: Teaching and Learning Environment Improved	37
Table 11: SO H: Institutional Governance and Operational Efficiency Strengthened	42
Table 12: SO I: Gender Equality and Inclusivity Mainstreamed at all Levels	44
Table 13: Human Resources Plan	46
Table 14: Financial Resources	56
Table 15: Technological Resource	57
Table 16: Result Framework Matrix –Template - for 6th CSP.....	62

LIST OF FIGURES

Figure 1: The University administrative and academic units	1
Figure 2: The Terms of Reference (ToRs) for developing the 6th CSP of Sokoine University of Agriculture	4
Figure 3: A summary of Identified Challenges for the Implementation of the 5th SUACSP	9
Figure 4: University Vision, Mission, Motto and Core Values	23
Figure 5: A Summary of the Nine Strategic Objectives Guiding the 6th SUA CSP	24
Figure 6: Result Chain	61
Figure 7: The main assumptions in the successful implementation of the 6th SUA CSP.	64

LIST OF ABBREVIATIONS

ACE	Africa Centres of Excellence
ASDP	Agricultural Sector Development Programme
CCM	Chama cha Mapinduzi
CCSS	Centre for Contemporary and Strategic Studies
CFWT	College of Forest, Wildlife and Tourism
CMU	Communication and Marketing Unit
CoEBS	College of Economics and Business Studies
COOCS	Corporate Open Online Courses
CSP	Corporate Strategic Plan
CSPICC	Corporate Strategic Plan Implementation Coordination Committee
CSR	Corporate Social Responsibility
CSSH	College of Social Science and Humanities
CRDB	Cooperative and Rural Development Bank
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
EAC	East African Community
ECG	Electrocardiography
EFD	Electronic Fiscal Device
EMC	Edward Moringe Campus

EOI	Expression of Interest
FPT	Field Practical Training
FYDP	Five - Year Development Plan
GDP	Gross Domestic Product
GePG	Government e-Payment Gateway
GHG	Green House Gas
GNI	Gross National Income
GPIC	Gender Policy Implementation Committee
GPSA	Government Procurement Services Agency
HCMIS	Human Capital Management Information System
HEET	Higher Education Economic Transformation
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno-deficiency Syndrome
HoDs	Heads of Department
ICE	Institute of Continuing Education
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
LSU	Legal Service Unit
MoCU	Moshi Co-operative University
MOOC	Massive Open Online Courses
MoU	Memorandum of Understanding
MPC	Mizengo Pinda Campus
MTR	Mid-Term Review
MUSE	<i>Mfumo wa Ulipaji Serikalini</i>
NACSAP	National Anti-Corruption Strategy and Action Plan
NBC	National Bank of Commercial
NCMC	National Carbon Monitoring Centre
NeST	National e-Procurement System of Tanzania
NMB	National Microfinance Bank
OPRAS	Open Performance Review and Appraisal System

PCCB	Prevention and Combating of Corruption Bureau
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
SDGs	Sustainable Development Goals
SEDEP	Secondary Education Development Programme
SCHS	Sokoine University of Agriculture Community Health Scheme
SMC	Solomon Mahlangu Campus
SoE	School of Education
SoET	School of Engineering and Technology
SPOC	Small Private Online Courses
SNAL	Sokoine National Agricultural Library
SUA	Sokoine University of Agriculture
SUA-AIC	Sokoine University of Agriculture - Agriculture Incubation Centre
SUACSP	Sokoine university of Agriculture Corporate Strategic Plan
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
TADB	Tanzania Agricultural Development Bank
TAFORI	Tanzania Forest Research Institute
TAJAS	Tanzania Journal of Agricultural Sciences
TANePS	Tanzanian National e-Procurement System
TBS	Tanzania Bureau of Standard
TCU	Tanzania Commission for Universities
TDV	Tanzania Development Vision
TEA	Tanzania Education Authority
TEMESA	Tanzania Electrical, Mechanical and Electronics Services Agency
TF	Task Force
UNESCO	United Nations Educational, Scientific and Cultural Organization
UDSM	University of Dar es Salaam
VC	Vice Chancellor

FOREWORD



It is with great pride and a deep sense of responsibility that I present the **6th Sokoine University of Agriculture Corporate Strategic Plan for 2026/2027–2030/2031**. As the Chairperson of the University Council, I am honored to lead this crucial document, which charts an ambitious yet achievable path for SUA as it enters its next phase of growth and impact.

The preceding Corporate Strategic Plan (2021/22–2025/26) laid a strong foundation, advancing core mandate of the University through enhanced training, research excellence, expanded outreach services, strengthened partnerships with national and international partners, improved institutional governance, and greater financial sustainability. These efforts have positioned SUA as a beacon of quality in agriculture and allied sciences, contributing meaningfully to Tanzania's agricultural transformation, food security, environmental sustainability and socio-economic development.

As we transition into this new five-year horizon, the University faces both opportunities and pressing challenges. Climate change, population growth, evolving global markets, rapid technological advancements, and the imperative for sustainable resource and environmental management demand renewed rigor for innovation and resilience. At the same time, national priorities aligned with Tanzania Development Vision (DIRA 2050), the Sustainable Development Goals (SDGs), and sectoral policies call for accelerated contributions from SUA in fostering inclusive growth, environmental integrity, and competitive human capital.

Guided by our **Vision, Mission and Core Values**, the 6th Corporate Strategic Plan outlines clear strategic objectives, strategies, and measurable targets that will drive:

- Enhanced quality and relevance of teaching, learning, and graduate employability;
- Increased volume, quality, and commercialization of research, innovations, and technologies;
- Strengthened outreach, community engagement, and strategic partnerships at national, regional, and global levels;
- Improved institutional infrastructure, digital transformation, and resource mobilization for long-term sustainability;
- The adoption and application of Artificial Intelligence in teaching, training, research and consultancy activities;
- Greater emphasis on inclusivity, gender equity, environmental stewardship, and resilience to emerging risks.

This plan is the product of extensive consultations involving University management, academic and administrative staff, students, alumni, development partners, government stakeholders, the private sector partners and the wider community. It reflects our collective resolve to build on past achievements while boldly addressing future needs and challenges.

On behalf of the University Council, I call upon all members of the SUA community: staff, students, and partners to contribute to the implement of plan with highest commitment and ownership. Together, we will ensure that Sokoine University of Agriculture remains at the forefront of socio-economic transformation, through innovation in agriculture and allied sciences, generating knowledge and practically relevant solutions that uplift Tanzania and contribute to a sustainable future.

May this plan inspire action, foster innovation, and deliver lasting impact for our nation and beyond.

Hon. Andrew Wilson Massawe

Chairperson

The University Council

Sokoine University of Agriculture Morogoro

Tanzania

June 2026

ACKNOWLEDGEMENT



The preparation and finalization of the 6th Sokoine University of Agriculture Corporate Strategic Plan for 2026/2027–2030/2031 represents a collective effort rooted in dedication, expertise, and shared commitment to advancing agricultural education, research, innovation, and societal impact in Tanzania and beyond.

On behalf of the University Management and the entire SUA community, I extend my deepest gratitude to the Chairperson of the University Council, Hon. Andrew Wilson Massawe, and all members of the University Council for their visionary leadership, strategic guidance, unwavering support, and approval of this plan as the definitive roadmap for SUA's future growth and development.

I am exceedingly thankful to the members of the 6th Corporate Strategic Plan development taskforce and all University staff, academic, administrative, and technical who devoted countless hours for consultations, data analysis, drafting, reviews, and refinements. Their insights, drawn from extensive experience across teaching, research, outreach, and institutional governance, have ensured that this plan is both ambitious and realistic, fully aligned with SUA's core mandate and national priorities.

Special appreciation goes to the students, alumni, and representatives of various University organs and committees whose valuable inputs enriched the participatory process and helped identify emerging challenges and opportunities.

I sincerely thank the Government of the United Republic of Tanzania, particularly the Ministry of Education, Science and Technology, the Ministry of Agriculture, and other relevant line ministries for their continued policy direction, financial support, and recognition of SUA's pivotal role in driving agricultural transformation, food security, and sustainable development.

Our gratitude is also extended to our valued development partners, collaborating institutions, private sector stakeholders, farmer organizations, non-governmental organizations, and international networks. Your longstanding partnerships, technical assistance, and resource contributions have strengthened SUA's capacity and inspired many elements of this strategic plan.

Finally, I wish to acknowledge the broader SUA community; past and present, for building the strong foundation upon which we now advance. It is through our collective resolve that Sokoine University of Agriculture will continue to excel as a leading institution in the provision of quality knowledge, skills, and innovations in agriculture and allied sciences.

This plan is a testament to what we can achieve together. Let us now move forward with determination to implement it effectively for the benefit of our nation and future generations.

Prof. Raphael Tihelwa Chibunda
Vice Chancellor
Sokoine University of Agriculture
Tanzania
June 2026

EXECUTIVE SUMMARY

Sokoine University of Agriculture is a public higher learning institution, which was established originally in 1965 as an Agricultural College, and later evolved through several transformations before becoming a full-fledged university in 1984 under the Parliamentary Act No. 6 of 1984. The university was later renamed in honour of the late Prime Minister Honourable Edward Moringe Sokoine. Since 2007, SUA has been operating under its Charter and Rules, which were later amended through Government Notice No. 683 of 2020. Currently, SUA operates three campuses, two (2) located in Morogoro region and one in Katavi region. The university has expanded significantly in academic structure and institutional capacity, including the establishment of colleges, schools, directorates and specialized training centres. The University also manages field practical training sites in different regions to support experiential learning and applied research.

Policy Context and Strategic Direction

The 6th Corporate Strategic Plan (CSP) was developed in response to the growing demand for higher education in Tanzania and across Africa. UNESCO projections indicate that by 2030, approximately 258 million Africans will be of university-going age, creating both opportunities and challenges for higher education institutions. The strategic plan aligns with major international, regional, and national development frameworks, including, but not limited to:

- (i) Sustainable Development Goals (SDGs)
- (ii) Africa Agenda 2063
- (iii) East African Community Vision 2050
- (iv) The 2050 Tanzania Development Vision (DIRA 2050)
- (v) Tanzania Education and Training Policy 2014 (2023 Edition)
- (vi) National Long-Term Perspective Plan 2026/27-2050/51
- (vii) National Development Plan 2026/27-2030/31

The development of the 6th CSP involved reviewing the implementation of the previous (the 5th) Strategic Plan (2021/22–2025/26), stakeholder consultations, institutional assessments, SWOC analysis and environmental scanning. Stakeholders emphasized the need for integrating emerging global issues, strengthening monitoring and evaluation systems, enhancing stakeholder participation, and improving institutional responsiveness.

Environmental and Stakeholder Analysis

In developing the 6th Corporate Strategic Plan, both internal and external analyses were carried out. The internal analysis focused on (i) Governance and management, (ii) Financial resource management, (iii) Partnerships and industry linkages, (iv) Teaching and learning environment, (v) Health and wellbeing of the university community, and (vi) Institutional growth and expansion. Under the external analysis, Political, Economic, Social, Technological and Environmental perspectives were analysed to inform and enrich the strategic planning.

In the stakeholder's analysis, key stakeholders identified include government institutions, students, staff, employers, regulatory bodies, development partners, alumni, industries, farmers, financial institutions, local communities, and the media.

Vision, Mission, Motto, and Core Values



Strategic Objectives

The Strategic Plan covers the implementation period from 2026/27 to 2030/31 through nine strategic objectives, which are supported by key performance indicators, strategies, and targets intended to guide the implementation and performance assessment.



Implementation, Monitoring, and Evaluation

The implementation of the Strategic Plan will follow a participatory approach involving all university units. Following the approval by the University Council, the Plan will be cascaded to colleges, schools, institutes, directorates, centres, and departments for the preparation of annual operational plans and budgets. A Corporate Strategic Plan Implementation Coordination Committee (CSPICC) will oversee the implementation under the leadership of the Deputy Vice Chancellor for Planning, Finance and Administration. The Directorate of Planning and Investment (DPI) will serve as the Secretariat and will provide technical support.

Resource mobilization will rely on government funding, grants, internally generated revenue, development partners, and the private sector collaboration. The university-wide resource mobilization strategy will guide income generation initiatives. Monitoring and evaluation will be conducted through annual operational plans, performance reporting, mid-term reviews, and final evaluations. Monitoring reports will be prepared at departmental and institutional levels, while evaluations will assess the effectiveness, efficiency, impact, relevance, and sustainability of interventions. Knowledge sharing and reporting mechanisms will support evidence-based decision-making and accountability throughout the implementation period. Overall, the 6th SUA Corporate Strategic Plan provides a comprehensive roadmap for strengthening academic excellence, research, innovation, governance, sustainability, and institutional competitiveness while contributing to Tanzania's socio-economic development and global sustainability goals.

CHAPTER ONE

1. INTRODUCTION

1.1. Background Information

Sokoine University of Agriculture (SUA) is a public institution whose origin is traced back to 1965 when it was established as an Agricultural College that offered Diploma in Agriculture. Following the dissolution of the University of East Africa and the establishment of the University of Dar es Salaam (UDSM) in July 1970, the Agricultural College evolved into a Faculty of Agriculture within the UDSM, subsequently offering a Bachelor of Science Degree in Agriculture. In 1974, the Division of Forestry was established, leading to the renaming of the Faculty of Agriculture to the Faculty of Agriculture and Forestry. With the introduction of the Bachelor of Veterinary Science in 1976 and the establishment of the Division of Veterinary Science, the faculty was renamed again to the Faculty of Agriculture, Forestry, and Veterinary Sciences. On July 1, 1984, under the Parliamentary Act No. 6 of 1984, the faculty became a full-fledged university and was renamed the University of Agriculture. The University of Agriculture was later renamed Sokoine University of Agriculture (SUA) in the memory of the late Prime Minister of Tanzania, Edward Moringe Sokoine, who tragically died in a car accident in Morogoro on April 12, 1984. In 2005, the Universities Act No. 7 repealed the Parliamentary Act No. 6 of 1984, facilitating the creation of university charters. As a result, SUA has been functioning under its Charter and Rules, which were signed on March 28, 2007 and were later amended and published as Government Notice No. 683 on August 28, 2020. The University has three (3) teaching campuses, two (2) in Morogoro region (namely the Edward Moringe campus and Solomon Mahlangu campus) and one in Katavi region, namely the Mizengo Pinda Campus. Also, SUA operates field training centres in several regions in the country.

The University has three campuses and several administrative and academic units as illustrated in Figure 1.

FUNCTIONS AND ORGANISATIONAL STRUCTURE OF SUA

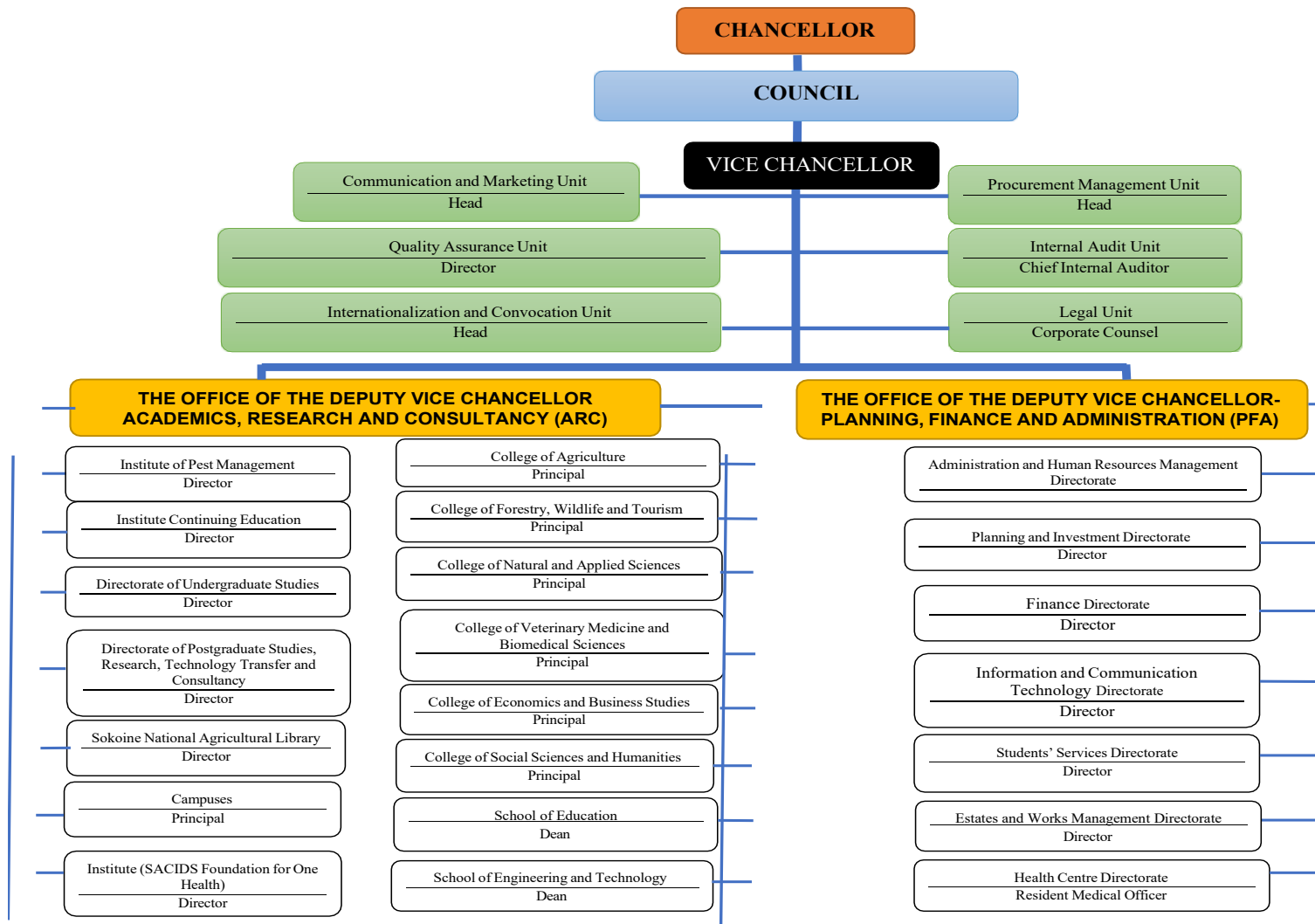


Figure 1: The University administrative and academic units

Sokoine University of Agriculture offers six (6) diploma programmes, 50 Bachelor degree programmes, two (2) programmes at postgraduate diploma level, 48 Masters programmes by course work and research and five (5) PhD programmes. All academic units also offer Master and PhD degree levels by research only. The distribution of programmes in each unit is shown in Table 1.

The total enrolment in 2025/2026 academic year was 16,704 students comprising 15,378 (92%) undergraduate students, 1,092 (7%) postgraduate students and 234 (1%) non-degrees students. This marked a 14.56 per cent increase over the 15,014 students enrolled at the beginning of the 5th CSP in 2021/2022.

Table 1: Training programmes at undergraduate level as at 2025/2026 academic year

Academic unit	Bachelor degree	Diploma	Master (coursework + research)	PhD (coursework + dissertation)	Postgraduate Diploma	Total
CoA	18	0	9	3	0	30
CFWT	4	0	9	1	1	15
CVMB S	2	2	13	0	0	17
CoNAS	14	1	3	0	0	18
CoEBs	2	0	3	1	0	6
CSSH	4	0	3	0	0	7
MPC	1	3	0	0	0	4
SET	5	0	5	0	0	10
SoE	0	0	3	0	1	4
Total	50	6	48	5	2	111

1.2. Mandate and Functions of SUA

1.2.1. Mandate

The mandate of SUA is derived from its Charter and legal framework under the Universities Act, 2005. SUA is mandated to advance agricultural and allied sciences through quality training, innovative research, and impactful community outreach to meet societal needs.

1.2.2. Functions

The functions of SUA, as stipulated under its Charter and Rules, which were signed on March 28, 2007, and later amended and published as Government Notice No. 683 on August 28, 2020, are as follows:

- (i) To provide academic facilities for university education in the relevant fields through colleges, schools and institutes;

- (ii) To assist in the preservation, transmission, dissemination and enhancement of knowledge in the fields of agriculture, aquaculture, forestry, wildlife, veterinary and allied or complementary sciences;
- (iii) To prepare students to work with stakeholders in Tanzania and worldwide in agriculture and allied sectors for the development and strengthening of the national economy;
- (iv) To assume the responsibility within the United Republic of Tanzania for higher level education in agriculture and allied sectors through academic programmes as provided in the University Prospectus, and for that purpose, to make provision for places and centres of learning, education, training and research;
- (v) To conduct examinations and to grant degrees, diplomas, certificates and other awards of the University;
- (vi) To accept periods of study and the examinations passed by students of the University at other Universities or places of learning as equivalent to such examinations and periods of study in the University as the Senate of the University may determine, and to withdraw such acceptance at any time;
- (vii) To affiliate with other institutions or to admit members thereof to any of its privileges and to accept attendance at courses of study in such institutions for relevant awards of the University and/or place them in such part of the attendance at courses of study in the University and upon such terms and conditions and subject to such rules and by-laws as may from time to time be determined by the University;
- (viii) To initiate and conduct basic and applied research in the fields of land use, crop and livestock production, fisheries, natural resources and allied sciences, mechanical arts and technology, and to promote the integration of the research with training and agricultural extension services;
- (ix) To cooperate with national and international institutions in the initiation and conduct of cooperative research and training programmes for the mutual benefit of the cooperating institutions and the United Republic;
- (x) To cooperate, offer consultancy and advisory services to the Government of the United Republic, the Revolutionary Government of Zanzibar, the people of Tanzania and to any person or body of persons within or outside the United Republic
- (xi) To secure the planned and orderly development and application of agricultural and allied sciences for the better performance of the University;

1.3. Rationale of the Plan

The 6th CSP is a blueprint that provides a strategic direction for university-level plans and builds on the foundation of previous plans in pursuit of the University vision and mission while capitalizing on the achievements made and lessons learnt from the 5th CSP, which is due to mature by 30th June 2026. The 6th SUA CSP takes into

consideration national plans with strong emphasis on human, financial and infrastructural capacity building, quality assurance, outreach activities and the realization of new organizational structures. The emerging issues that have an impact on the delivery of the University mandate, such as the convergence of Artificial Intelligence (AI), the changing world of jobs for graduates, requirement of life-long learning and public health emergencies have been considered. Accordingly, the plan provides a roadmap for all SUA's operations aimed at achieving its mandate by providing a fundamental framework for planning, implementation and performance evaluation of planned activities at all University campuses.

Therefore, in order to advance the larger goal of an even stronger and more inclusive University, the 6th CSP also draws lessons from the weaknesses identified so as to provide insights on how to overcome barriers to effective performance. Likewise, this plan takes cognisance of the flexibility needed in addressing transformational requirements of the University, which is consonant with the University of the Future. Furthermore, the plan describes the Vision, Mission, Core values, Strategic Objectives, Targets, Key Performance Indicators and the procedure used to derive them.

1.4. Approach and Methodology

1.4.1. Terms of Reference

The Terms of Reference (ToRs) for developing the 6th SCP of Sokoine University of Agriculture were two pronged. (i) To evaluate the performance of the 5th SUACSP (2021/22-2025/26) and (ii) to develop the 6th CSP (2026/27-2030/31) the (ToRs) are summarized in Figure 2.



Figure 2: The Terms of Reference (ToRs) for developing the 6th CSP of Sokoine University of Agriculture.

1.4.2. Methodology

This Strategic Plan was developed through a participatory approach that drew and built on core knowledge of stakeholders. To ensure ownership and successful implementation of the Plan, internal and external stakeholders including the Management, Colleges, other academic and administrative units and students were involved throughout the CSP development process following the guidance from the National Planning Commission, the University realigned this Strategy to the Treasury Registrar guidelines.

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; the Education and Training Policy of 2014 (2023 Ed.); and the Ministry of Education, Science and Technology Strategic Plan (2020/2021 -2025/2026); Other key documents that guided the process were the Ruling Party (CCM) Election Manifesto

2025 (*Ilani ya Uchaguzi ya Chama cha Mapinduzi, 2025*), and 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 and consultations to gather ideas on how the university should approach the next five years for successful implementation of the university Mission to attain its Vision. The review of the implementation of the 5th SUACSP (2021/22-2025/26) highlighted achievements made and challenges encountered during the implementation of the 5th SUACSP to draw lessons and help in the identification of strategic areas for inclusion in the 6th CSP (2026/27-2030/31). The process also highlighted the need for strengthening monitoring and evaluation systems to support effective tracking of performance, evidence-based decision-making, and adaptive management. Inclusive engagement of stakeholders was adhered to throughout the preparation process to enhance ownership, accountability, and institutional coherence. Using inputs from internal and external stakeholders the Taskforce identified nine (9) strategic objectives from which several 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 6th CSP (2026/27-2030/31) to the University Council for approval, the document was tabled at internally organized Corporate Strategic Plan Implementation Coordination Committee stakeholder's consultative meetings; Planning and Estate Management Committee; Finance, Planning and Development Committee and the University Council for approval and ownership.

1.5. Layout of the Plan

This Corporate Strategic Plan is structured into five chapters. Chapter One constitutes the introduction which covers the background, policy context, purpose, methodology used and the layout of the 6th CSP (2026/27-2030/31). Chapter Two focuses on situational analysis, covering the mandate and functions, vision and mission and a review of the performance of the 5th SUACSP (2021/22-2025/26), 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 the 6th CSP (2026/27-2030/31), the vision, mission, core values and strategic objectives (the plan matrix of 5th SUACSP). Chapter Four covers the implementation, monitoring and evaluation of the 6th CSP (2026/27-2030/31). Chapter Five provides the indicative budget and financing strategy.

CHAPTER TWO

2. SITUATIONAL ANALYSIS

2.1. Preamble

The implementation of the 5th SUA Corporate Strategic Plan (2021/22–2025/26) was undertaken within a rapidly changing socio-economic and technological environment. During this period, the University executed nine strategic objectives aimed at enhancing its core functions of teaching, research, outreach, and institutional management. Notable achievements were recorded in key areas, including improved health services, increased student enrolment, strengthened research and innovation, expanded partnerships, enhanced financial mobilization, and improved infrastructure

and ICT systems. Progress was also made in governance, institutional capacity building, and gender mainstreaming. However, some targets were only partially achieved, highlighting areas that require further attention. This situational analysis provides the basis for informing future strategic planning and decision-making.

2.2. Analysis of current Vision and Mission

2.2.1. Analysis of the Vision Statement

Vision statement	To be a leading university in provision of quality knowledge, skills and innovation in agriculture and allied sciences
Strengths	Potential Gaps
Clarity and Focus – The vision clearly identifies SUA’s domain: agriculture and allied sciences. This focus helps position the university as a specialized institution rather than a generalist one	Global Positioning – While “leading” is ambitious, the vision does not explicitly state whether leadership is aimed at the national, regional, or global level.
Aspirational Tone – The phrase “to be a leading University” sets a high standard, motivating both staff and students toward excellence.	Societal Impact – The vision focuses on academic and innovation excellence but could more explicitly link these to societal transformation or sustainable development

2.2.2. Analysis of the Mission Statement

Mission statements	To undertake training and research in agriculture and allied sciences and deliver highly competitive output that contribute to national, regional and global development
Strengths	Potential Gap
Comprehensive Scope – The mission covers three core functions of a modern university, namely, training (education), research (knowledge creation), and service delivery (community engagement and extension work	Innovation and Technology – While research is mentioned, the mission could more explicitly highlight innovation, technology transfer, and entrepreneurship.
Sector-Specific Relevance – By naming agriculture, natural resources, and allied sectors, SUA aligns its mission with Tanzania’s and Africa’s key economic and environmental priorities.	Global Collaboration – The mission does not explicitly mention partnerships or international cooperation, which are increasingly important in higher education.
Development-Oriented – The mission explicitly connects academic work to development, ensuring relevance to national and regional needs.	Sustainability Dimension – Given SUA’s focus areas, integrating sustainability and climate resilience into the mission could strengthen its relevance.

2.2.3. Recommendations

- i. Clarify the scope of Leadership – Specify whether SUA aims to lead in Tanzania, Africa, or globally.
- ii. Integrate Sustainability – Explicitly commit to sustainable agricultural practices and climate-smart solutions.
- iii. Highlight Innovation and Technology Transfer for agricultural innovation and entrepreneurship.
- iv. Emphasize collaboration – Include partnerships with local communities, industry, and international institutions.

2.3. Performance Review of the 2021/22 – 2025/26 Strategic Plan

The previous Strategic Plan, which commenced in 2021/26, presented several Strategic Objectives. This section provides the main achievements in the implementation of the 5th SUACSP (2021/22-2025/26), which comprised 9 Strategic Objectives, 45 Strategies and 121 Targets. The overall achievements of the 5th SUACSP are 85 where achievement of each of the nine strategic objectives are briefly outlined in sub-sections 2.2.1-2.2.9 and detailed in the 5th SUACSP 2021/12-2025/26 evaluation document. The achievement of Strategic Objectives is highlighted in Table 2.

Table 2: Achievement of Strategic Objectives of the 5th CSP

Strategic objective / Key result area	Key performance summary	Overall achievement (%)	Score (1–4)	Performance rating
SO1: Improve health services, and prevent, treat and control HIV/AIDS, non-communicable diseases and public health emergencies	Strong achievement in awareness campaigns and healthy living orientation, but moderate performance in disease screening and treatment indicators.	86%	3	Largely achieved
SO2: Implement National Anti-Corruption Strategy and Action Plan	Most planned activities implemented, including sensitization, integrity trainings, policy integration, and collaboration with PCCB.	83%	3	Largely achieved
SO3: Increasing students' enrolment and improving the quality of graduates	Significant progress in enrolment, curriculum approval, graduate quality, tracer studies, and quality assurance systems.	85%	3	Largely achieved
SO4: Increase the volume and quality of research, publications and innovations	Good performance in research projects, publications, conference papers, research chairs, and journal visibility.	80%	3	Largely achieved

Strategic objective / Key result area	Key performance summary	Overall achievement (%)	Score (1–4)	Performance rating
SO5: Enhancing outreach, publicity, linkages and partnerships	Targets for outreach beneficiaries, partnerships, internships, and publicity activities exceeded.	95%	4	Highly achieved
SO6: Enhancing university financial mobilization, management and sustainability	Institutional frameworks and revenue mobilization initiatives established with moderate progress in sustainability measures.	84%	3	Largely achieved
SO7: Improve teaching, research and learning environment	Substantial improvements in infrastructure, ICT systems, facilities, environmental conservation, and learning resources.	71%	3	Largely achieved
SO8: Improving management and institutional governance	Governance systems, restructuring, performance management, audits, and leadership development operationalized.	97%	4	Highly achieved
SO9: Mainstream gender issues	Gender Desk established; improved female student and staff representation; and strengthened inclusion support for students with special needs through provision of assistive devices and mobility support.	83%	3	Largely achieved

2.4. Challenges that Affected the 2021/22 – 2025/26 Strategic Plan

The SUA Corporate Strategic Plan is a critical component of the success of the University. It provides a roadmap of where the University wants to go and how it plans to get there. However, the implementation of the 5th SUACSP was not without challenges. The review of the implementation of the 5th SUACSP identified the following challenges.



Figure 3: A summary of Identified Challenges for the Implementation of the 5th SUACSP

2.5 Environmental Scanning

The performance and success of the 6th SUA Corporate Strategic Plan (SUACSP 2026/27-2030/31), as described in the following sections, are determined by important strategic concerns that were identified via both internal and external environmental analysis.

2.5.1 Internal Analysis

2.5.1.1 Governance and Management

In addition to the SUA Charter (2007, revised in 2020), SUA has developed new policies, reviewed existing ones, and established regulations and guidelines that align

with its vision and mission, thereby creating a robust framework for the execution of its functions. These policies include but not limited to the SUA Research Policy (5th Edition, 2025), Regulations for Higher Degrees (2025), Examination Regulations for Degree and Non-Degree Programmes (2025), SUA Investment Policy (2025), SUA Consultancy Policy (2020), and SUA ICT Policy (2023).

However, there are certain issues that need to be addressed in order to improve governance and management systems. These issues include: determining the ideal number of employees throughout the University and guaranteeing the calibre of both academic and administrative staff; staff development, compensation, motivation, and retention; providing high-quality services; and successfully operationalization of the Employee Self Service System (ESS).

2.5.1.2 Financial Resource and Management

Sokoine University of Agriculture (SUA) finances its operations primarily through four sources: government subvention, loans and grants from development partners, internally generated revenue, and projects funded by these partners. The most significant sources for the operational budget are government funding and tuition fees, with the latter accounting for over 70 per cent of the internal revenue. To manage funds effectively, SUA employs an integrated financial management information system that oversees budget management, payroll, revenue tracking, daily expenditures, staff assessments, student finances, and financial reporting. Additionally, the University utilizes several national electronic management platforms, including the Human Capital Management Information System Security (HCMIS), the Government Electronic Payment Gateway (GePG), Planning and Reporting (PLANREP), the Government Payment System (Mfumo wa Ulipaji Serikalini, MUSE), and the Tanzanian National e-Procurement System (TANePS).

Along with efficient financial management, the University has implemented cost-cutting strategies for utilities, such as installing water and electricity meters in staff homes and renting business spaces, implementing paperless meetings, bulk procurement from manufacturers and government organisations (like GPSA), utilising the National e-Procurement System of Tanzania (NeST), and maintaining vehicles through the Tanzania Electrical, Mechanical and Electronics Services Agency (TEMESA).

2.5.1.3 Partnerships and Linkages with Industry and Stakeholders

SUA has continued to establish and strengthen formal partnerships and linkages with local, national, regional and international organizations through Memoranda of Understanding (MoU). Between July 2021 and June 2026, the University has signed about 117 MoU with public, private and non-state actors, both within and outside the country. These memoranda enabled the University to work closely with strategic partners. More details regarding the 117 MoUs are available in Appendix 1.

2.5.1.4 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 infrastructures, ii) undertaking regular maintenance of the existing buildings, iii) improving availability and reliability of utilities and services, iv) improving information and communication technology, and v) improving library and information services.

2.5.1.5 Health and Wellbeing of SUA Community

SUA has consistently focused on the health and wellbeing of its community by investing in personnel, hospital equipment, facilities, and infrastructure. Between July 2021 and June 2026, the University acquired medications and other medical supplies while ensuring the effective operation of preventive and curative medical devices. Additionally, the Mizengo Pinda Campus Dispensary Laboratory was equipped with various machines, including a urine analyser, a full blood picture machine, a microscope, a semi-automated chemistry machine, and a sterilizer autoclave machine. The SUA community has access to both the National Health Insurance Fund and the SUA Community Health Scheme (SCHS) to help cover their healthcare expenses.

The University has been conducting frequent awareness efforts of ensuring that employees and students are knowledgeable of and are actively involved in avoiding both communicable and non-communicable illnesses. These programs motivate employees and students to take actions against the spread of HIV/AIDS and other infectious illnesses, including COVID-19 and other pandemic threats.

Other significant efforts aimed at enhancing the health and wellbeing of the SUA community from July 2021 to July 2026 include;

- (i) Ten (10) awareness campaigns were conducted on HIV/AIDS, peer educators among staff and students. A total of 8 awareness campaigns for non-communicable diseases has been conducted;
- (ii) A total of 5,815 staff and students have been oriented on health living;
- (iii) A total of 8,176 cases of staff and students have been screened and treated with communicable diseases;
- (iv) A total of 1909 cases of staff and students have been treated with communicable diseases; and
- (v) Ten (10) awareness campaigns for communicable diseases have been conducted.

On the other hand, SUA continues to invest in improving sports and games facilities, supporting students and staff in participating in sports and games (both internally and externally) to promote a healthy lifestyle.

2.5.1.6 Growth and Expansion of the University

In the last five years, SUA has experienced significant growth and expansion in multiple areas, both vertically and horizontally. The University has successfully approved and implemented all the restructured units. To tackle staff accommodation issues, 19 staff houses were acquired at the Mizengo Pinda Campus (MPC) from a development partner. Additionally, the University has upgraded 3.8 km of internal roads to tarmac at Solomon Mahlangu Campus (1.6 km) and Edward Moringe Campus (2.2 km). Furthermore, as part of the Higher Education Economic Transformation (HEET) project, the University has enhanced its physical infrastructure by constructing five buildings at Edward Moringe Campus, two buildings at Solomon Mahlangu Campus, and two buildings at Mizengo Pinda Campus.

2.5.2 External Analysis

2.5.2.1 Political, Economic, Social, Technological, Environmental and Legal Aspects

The external analysis focuses on Political, Economic, Social, Technological, Environmental and Legal aspects as explained in the subsequent sub sections.

2.5.2.1.1 Political Aspect

Tanzania maintains political stability, supported by the Tanzania Development Vision (DIRA 2050) and the ruling party's Election Manifesto for 2025, which emphasize values of dignity, equality, and effective governance. This stability fosters a secure educational environment and promotes confidence among both national and international students to complete their studies without the threat of political disruptions.

2.5.2.1.2 Economic Aspect

Over the past decade, Tanzania has experienced robust economic growth, with GDP growth averaging 5 to 6 per cent. The country achieved lower-middle-income status in July 2020, with projections of reaching a GNI per capita of over US\$1,300 by 2025, and aims to quadruple it to US\$4,700 by 2050. Although the share of agriculture in the GDP has continued to decline, indicating stagnant growth in industry and services, the government has faced challenges in agricultural spending, often falling short of the 10 per cent target. The ruling party's 2025 manifesto emphasizes the transformation of agriculture and poverty alleviation, which have stagnated at 26.4 per cent since 2017/18, aligning with sustainable development goals and national economic strategies. The Sokoine University of Agriculture is tasked with improving agricultural productivity and addressing infrastructure and market inefficiencies. The 6th CSP is developed to address this and related calls of action.

2.5.2.1.3 Social Aspect

Tanzania has made significant strides in social service accessibility over the past five years, improving education, healthcare, and infrastructure. The Secondary Education Development Programme (SEDEP) has notably increased secondary school enrolment, leading to greater enrolment in higher education despite resource constraints. The DIRA 2050 and TDV 2050 goals prioritize a skilled workforce and enhanced capacity in science and technology, aiming to stimulate economic growth. The ruling CCM party's manifesto for 2025 emphasizes the importance of research and innovation in achieving socio-economic progress. Universities, particularly SUA, are expected to foster knowledge, skill development, and innovation. They must adapt educational programs to meet job market demands, offering lifelong learning opportunities, promoting diverse degree and non-degree options, and encouraging interdisciplinary partnerships. The University should also focus on efficient knowledge creation and collaboration with various sectors while addressing challenges posed by inflexible curricula and rising costs. This approach ensures graduates are enabled to thrive and create jobs in a rapidly evolving technological landscape.

2.5.2.1.4 Technological Aspect

The world is undergoing significant technological advancements, particularly in Information and Communication Technology (ICT), which is redefining how individuals and institutions operate. Recent innovations have been crucial in the fourth industrial

revolution, transforming production, management, and governance across various industries through the rapid convergence of physical (e.g., autonomous vehicles, 3-D printing), biological (e.g., genetic engineering), and digital technologies (e.g., Artificial Intelligence, Internet of Things). These changes are reshaping job requirements for graduates, manufacturing processes, and citizen engagement, particularly in university education delivery. In Tanzania, digital transformation has significantly improved public service delivery through mobile money, broadband access, and foundational e-government initiatives. This progress has enabled greater use of ICT in university education, aligning with the Higher Education Development Programme that emphasizes technology in teaching and research. To remain competitive, SUA, through the 6th CSP, will invest in modern ICT infrastructure and strengthen digital platforms for enhanced teaching, learning, and outreach. Efforts will focus on integrating existing technologies, digitizing content, and creating management information systems to support online education systems.

2.5.2.1.5 Environmental Aspect

Tanzania recognizes the significance of her environmental resources and the detrimental impact of their degradation on productivity and poverty. The Tanzania Development Vision 2050 emphasizes sustainable development through the integration of environmental sustainability, climate resilience, and green growth in economic activities. Sokoine University of Agriculture (SUA) is committed to addressing environmental management and conservation issues at both institutional and national levels. Given the current climate change impacts on agriculture, SUA has the opportunity of developing innovative climate resilience strategies for producers, processors, and consumers. Strategies may include building resilience to climatic shocks such as floods and droughts, as well as promoting climate-smart agriculture. Supported by the Vice President's Office, SUA hosts the National Carbon Monitoring Centre (NCMC), which plays a crucial role in environmental matters, advising the government on climate change and contributing to knowledge and strategies of tackling global carbon challenges.

2.5.2.1.6 Legal Aspect

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 was 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 educational, training and research policies that provide a coherent philosophy for the development and management of education and research in Tanzania.

2.5.2.1.7 Competition for Students Aspect

In today's academic environment, universities serve as pivotal institutions for knowledge creation and dissemination. Countries such as Tanzania are responding to the growing demand for higher education by establishing more universities and colleges, leading to over 50 institutions in the country offering a range of degree and non-degree programmes. This expansion is driven, in part, by the decline in

government funding and the need for these institutions to generate additional revenue. Historically, the Sokoine University of Agriculture (SUA) was the only university providing agriculture and allied sciences programmes. However, with the rise of new universities and their Colleges of Agriculture and Natural Resources, SUA is expected to encounter increased competition for student admissions. This situation poses a challenge to SUA's strategic goals, particularly its aim of increasing student enrolment and enhancing graduate quality. To address these challenges, SUA will adopt innovative strategies, diversify its student recruitment methods, and improve its teaching and learning facilities. The enhancement of programme quality and the expansion of infrastructure, such as lecture rooms, accommodation, cafeterias, study spaces, libraries, and recreational areas, will be essential. Ultimately, sustaining excellence in teaching, learning, and research will be vital for SUA to remain competitive in the evolving landscape of higher education and to boost the employability of its graduates.

2.6 Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analysis

Strengths	Weaknesses	Opportunities	Challenges/Threats
• 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	• 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	• 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	• 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

and accreditation bodies • Affiliate members of higher learning associations	the University • Underutilized land • Lack of maintenance culture	global institutions • Potential to attract international students • Potential for expansion	tendencies among students due to increased dependence on internet and web resources.
---	---	---	--

2.7 Stakeholders' Analysis

SUA stakeholders are those who have interest in or are directly or indirectly affected by or can affect the operations of the University. Major stakeholders include; the government and policymakers, students, staff – (Academic and Non-academic), members of the University Council, employers, higher learning and collaborating institutions within and outside the country, regulatory bodies and authorities, development partners and or donors, professional boards, alumni, the private sector/industries, farmers, the agribusiness sector, financial institutions, local communities, the media and the public. Table No. 3 shows stakeholders and their expectations.

Table 3: Stakeholders Analysis

No.	Stakeholder	Interest/Expectations
1	Government and policy makers	• Production and contribution of skilled graduates in agriculture sector and other allied sectors in the country • Graduates who are employable/can employ themselves • Technical support and advice • Institutional sustainability • Policy compliance • National development goals alignment • Minimum drop-outs • Smooth learning process • Optimal use of resources • Innovativeness in expansion of intakes and self-financing • Accountability and transparency
2	University Council & Management	• Institutional growth, • Institutional reputation maintained • SUA remain financially viable and strategically relevant • Academic excellence
3	Students (Non-degrees, Undergraduate & Postgraduate)	• Education that meets the needs of the changing labour market in terms of: ✓ quality education, ✓ Practical training, ✓ Career opportunities, ✓ Affordable fees ✓ Appropriate assessment ✓ Air treatment in learning process • Conducive learning environment in terms of: ✓ Accommodation facilities ✓ Reliable Security ✓ Health facilities • Quality customer care
4	Staff / employees (Academic staff and non-academic staff)	• Good governance practices and fair treatment • Good leadership • Research funding • Job security • Welfare • Good remuneration and timely pay • Staff development • Good performance for SUA Students • Conducive working environment
5	Employers	• Trust and confident graduates • Competent graduates with practical skills • Ethical graduates • Programmes match dynamic the requirements of the industry
6	Regulatory boards e.g. TCU, COSTECH, TBS	• Adherence and compliance to standards, procedures and guidelines, • Flexibility in programmes that meet industry demand • Quality assurance, • Accreditation.

No.	Stakeholder	Interest/Expectations
7	Professional Boards	• Competent and qualified graduates who meet national and international professional standards • Compliance to professional standards, ethics and innovative practices • Quality/standards upheld
8	Higher learning and collaborative institutions (Local & International)	• Positive impact of collaboration • Supporting training, collaborative research and mentoring staff (Academic exchange) • Joint publication • Harmonious working • Value for money • Behave ethically
9	Development Partners and Donors (e.g. World Bank, USAID, NORAD, EU etc)	• Resources deployed according to set priorities • Impactful projects • Transparency and Accountability • Realization of Project/Research Outputs • Program/project sustainability • Comprehensive dissemination of research results • Corruption free • bureaucracy • Compliance on regulation, procedures and standards
10	Alumni	• A good networking, reputation of degree, and • Collaboration for SUA development and career growth
11	Private Sector / Industry (Agribusiness, Input Suppliers, Agro-processing companies)	• Trust and confident graduates • Competent graduates with requisite skills • Ethical graduates • Accurate, transparent, timely and reliable information • Research collaboration, • Technology transfer
12	Farmers & Agribusiness Sector	• Access to research/research application, improved technology/technology transfer, skilled graduates, extension support
13	Financial Institutions (e.g. CRDB Bank, NMB Bank, NBC, TADB etc)	• A good relationship • Quality graduates • Loan products and services targeted to SUA employees, students or University run cooperatives and agribusinesses • Return on investment via interest on loans or services provided • Encouraged bank funds and financial transactions • Expansion of customer base (students, staff, University projects) • Funding long term projects
14	Local Communities (Morogoro & surrounding areas)	• Employment, extension services, community development, research benefits
15	Media & Public	• Access to information, • SUA's reputation, • Success stories

2.8 Review of Relevant Information

The 6th CSP has been developed considering the evolving global, regional and national landscapes. On a global scale, the plan is rooted in the framework of Sustainable Development Goals (SDG) established in 2015. On a regional perspective, the 6th CSP aligns with the ambitions outlined in Africa Agenda 2063 and the East African Community (EAC) Vision 2050. At the national level, the plan reflects various existing policy frameworks, including DIRA 2050 and the Tanzania Education and Training Policy 2014 (Ed. 2023). In the light of these developments, the 6th CSP is aligned to specific policies and strategies at national, regional and global levels as summarized hereunder.

2.8.1 United Nations 2030 Agenda for Sustainable Development

As a universal, transformative, and rights-based strategy, the 2030 Agenda for Sustainable Development was approved by the United Nation (UN) in 2015. The Agenda is centred on 17 Sustainable Development Goals (SDGs) with 169 targets that tackle important global issues such as eradicating poverty in all its manifestations, eradicating hunger, achieving food security, advancing sustainable agriculture, guaranteeing everyone's health and well-being, guaranteeing inclusive and equitable quality education, and achieving gender equality and empowering women and girls to ensure that no one is left behind. In the recognition that Universities play a pivotal role in advancing the United Nations Sustainable Development Goals (SDGs) through education, research, and community engagement, SUA will continue to support training, research and innovation, production and engagement with the public through outreach and advisory services geared towards the attainment of Sustainable Development Goals (SDGs).

As is the case with other public institutions of higher learning, SUA has adopted the sustainability and Environmental, Social and Governance (ESG) framework which will enhance the sustainable reporting in all matters related to the environment, social and governance. Through an integrated institutional approach, the University will act as a catalyst for change by fostering innovation, training future leaders and partnering with external stakeholders in solving local and global challenges. In particular, the University will strive to contribute to the achievement of SDG 4 which envisages inclusive and equitable quality education as well as the promotion of lifelong learning opportunities for all. Furthermore, the University will implement sustainable practices such as the utilization of green energy and carrying out tree growing programmes to enhance biodiversity and mitigate climate change and environmental sustainability. The University will continue to offer equal opportunities for men and women and eliminate all forms of violence against women and girls by implementing policies and operationalizing gender and disability mainstreaming policies as guided by Agenda 2030.

2.8.2 Agenda 2063: The Africa We Want

The Africa Agenda 2063 serves as Africa's comprehensive plan for transforming the continent into a leading global force characterized by inclusive and sustainable development. A key focus of Agenda 2063 is the investment in skills, science, technology, engineering, and mathematics to empower the people of Africa and drive the continent's development.

The 6th CSP is closely aligned with the Africa Agenda 2063 as it focuses on enhancing human capital development through skills and capacity building in research, science, technology, and innovation. The 6th CSP also involves the redesigning of curricula and research Agenda to better address needs and challenges of the continent.

2.8.3 The EAC Vision 2050

The East African Community (EAC) Vision 2050 provides a long-term plan framework to transform East Africa into an upper-middle-income region by 2050. The vision recognises the critical role of higher education in fostering a well-educated population essential for productivity and innovation.

To better align with the EAC Vision 2050, the university, through the 6th CSP, will undertake the following: -

- 1 Support research and innovation for economic transformation and regional integration;
- 2 Mainstream entrepreneurship and business skills in research and training;
- 3 Build capacity for lifelong learning, geared to bridging skills gaps for advancing regional development agenda;
- 4 Undertake market-led research and development;
- 5 Facilitate access to technological and research facilities by researchers and other experts;
- 6 Expand and benefit from private sector participation in university activities;
- 7 Establish and support research infrastructure and facilities;
- 8 Support regional mobility of students and faculty; and
- 9 Undertake internationalization of programs.

2.8.4 DIRA 2050

The DIRA 2050 recognises that higher education has a crucial role to play in national development. The DIRA accentuates the importance of education in building a robust, all-encompassing, and competitive economy, with its citizens ready to work in higher-productivity sectors that require a well-educated workforce. To achieve this, DIRA 2050 targets a high percentage of citizens in holding decent jobs in the formal sector, with 25 per cent of the population attaining tertiary education.

SUA, through the 6th CSP will actively contribute to Tanzania Development Vision 2050 (DIRA 2050) by focusing on agricultural modernization, food security, and climate resilience. The University will advance these goals through demand-driven research, commercialization of innovations, and the development of a highly skilled, entrepreneurial workforce. Specifically, the 6th CSP will: -

- Support the development of a strong, competitive, and inclusive economy by transitioning from basic academic research to commercial solutions that directly feed into the national industrialization agenda as articulated by Pillar I of the DIRA 2050;
- Support human capabilities and social development (Pillar II) by shifting from traditional knowledge-based training to highly specialized, practical, and entrepreneurial training to empower innovators and entrepreneurs; and
- Foster environmental integrity and climate change resilience by supporting training, research and innovation for environmental sustainability and stewardship.

2.8.5 National Education and Training Policy 2014 (Ed. 2023)

The Education and Training Policy 2014 (Ed. 2023) for Tanzania has defined two main pathways, namely: general and technical education of equipping learners with knowledge, practical skills, and strong professional values. In line with the policy, the University endeavours to streamline and strengthen the two education pathways and make them a priority in that the implementation of the 6th CSP shall enable graduates, in both general and technical higher education, to pursue diverse career paths and engage in lifelong learning. To address national aspirations expressed in the ETP 2024 (2023 Ed.), the 6th CSP will therefore strive to formulate strategies and activities that contribute to the realization of the Policy strategic objectives and that of the DIRA 2050. This alignment will forge a cohesive approach to skills development that meets national priorities and responds to labour market demands.

2.8.6 National Long-Term Perspective Plan

The 6th CSP is expected to contribute to the national Long-Term Perspective Plan through the following strategic pathways:

- **Agricultural Modernization and Agro-Processing:** SUA's research outputs will directly support the national push toward a \$100 billion agricultural economy by 2050. This includes commercialization of research, technology transfer, and supporting the development of high-productivity agricultural corridors across the country;
- **Climate Resilience and Sustainability:** SUA will collaborate with the Government and other stakeholders to help the nation meet sustainable natural resource management goals, as well as promote climate-smart agriculture, soil management, and green livelihood initiatives to protect biodiversity and ecological systems;
- **Institutional Investment and Expansion:** To accommodate planned increases in student enrolment and staff to support this national vision, SUA will develop and operationalize its Master Plans and SUA Investment Policy and guidelines. This will guarantee that the University physical footprint and financial sustainability cope with future growth and expansion;
- **Graduate Employability and Job Creation:** The University is shifting its curriculum from traditional theory to Competence-Based Education and Training (CBET). This will align the University with national education reforms aimed at eliminating graduate employability gaps by matching academic training directly to modern labour market demands;

- **Incubation and Entrepreneurship Hubs:** SUA will strengthen dedicated agribusiness incubators where students will not just study business models but start, manage, and scale real agro-ventures before graduating.

2.9 Analysis of Critical Issues

The Sokoine University of Agriculture (SUA) is a key institution aiming at contributing to the transformation of the agricultural sector through quality education, research, and outreach. However, SUA faces several critical issues that need to be addressed to achieve its goals: -

- Long-standing challenges related to infrastructure, including the need of increasing classrooms, laboratories, and hostels for effective delivery of quality education and research;
- Limited capacity of transforming and delivering competence-based training and skills development for employability;
- Shortage of staff, which impacts the delivery of quality education and research;
- The challenge of not realizing University's full potential of contributing to the agricultural sector's transformation through research and commercialization of innovation; and
- Limited capacity of unlocking the full potential of the agricultural sector in collaboration with the private sector.

The 6th CSP is developed to address the identified critical issues along with the following cross-cutting issues: -

- (i) The prevention and control of HIV/AIDS, Non-Communicable Diseases (NCDs) and other public health emergencies;
- (ii) Implementation of the National Anti-Corruption Strategy and Action Plan Phase Four (NACSAP IV) 2023-2030;
- (iii) Improving access to and attractiveness of SUA to formal and life-long learning programmes;
- (iv) Increasing the volume and quality of research, publications and innovation;
- (v) Strengthening Institutional capacity of delivering outreach, consultancy, and partnership-driven societal impact;
- (vi) Enhancing financial mobilization, management and sustainability;
- (vii) Strengthening Institutional Governance and Operational Efficiency; and
- (viii) Mainstreaming gender and inclusivity at all levels.

CHAPTER THREE

3 THE STRATEGIC PLAN

3.1 Preamble

This Chapter presents the University strategic direction in terms of vision, mission, motto, core values, strategic objectives, strategies and targets for the 6th CSP. All these are embedded in the core functions of the University, that is, teaching, research and consultancy. The Plan confines itself to a duration of 5 years of implementation as from the financial year 2026/2027 to 2030/2031. This chapter also presents KPIs to each target to facilitate the monitoring, measuring and verifying the level of performance of targets and the expected outcomes.

The 6th CSP acknowledges that higher education in Tanzania, similar to the broader global south, encounters significant challenges due to the rising demand for a limited number of university spots for both domestic and international students. According to UNESCO forecasts, by 2030, around 258 million Africans will reach the age for higher education enrolment. This demographic advantage needs to be leveraged and directed into higher education to fulfil the continent's social and economic goals. However, there are opportunities arising from these figures and the continuing responsibility of improving access to quality and affordable university education in Tanzania.

In response to these goals and being aware of the emphasis on research excellence and competency-based higher education, the 6th CSP has been developed considering the evolving national, regional and global educational and technological landscapes. At a global scale, the corporate strategic plan is rooted on the framework of Sustainable Development Goals (SDG) established in 2015 and the Africa Agenda 2063. Additionally, the 6th CSP aligns with the regional ambitions outlined in the East African Community (EAC) Vision 2050. At the national level, the plan reflects various existing policy frameworks, including the Tanzania DIRA 2050 and the Tanzania Education and Training Policy 2013, 2023 Edition.

Technologically, the world is undergoing rapid innovation and technological advancements, especially in the information and communication sector. These changes have shaped the way people and institution's function. All these technological advancements and dynamics are equally reflected in the 6th CSP of Sokoine University of Agriculture.

3.2 University Vision, Mission, Motto and core values

The following vision, mission, motto and core values shall guide Sokoine University of Agriculture as summarized in Figure 4.



Figure 4: University Vision, Mission, Motto and Core Values

3.3 Strategic Objectives

The overall goal of the CSP is to enable SUA to become a reputable world-class university that is responsive to national, regional and global development needs. In achieving its vision and mission, SUA CSP 2026 – 2031 will confine itself to nine identified strategic objectives of which, objectives 1 and 2 are crosscutting at the national level (implemented by all public institutions). The remaining seven (7) objectives reflect the core functions and issues of SUA indicating the strategies, targets, indicators and service outputs for each objective. The following are the nine strategic objectives guiding the 6th SUA CSP as shown in Figure 5.



Figure 5: A Summary of the Nine Strategic Objectives Guiding the 6th SUA CSP

3.4 The Corporate Strategic Objective Tables

Table 4: SO A: Health services improved, HIV/AIDS, Non - Communicable Diseases

Code A	Strategies	Targets	Key Performance indicators		Responsible
			Output Indicators	Outcome Indicators	
A	A1. Prevent and control HIV/AIDS infections to SUA Community	A1.1 Five HIV/AIDS interventions (awareness, treatment, counselling, testing and protective gears) implemented in all University campuses annually	Number of interventions	Level of awareness on HIV/AIDS Rate of HIV/AIDS infection	DAHRM, DOS
		A1.2 All staff who voluntarily report to be living with HIV/AIDS provided with care and support services annually	Number of staff provided with HIV/AIDS support	Rate of active uptake of supportive services	DAHRM
	A2. Prevent and control chronic communicable and non-communicable diseases	A2.1 Two awareness campaigns for non-communicable diseases conducted annually	Number of awareness campaigns conducted	Level of awareness on non-communicable diseases	DAHRM, DOS
		A2.2 A total of 2,000 of SUA students and 200 staff diagnosed with chronic conditions related to non-communicable diseases	Number of staff and students	Rate of NCD screening and treatment services supported	DHS

Code A	Strategies	Targets	Key Performance indicators		Responsible
		supported annually			
		A2.3 Two awareness campaign on communicable diseases conducted to students and staff annually	Number of awareness campaigns	Rate of awareness of staff and students on communicable diseases	DAHRM, DOS
		A2.4 11,250 students and 1,125 staff screened for communicable diseases by June 2031	Number of students and staff	Rate of management on communicable diseases.	DHS, DOS
	A3 Manage public health emergencies	A3.1 Two awareness campaigns on public health emergencies conducted annually	Number of awareness campaigns	Level of public health emergency awareness	DAHRM, DHS
		A3.2 Three interventions developed and operationalized to control Public Health Emergencies effective July 2026	Number of interventions	Level of control of public health emergencies	DHS
	A4 Strengthen comprehensive mental health (Promote mental health and psychological well-being)	A4.1 Five Staff and fifty students with mental disorders symptoms screened and assisted annually	Number of mental health clinics Number of students and staff	Level of control of mental disorders	DHS
		A4.2 Fifty per cent of staff and thirty per cent of	Percentage of students and staff	Level of awareness of staff and students on	DAHRM, DHS

Code A	Strategies	Targets	Key Performance indicators		Responsible
		students trained on mental health literacy and psychological first aid annually		mental health	
		A4.3 Fifteen sports and games programs enhanced to improve and maintain students and employee's health effective July 2026	Number of programs	Level of satisfaction	DAHRM

Table 5: SO B: National Anti-Corruption Strategy and Action Plan (NACSAP) Implemented

Strategies	Targets	Performance Indicators		Responsible
		Output Indicator	Outcome Indicator	
B1. Conduct University-wide ethics and integrity awareness campaigns and develop information, education and communication materials.	B1.1 All university units sensitized on anticorruption values by June 2031	Number of units	Level of awareness on anticorruption practices	Integrity Committee
	B1.2 Zero tolerance for corruption practiced among university community by June 2031	Number of corruption complaints	Prevalence rate of corruption incidences	Integrity Committee
	B1.3 Five annual anti-corruption forums held with students, staff, alumni	Number of forums	Prevalence rate of corruption incidences	Integrity Committee

Strategies	Targets	Performance Indicators		Responsible
		Output Indicator	Outcome Indicator	
	and external agencies by June 2031			
	B1.4 Service delivery complaints reduced by fifty percent within 3 years by June 2029	Number of complaints	Level of transparency and accountability	Integrity Committee

Table 6: SO C: Access to and Attractiveness of SUA Formal and Life- long Learning Programmes Enhanced

Strategies	Targets	Performance Indicators		Responsible Office
		Output Indicators	Outcome Indicators	
C1 Relevance, quality and competency-based training strengthened for general and technical programmes	C1.1 Eight and two new demand-driven postgraduate and undergraduate programmes accredited respectively by June 2031	Number of new programmes	Rate of access to quality education and training	DUS & DPRTC
	C1.2 Ten Students' Cluster Exit survey (Undergraduate & Postgraduate) by June, 2031	Number of Students' Cluster Exit survey	Rate of access to quality education and training	QAB
	C1.3 Ten curricula reviewed, updated and harmonized incorporating competency-based approaches by June 2031	Number of curricula	Rate of access to quality education and training	DUS & DPRTC

Strategies	Targets	Performance Indicators		Responsible Office
		Output Indicators	Outcome Indicators	
	C1.4 Two new programmes internationally accredited by June 2031	Number of accredited programmes	Level of recognition	DUS & DPRTC
	C1.5 Ten lifelong learning programmes operationalized by June 2031	Number of lifelong learning programmes	Rate of uptake of new skills	ICE, DUS, DPRTC
C2 Industry integration and work-based learning operationalised	C2.1 Semester-long work attachment implemented in all programmes by June 2031	Number of programmes	Level of competence	ACADEMIC UNITS
	C2.2 Internship programmes implemented across all academic units by June 2031	Number of Internship programmes	Level of competence	ACADEMIC UNITS
C3 Enhance quality assurance services and processes	C3.1 One staff capacity needs assessment of administrative and academic staff conducted annually	Number of staff needs assessed	Level of skills on quality assurance practices and standards	QAB
	C3.2 Fifty percent of SUA staff trained on quality assurance matters by June 2031	Percentage of staff	Level of skills on quality assurance practices and standards	QAB
	C3.3 Fifty quality audits conducted by June 2031	Number of quality audits	Level of compliance	QAB
	C3.4 Five quality and quantity learning material resources assessment surveys by June	Number of learning materials	Level of skills on quality assurance practices and	QAB

Strategies	Targets	Performance Indicators		Responsible Office
		Output Indicators	Outcome Indicators	
	2031		standards	
	C3.5 Two SUA laboratories/work shops become ISO/IEC 17025:2017 accredited by June 2031	Number of SUA laboratories/workshops accredited.	Level of accreditation	QAB
	C3.6 Two SUA core activities become ISO 21001:2018 certified by June 2031	Number of ISO certificates	Level of recognition	QAB
C4 Strengthen staff capacity in pedagogy and e-learning.	C4.1 One innovative teaching and learning approach delivered annually	Number of teaching/learning approaches	Level of competence	DICT & QAB
	C4.2 Online and digital technologies cover twenty percent of teaching and learning by June 2031	Percentage of courses deployed online and digital technologies	Rate of online access	DICT
C5 Partnerships and collaboration pathways strengthened	C5.1 University-Industry collaboration strategy approved and operationalized effective July 2027	Strategy in place	Level of collaboration	DPRTC, INTERNATIONALIZATION AND CONVOCATION
	C5.2 Three academic and three recruitment partnerships established by June 2031	Number of partnerships	Level of visibility and competence	DUS, DPRTC
	C5.3 Articulation	Number of	Level of	DUS, DPRTC,

Strategies	Targets	Performance Indicators		Responsible Office
		Output Indicators	Outcome Indicators	
	pathway guidelines for collaboration operationalized by December 2027	guidelines	confidence	ICE
	C5.4 Ten Scholarships mobilized annually	Number of student Scholarships	Level of students retention	DPRTC & DUS
C6 Digital systems and infrastructure strengthened	C6.1 Learning Management System (LMS) operational across all academic units by June 2031	Number of academic units with operational LMS	Rate of digital teaching and learning	DICT
	C6.2 One hundred percent of staff using digital teaching tools by June 2031	Percentage of staff	Rate of digital teaching and learning	DICT
C7 Improve the internationalization of training, research, outreach and advisory programs	C7.1 One Policy and a strategy of Internationalization developed and operationalized by June 2027	Policy and strategy in place	Level of internationalization	Internationalization and Convocation Unit
	C7.2 Two international and four regional students recruitment campaigns conducted effective July 2027	Number of campaigns	Level of internationalization	Internationalization and Convocation Unit
	C7.3 Registered international students increased to 200 from 120 by June 2031	Number of students	Level of internationalization	Internationalization and Convocation Unit

Table 7: SO D: Volume and Quality of Research, Publications and Innovations increased

Strategies	Targets	Performance Indicators		Responsible
		Output Indicators	Outcome Indicators	
D1 Strengthen support systems to enable staff, students and other scholars to effectively undertake research	D1.1 One new university-wide research programme developed and funded by June 2031	Number of university-wide funded research programmes	Level of participation in research	DPRTC
	D1.2 Forty new research projects developed and funded annually	Number of newly funded research projects	Level of participation in research	DPRTC
	D1.3 One new Professorial Research Chair established by June 2031	Number of Professorial Research Chairs	Rate of externally funded high impact research projects	DPRTC
	D1.4 SUA is ranked among thirty best Universities in Africa by June 2031	University ranking	Level of international visibility	DVC-ARC
D.2 Publication quality and visibility strengthened	D2.1 Three journals affiliated with SUA indexed in high abstracting databases by June 2031	Number of journals	Rate of publications	DPRTC
	D2.2 Five hundred manuscripts published annually in indexed and retrievable journals effective July 2026	Number of papers	Rate of publications	DPRTC
	D2.3 SUA staff participated in publishing ten books by June 2031	Number of books	Rate of publications	DPRTC

Strategies	Targets	Performance Indicators		Responsible
		Output Indicators	Outcome Indicators	
	D2.4 Twenty papers published in conference proceedings presented annually	Number of conference papers	Rate of publications	DPRTC
D3 Strengthen University - industry research partnership	D3.1 Ten University-industry collaborative researches established by June 2031	Number of collaborative researches	Level of collaboration	DPRTC
	D3.2 Fifty staff are imparted with hands-on skills through industry placement by June 2031	Number of staff	Level of competence	DPRTC
D4 Improve Innovation capacity of staff and students	D4.1 Five Intellectual Property Right (IPRs) commercialized by June 2031	Number of Intellectual Property Rights	Rate of commercialized IPRs	DPRTC
	D4.2 Ten start-ups commercialized by June 2031	Number of start-ups	Level of commercialization	DVC ARC, DPRTC & DUS
	D4.3 Fifty researchers/innovators trained annually	Number of researchers/innovators	Level of competence	DPRTC

Table 8: SO E: Institutional Capacity to Deliver Outreach, Consultancy, and Partnership-Driven Societal Impact Strengthened

Code E	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
	E.1 Enhance co-creation	E1.1 Thirty researchers and	Number of researchers	Level of competence	ICE, DAHRM

Code E	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
	in outreach services	twenty field officers trained in dissemination and outreach services annually	and field officer		
		E1.2 Outreach services accessed by 3,000,000 beneficiaries by June 2031	Number of beneficiaries	Rate of access	ICE
	E2. Enhance marketing and publicity of SUA	E2.1 SUA engagements in eight radio and eight television programmes and participation in three major exhibitions annually to showcase to university innovation and research output for marketing and publicity annually	Number of programmes	Rate of dissemination	ICE, CMU
		E2.2 Two policy dialogues conducted annually	Number of Policy dialogues	Level of public engagement	DVC ARC, Centre for Policy and Strategic Studies (CPSS)
		E2.3 Four policy briefs produced and disseminated annually	Number of policy briefs	Level of public engagement	DVC ARC, ICE & DPRTC
		E2.4 Operationalize Twenty-five Corporate Social Responsibilities to various SUA stakeholders by June 2031	Number of Corporate Social Responsibilities	Level of public engagement	VC OFFICE & DAHRM

Code: E	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
E	E3 Improve partnerships and linkages with industry and other stakeholders	E3.1 Thirty new strategic partnerships established and operationalized by June 2031	Number of new strategic partnerships	Level of partnerships	DPRTC
		E3.2 Thirty percent of registered Alumni engaged in the University development by June 2031	Percentage of Alumni engaged	Level of engagement	Internationalization & Convocation
		E3.3 Operationalize revised consultancy policy effective December 2027	Revised consultancy policy operationalized	Level of satisfaction	DPRTC

Table 9: SO F: Financial Mobilization, Management and Sustainability Enhanced

Code: F	Strategies	Targets	Performance Indicators		Responsible
			Output Indicator	Outcome Indicator	
F	F1 Attract more funding from private and Development Partners	F1.1 Two public private investment related partnerships developed by June 2031	Number of Public private investment	Rate of investment	DPI
		F1.2 Two development project proposals developed and funded by development partners by June 2031	Number of development projects	Rate of funding	DPI
	F2 Improve financial management system and expand sources of internally generated income	F2.1 Contribution of internally generated funds to the University budget increased by ten percent by June 2031	Percentage of internally generated funds	Level of contribution	DPI & DFA
		F2.2 Two trainings on financial systems conducted annually	Number of trainings	Level of competence	DFA
	F3 Enhance land management planning and development	F3.1 Three Master Plans developed and operationalized by June 2031	Number of master plans	Level of compliance to the land use plans.	DPI & DEW
		F3.2 All land protected by June 2031	Number of title deeds	Level of protection	DPI & DEW
		F3.3 Fifty percent of land planned for investment utilized in line with Investment Policy by June 2031	Percentage of land	Level of income generated	DPI

Table 10: SO G: Teaching and Learning Environment Improved

Code: G	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
G	G1 Expand infrastructure capacity	G1.1 Capacity of teaching and learning facilities increased by 19,500 seats by June 2031	Number of new seats	Rate of capacity	DEW
		G1.2 Five student and staff service facilities (cafeteria, business centre, fitness centre, baby care facility, hostels) established by June 2031	Number of facilities	Level of satisfaction	DEW, DSS, DICT
		G1.3 Five staff houses constructed by June 2031	Number of houses	Level of satisfaction	DEW
	G2 Rehabilitate and undertake regular and periodic maintenance of infrastructures	G2.1 Twenty-five percent of the buildings are rehabilitated annually	Percentage of buildings	Level of satisfaction	SUAHAB, DEW
		G2.2 Five kilometres of internal roads upgraded to tarmac level by June 2031	Number of kilometres	Level of satisfaction	DEW
	G3 Improve availability and reliability of utilities and services	G3.1 Power backup facilities installed in 15 strategic locations by June 2031	Number of power backups	Level of power reliability	DEW
		G3.2 Clean and safe water supply reaches ninety percent	Percentage of water supply	Rate of access	DEW

Code: G	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
		by June 2031			
		G3.3 Fifteen strategic locations installed with security systems by June 2031	Number of security systems installed	Level of security	DEW, SECURITY, DICT
	G4 Strengthen environmental management and sustainability	G4.1 Five percent of total campus energy generated from low carbon sources by June 2031	Percentage of renewable source generated	Level of carbon footprint	DEW, CoNAS
		G4.2 Water Management Plans developed and operationalized by June 2031	Water Management Plans	Rate of water loss	DEW
		G4.3 Establish SUA Climate Change and Biodiversity Centre (CCBC) by June 2027	CCBC operational	Level of competence	DVC-ARC & CFWT
		G4.4 Annual institutional carbon footprint/climate report produced effective July 2027	Annual Institutional carbon footprint	Rate of greenhouse generation	CFWT & CoNAS
		G4.5 One active student-led climate initiative per campus by June 2031	Number of active student-led climate initiatives	Level of climate change awareness	CFWT
		G4.6 Eighty percent of the amount of solid waste produced managed by	Amount of solid waste	Level of waste management	DEW, CoNAS

Code: G	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
		June 2031			
		G4.7 Waste Diversion Policy operational by June 2031	Waste Diversion Policy	Rate of waste generation	CoNAS
		G4.8 A total of 3,000,000 trees planted by June 2031	Number of trees	Rate of income generated from carbon trade, Rate of carbon sequestration	CFWT
	G5 Improve library and information services	G5.1 All SUA research outputs are digitally accessible by June 2031	Percentage of digital research outputs	Rate of access to research outputs	SNAL
		G5.2 Four national and one international library partnerships established and maintained for resource sharing and staff exchange by June 2031	Number of partnerships	Level of partnerships	SNAL
		G5.3 Subscribe to four relevant e-resource databases for each academic discipline by June 2031	Number of e-databases	Level of accessibility	SNAL
		G5.4 Develop and operationalize an institutional research data repository by	Data repository	Rate of access	SNAL

Code: G	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
		June 2031			
	G6 Improve health provision equipment	G6.1 Twenty five percent of health diagnostic equipment improved by June 2031	Percentage of diagnostic equipment improved	Level of success in diagnosis	DHS
		G6.2 Two Health emergency transport service facility acquired by June 2031	Emergency transport in place	Level of health service delivery	DHS
	G7 Improve ICT use for teaching, research, innovation and service delivery	G7.1 All administration, teaching, research and learning infrastructure is ICT-enabled by June 2031	Percentage of infrastructure	Level of ICT use	DICT
		G7.2 Five information Management systems improved, harmonized and integrated by June 2031	Number of information management systems	Level of integration	DICT
		G7.3 Two data backup points established and maintained outside SUA Central Administration by June 2031	Number of data backup points	Level of data backup	DICT
	G8 Improve teaching and laboratory materials, office equipment, laboratory equipment	G8.1 Fifty bulk procurement processes attained across university annually effective	Number of signed contracts	Rate of bulk procurement	PMU
		G8.2 Two up-	Number of up-to-dated	Level of	DUS,

Code: G	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
	and transport facility	to-date laboratories and one up-to date workshop equipment acquired and installed by June 2031	laboratories/workshops	skills and competence	DPRTC
		G8.3 Ten laboratories maintained and equipped by 2031	Number of laboratories maintained and equipped	Level of competence	DPI, PMU, DEW & ALL ACADEMIC UNITS
		G8.4 Ten field machinery implements and equipment maintained and procured by June 2031	Number of field machinery, implements and equipment	Level of satisfaction	DAHRM & PMU
		G8.5 Ten transport facilities procured across university by June 2031	Number of transport facilities	Level of satisfaction	DAHRM & PMU

Table 11: SO H: Institutional Governance and Operational Efficiency Strengthened

Code: H	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
H	H1. Strengthen human resource management	H1.1 Twenty five percent of staff trained (short and long -term) by June 2031	Percentage of academic staff trained Percentage of administrative staff trained Percentage of technical and field staff trained	Level of competence	DVC-ARC, DVC-PFA & DAHRM
		H1.2 Human Resource recruitment needs established effective July 2026	Number of recruitment Permits obtained	Level of manpower	DVC-PFA & DAHRM
		H1.3 All entitled staff incentivized by June 2031	Number of staff	Level of satisfaction	DVC-PFA & DAHRM
		H1.4 Governance systems at all administrative levels strengthened effective July 2026	Number of statutory meetings Number of decisions implemented	Level of accountability	DVC-ARC, DVC-PFA & DAHRM
		H1.5 Staff counselling services fully functional effective July 2027	Counselling unit in place	Level of satisfaction	DAHRM
		H1.6 Cost cutting guidelines established, approved and operationalized effective July 2027	Guidelines operationalized	Level of saving	DAHRM
		H1.7 All staff assessed using PEPMIS annually	Percentage of staff	Level of performance	DAHRM
		H1.8 Compliance with internal and external Human Resource Management and Administration rules, policies and regulations through reviews and enforcement achieved effective July 2026	Number of reviewed documents	Level of compliance	DAHRM

Code: H	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
H	H.2 Strengthen Administrative services	H2.1 Transport and logistics services improved for students and staff effective July, 2026	Number of services	Level of satisfaction	DAHRM
		H2.2 Security in all campuses improved by 2031	Number of security facilities and staff	Level of security	DSS
		H2.3 Management and Administrative service delivery strengthened effective July 2026	Number of services	Level of satisfaction	DAHRM
	H3 Strengthen strategic planning and management system	H3.1 Corporate Strategic Plan operationalized effective July 2026	Number of quarterly CSP Implementation reports	Level of performance	DPI
		H3.2 Digital Monitoring and Evaluation (M&E) system established and operationalized by December 2026	Digital M&E in place	Level of efficiency	DPI
		H3.3 Five new University policies developed and eighty percent of the existing university policies and guidelines reviewed by June 2031	Number of Policies developed Number of revised policies and guidelines	Level of performance efficiency	DPI
	H4. Improve the effectiveness of the Organization's governance, risk management and Internal control.	H4.1 All identified risks mitigated annually	Percentage of risks mitigated	Rate of risk mitigation	Risk Committee
		H4.2 Ninety percent of Audit assurance engagement and advisory services attained annually	Number of audit assurance engagements Number of advisory services	Level of assurance audits and consulting services delivered	IAU

Table 12: SO I: Gender Equality and Inclusivity Mainstreamed at all Levels

Code: I	Strategies	Targets	Performance Indicators		Responsible
			Output Indicators	Outcome Indicators	
I	I1 Gender equality and inclusivity in working and learning environment improved	I1.1 Two hundred staff trained on gender mainstreaming annually	Number of staff	Level of inclusivity	GENDER DESK, DAHRM
		I1.2 Forty percent of university female students population enrolled by June 2031	Percentage of enrolled female students	Level of inclusivity	DUS, DPRTC, GENDER DESK
		I1.3 Proportion of female staff recruited and retained constitute forty five percent of staff by June 2031	Percentage of female staff	Increase Female staff	GENDER DESK
		I1.4 Ninety percent of students and staff with special needs provided with care and support services by June 2031	Percentage of students and staff	Level of students and staff welfare	DoS & DAHRM

CHAPTER FOUR

4 RESOURCES FOR THE PLAN

4.1 Introduction

This chapter outlines key resources which are required for implementing the SUA Strategic Plan. The chapter analyses three main categories: human, financial, and technological resources. Human resources focus on the required number of staff and their skills and expertise. Financial resources cover funding sources, planned expenditures, and budget estimates. Technological resources emphasize the software, systems, and digital infrastructure which are needed to support efficient operations and service delivery.

4.2 Human Resource (Number, Skills and Expertise)

Human resources are essential for the effective implementation of the Sokoine University of Agriculture (SUA) mandate and strategic objectives. The University requires an adequate number of qualified and competent staff to deliver quality services, support teaching, research, consultancy, innovation, and community engagement functions. To address current and future staffing needs, SUA will continue to strengthen its workforce through strategic recruitment, professional development, training, and capacity-building programmes aimed at enhancing staff competencies and addressing skills gaps. The University will also strengthen human resource management systems and staff motivation mechanisms to improve productivity, accountability, and staff retention.

Currently, SUA has an approved staff establishment of 1,512 employees. Based on workforce assessments and institutional staffing requirements, the projected human resource demand for the next five years is estimated at 1,789 staff. The required workforce will comprise professionals from diverse disciplines, including agriculture and natural resources, engineering and technology, animal health sciences, education, economics and development planning, business and finance, information and communication technology, environmental management, social sciences, and other specialized technical and support fields relevant to the University's mandate.

The successful implementation of the Strategic Plan will require effective succession planning and continuous capacity development to ensure organizational sustainability and adaptability to emerging challenges. SUA will implement both short-term and long-term training programmes to equip staff with the knowledge, skills, and competencies which are required to meet institutional goals and international best practices.

Furthermore, the implementation of this Strategic Plan will remain aligned with the President's Office – Public Service Management and Good Governance (PO-PSMGG) framework, particularly in relation to employee performance management. Established performance management systems, including the Performance and Employee Performance Management Information System (PEPMIS), will continue to be utilized to promote accountability, transparency, efficiency, and continuous performance improvement. Table 13 presents the projected human resource requirements for the implementation of this Strategic Plan.

Table 13: Human Resources Plan

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
1.	Professor	22	22	0	22	22	22	22
2.	Associate Professor	52	52	0	52	52	52	52
3.	Senior Lecturer	124	142	18	127	130	133	137
4.	Lecturer with PhD	60	60	0	60	60	60	60
5.	Lecturer with Masters in any field	34	34	0	34	34	34	34
6.	Assistant Lecturer	181	206	25	186	191	196	201
7.	Tutorial Assistant (with 3 YRS Training)	97	112	15	100	103	106	109
8.	Tutorial Assistant (with 4 YRS Training)	10	15	5	11	12	13	14
9.	Tutorial Assistant (with 5 YRS Training)	15	23	8	17	19	21	22
10.	Research Professor	1	1	0	1	1	1	1
11.	Associate Research Professor	0	0	0	0	0	0	0
12.	Senior Research Fellow	2	2	0	2	2	2	2
13.	Research Fellow (PhD)	1	1	0	1	1	1	1
14.	Research Fellow (with Masters in Any Fields)	1	1	0	1	1	1	1
15.	Assistant Research Fellow	3	6	3	4	5	6	6
16.	Research Fellow Trainee (with 3 YRS Training)	6	10	4	7	8	9	10
17.	Research Fellow Trainee (with 5 YRS Training)	1	3	2	2	3	3	3
18.	Library Professor	1	1	0	2	2	2	2
19.	Associate Library Professor	1	1	0	2	2	2	2
20.	Senior Librarian	3	3	0	3	3	3	3
21.	Librarian (with PhD)	3	10	7	5	5	7	10
22.	Assistant Librarian	4	5	1	4	4	4	5
23.	Assistant Librarian Trainee (with 3 YRS Training)	3	5	2	3	4	4	5
24.	Admission Officer II	3	5	2	3	3	4	4
25.	Admission Officer I	1	1	0	1	1	1	1
26.	Technician II	3	10	7	6	7	7	8
27.	Technician I	1	1	0	1	1	1	1
28.	Senior Technician II	1	1	0	1	1	1	1
29.	Auxiliary Police Constable	20	30	10	22	24	28	30
30.	Auxiliary Police Constable (Diploma)	4	4	0	4	4	4	4
31.	Auxiliary Police Constable (Certificate)	2	4	2	2	2	4	4
32.	Auxiliary Police Sergeant (Certificate)	0	0	0	0	0	0	0

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
33.	Auxiliary Police Staff Sergeant (Diploma)	0	0	0	0	0	0	0
34.	Auxiliary Police Assistant inspector	0	0	0	0	0	0	0
35.	Auxiliary Police inspector	0	0	0	0	0	0	0
36.	Auxiliary Police Corporal	1	1	0	1	1	1	1
37.	Auxiliary Police Superintendent	1	1	0	1	1	1	1
38.	Senior Auxiliary Police Superintendent	0	0	0	0	0	0	0
39.	Senior Security Guard I	4	8	4	5	6	7	8
40.	Planning Officer II	1	1	0	1	1	1	1
41.	Planning Officer I	9	9	0	9	9	9	9
42.	Senior Planning Officer II	1	1	0	1	1	1	1
43.	Senior Planning Officer I	1	1	0	1	1	1	1
44.	Principal Planning Officer II	1	1	0	1	1	1	1
45.	Principal Planning Officer I	0	0	0	0	0	0	0
46.	Public Relations Officer II	1	2	1	1	2	2	2
47.	Public Relations Officer I	1	1	0	1	1	1	1
48.	Personal Secretary II	4	20	16	9	14	18	20
49.	Office Management Secretary II	14	28	14	15	18	25	28
50.	Office Management Secretary I	34	34	0	34	34	34	34
51.	Senior Office Management Secretary	3	3	0	3	3	3	3
52.	Principal Office Management Secretary II	1	1	0	1	1	1	1
53.	Executive Assistant II	3	3	0	3	3	3	3
54.	Executive Assistant I	1	1	0	1	1	1	1
55.	Assistant Catering Officer II	0	3	3	1	2	2	3
56.	Library Officer II	5	5	0	5	5	5	5
57.	Library Officer I	4	4	0	4	4	4	4
58.	Senior Library Officer II	5	5	0	5	5	5	5
59.	Senior Library Officer I	0	0	0	0	0	0	0
60.	Principal Library Officer I	2	2	0	2	2	2	2
61.	Library Assistant II	3	3	0	3	3	3	3
62.	Library Assistant I	6	6	0	6	6	6	6
63.	Senior Library Assistant II	3	3	0	3	3	3	3
64.	Senior Library Assistant I	3	3	0	3	3	3	3
65.	Principal Library Assistant II	0	0	0	0	0	0	0
66.	Principal Library Assistant I	0	0	0	0	0	0	0

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
67.	Office Assistant I	78	85	7	78	80	83	85
68.	Senior Office Assistant II	3	3	0	3	3	3	3
69.	Senior Office Assistant I	18	18	0	18	18	18	18
70.	Principal Office Assistant II	27	27	0	27	27	27	27
71.	Accounts Assistant II	0	0	0	0	0	0	0
72.	Accounts Assistant I	0	0	0	0	0	0	0
73.	Senior Accounts Assistant II	2	4	2	2	2	3	4
74.	Principal Accounts Assistant I	1	1	0	1	1	1	1
75.	Accounts Officer II	8	9	1	8	9	9	9
76.	Accounts Officer I	5	5	0	5	5	5	5
77.	Senior Accounts Officer II	3	3	0	3	3	3	3
78.	Senior Accounts Officer I	5	5	0	5	5	5	5
79.	Principal Accounts Officer II	3	3	0	3	3	3	3
80.	Accountant II	5	5	0	5	5	5	5
81.	Accountant I	5	5	0	5	5	5	5
82.	Senior Accountant II	3	3	0	3	3	3	3
83.	Senior Accountant I	1	1	0	1	1	1	1
84.	Principal Accountant II	1	1	0	1	1	1	1
85.	Principal Accountant I	2	2	0	2	2	2	2
86.	Chief Accountant	0	0	0	0	0	0	0
87.	Director of Finance and Accounts	1	1	0	1	1	1	1
88.	Internal Auditor II	0	2	2	0	2	2	2
89.	Internal Auditor I	1	1	0	1	1	1	1
90.	Senior Internal Auditor II	2	2	0	2	2	2	2
91.	Principal Library Assistant II	0	0	0	0	0	0	0
92.	Chief Internal Auditor	1	1	0	1	1	1	1
93.	Internal Audit Officer II	0	2	2	0	0	0	2
94.	Internal Audit Officer I	0	0	0	0	0	0	0
95.	Senior Internal Audit Officer II	2	2	0	2	2	2	2
96.	Senior Internal Audit Officer I	1	1	0	1	1	1	1
97.	Principal Internal Audit Officer II	0	0	0	0	0	0	0
98.	Plant Operator II	8	13	5	8	9	12	13
99.	Plant Operator I	2	2	0	2	2	2	2
100.	Senior Plant Operator II	1	1	0	1	1	1	1
101.	Senior Plant Operator I	0	0	0	0	0	0	0

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
102.	Administrative Officer II	1	2	1	2	2	2	2
103.	Administrative Officer I	5	5	0	5	5	5	5
104.	Senior Administrative Officer II	1	1	0	1	1	1	1
105.	Senior Administrative Officer I	0	0	0	0	0	0	0
106.	Human Resource Officer II	1	2	1	1	2	2	2
107.	Human Resource Officer I	1	1	0	1	1	1	1
108.	Senior Human Resource Officer II	4	4	0	4	4	4	4
109.	Senior Human Resource Officer I	7	7	0	7	7	7	7
110.	Principal Human Resource Officer II	4	4	0	4	4	4	4
111.	Principal Human Resource Officer I	2	2	0	2	2	2	2
112.	Artisans II	17	22	5	18	20	22	22
113.	Artisans I	3	3	0	3	3	3	3
114.	Senior Artisans II	4	4	0	4	4	4	4
115.	Senior Artisans I	3	3	0	3	3	3	3
116.	Principal Artisans II	1	1	0	1	1	1	1
117.	Principal Artisans I	10	10	0	10	10	10	10
118.	Engineer II	2	3	1	2	2	3	3
119.	Engineer I	2	2	0	2	2	2	2
120.	Senior Engineer II	0	0	0	0	0	0	0
121.	Quality Assurance Officer II	2	5	3	2	3	3	5
122.	Quality Assurance Officer I	0	0	0	0	0	0	0
123.	Architect II	2	2	0	2	2	2	2
124.	Architect I	0	0	0	0	0	0	0
125.	Estates Officer II	2	2	0	2	2	2	2
126.	Quantity Surveyor II	0	2	2	0	2	2	2
127.	Quantity Surveyor I	1	1	0	1	1	1	1
128.	Transport Officer II	2	3	1	2	2	3	3
129.	Transport Officer I	0	0	0	0	0	0	0
130.	Senior Transport Officer II	0	0	0	0	0	0	0
131.	Records Officer II	5	8	3	8	8	8	8
132.	Records Officer I	0	0	0	0	0	0	0
133.	Records Management Assistant II	7	13	6	7	10	11	13
134.	Records Management Assistant I	12	12	0	12	12	12	12
135.	Senior Records Management Assistant II	0	0	0	0	0	0	0

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
136.	Senior Records Management Assistant I	1	1	0	1	1	1	1
137.	Principal Records Management Assistant II	2	2	0	2	2	2	2
138.	Principal Records Management Assistant I	1	1	0	1	1	1	1
139.	Assistant Information Communication Technology Officer II	8	11	3	10	11	11	11
140.	Assistant Information Communication Technology Officer I	3	3	0	3	3	3	3
141.	Senior Assistant Information Communication Technology Officer II	2	2	0	2	2	2	2
142.	Senior Assistant Information Communication Technology Officer I	0	0	0	0	0	0	0
143.	Information Communication Technology Officer II	3	4	1	4	4	4	4
144.	Information Communication Technology Officer I	5	5	0	5	5	5	5
145.	Senior Information Communication Technology Officer II	2	2	0	2	2	2	2
146.	Senior Information Communication Technology Officer I	2	2	0	2	2	2	2
147.	Principal Information Communication Technology Officer II	0	0	0	0	0	0	0
148.	Principal Information Communication Technology Officer I	4	4	0	4	4	4	4
149.	Game Coach II	3	4	1	3	4	4	5
150.	Senior Games Coach II	1	1	0	1	1	1	1
151.	Senior Games Coach I	1	1	0	1	1	1	1
152.	Principal Games Coach II	0	0	0	0	0	0	0
153.	Legal Officer II	3	3	0	3	3	3	3
154.	Legal Officer I	0	0	0	0	0	0	0
155.	Corporate Counsel	1	1	0	1	1	1	1
156.	Janitor II	1	1	0	1	1	1	1
157.	Janitor I	12	12	0	12	12	12	12
158.	Senior Janitor II	0	0	0	0	0	0	0
159.	Senior Janitor I	1	1	0	1	1	1	1
160.	Warden II	11	11	0	11	11	11	11
161.	Warden I	30	30	0	30	30	30	30
162.	Senior Warden II	2	2	0	2	2	2	2
163.	Senior Warden I	2	2	0	2	2	2	2

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
164.	Principal Warden II	0	0	0	0	0	0	0
165.	Principal Warden I	4	4	0	4	4	4	4
166.	Assistant Supplies Officer II	1	2	1	1	2	2	2
167.	Assistant Supplies Officer I	3	3	0	3	3	3	3
168.	Senior Assistant Supplies Officer II	3	3	0	3	3	3	3
169.	Senior Assistant Supplies Officer I	0	0	0	0	0	0	0
170.	Supplies Officer II	3	3	0	3	3	3	3
171.	Supplies Officer I	1	1	0	1	1	1	1
172.	Senior Supplies Officer II	1	1	0	1	1	1	1
173.	Senior Supplies Officer I	0	0	0	0	0	0	0
174.	Principal Supplies Officer I	0	0	0	0	0	0	0
175.	Assistant Procurement Officer II	1	1	0	1	1	1	1
176.	Assistant Procurement Officer I	1	1	0	1	1	1	1
177.	Procurement Assistant I	0	0	0	0	0	0	0
178.	Procurement Officer II	6	6	0	6	6	6	6
179.	Procurement Officer I	1	1	0	1	1	1	1
180.	Senior Procurement Officer I	0	0	0	0	0	0	0
181.	Senior Procurement Officer II	1	1	0	1	1	1	1
182.	Driver II	15	22	7	19	21	22	22
183.	Driver I	15	15	0	15	15	15	15
184.	Senior Driver II	2	2	0	2	2	2	2
185.	Senior Driver I	3	3	0	3	3	3	3
186.	Principal Driver I	3	3	0	3	3	3	3
187.	Cook II	0	2	2	2	2	2	2
188.	Senior Cook II	1	1	0	1	1	1	1
189.	Senior Cook I	0	0	0	0	0	0	0
190.	Journalist II	3	5	2	3	4	4	5
191.	Journalist I	3	3	0	3	3	3	3
192.	Assistant journalist II	1	1	0	1	1	1	1
193.	Assistant Journalist I	1	1	0	1	1	1	1
194.	Senior Assistant Journalist II	0	0	0	0	0	0	0
195.	Agricultural Field officer II (Assistant to Academician)	8	10	2	10	10	10	10
196.	Agricultural Field officer I (Assistant to Academician)	7	7	0	7	7	7	7
197.	Senior Agricultural Field officer II (Assistant to Academician)	7	7	0	7	7	7	7

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
198.	Senior Agricultural Field officer I (Assistant to Academician)	2	2	0	2	2	2	2
199.	Principal Agricultural Field officer II (Assistant to Academician)	2	2	0	2	2	2	2
200.	Principal Agricultural Field officer I (Assistant to Academician)	1	1	0	1	1	1	1
201.	Computer Technologist II (Assistant to Academician)	1	2	1	2	2	2	2
202.	Computer Technologist I (Assistant to Academician)	1	1	0	1	1	1	1
203.	Senior Computer Technologist II (Assistant to Academician)	1	1	0	1	1	1	1
204.	Senior Computer Technologist I (Assistant to Academician)	0	0	0	0	0	0	0
205.	Livestock Officer II (Assistant to Academician)	6	10	4	7	9	10	10
206.	Livestock Officer I (Assistant to Academician)	3	3	0	3	3	3	3
207.	Senior Livestock Officer I (Assistant to Academician)	0	0	0	0	0	0	0
208.	Principal Livestock Officer II (Assistant to Academician)	4	4	0	4	4	4	4
209.	Principal Livestock Officer I (Assistant to Academician)	0	0	0	0	0	0	0
210.	Field Technicians II (Assistant to Academician)	21	30	9	22	24	27	29
211.	Field Technicians I (Assistant to Academician)	8	8	0	8	8	8	8
212.	Senior Field Technicians II (Assistant to Academician)	1	1	0	1	1	1	1
213.	Senior Field Technicians I (Assistant to Academician)	0	0	0	0	0	0	0
214.	Principal Field Technicians II (Assistant to Academician)	1	1	0	1	1	1	1
215.	Principal Field Technicians I (Assistant to Academician)	2	2	0	2	2	2	2
216.	Field Assistant II (Assistant to Academician)	1	1	0	1	1	1	1
217.	Field Assistant I (Assistant to Academician)	1	1	0	1	1	1	1
218.	Principal Field Assistant II (Assistant to Academician)	0	0	0	0	0	0	0
219.	Principal Field Assistant I (Assistant to Academician)	1	1	0	1	1	1	1
220.	Laboratory Assistant II (Assistant to Academician)	7	8	1	7	8	8	8
221.	Laboratory Assistant I (Assistant to Academician)	1	1	0	1	1	1	1
222.	Senior Laboratory Assistant II (Assistant to Academician)	1	1	0	1	1	1	1
223.	Principal Laboratory Assistant I (Assistant to Academician)	3	3	0	3	3	3	3
224.	Laboratory Scientist II (Assistant to Academician)	21	30	9	23	25	28	30

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
225.	Laboratory Scientist I (Assistant to Academician)	8	8	0	8	8	8	8
226.	Senior Laboratory Scientist II (Assistant to Academician)	2	2	0	2	2	2	2
227.	Senior Laboratory Scientist I (Assistant to Academician)	3	3	0	3	3	3	3
228.	Principal Laboratory Scientist II (Assistant to Academician)	8	8	0	8	8	8	8
229.	Principal Laboratory Scientist I (Assistant to Academician)	5	5	0	5	5	5	5
230.	Laboratory Technologist II (Assistant to Academician)	8	9	1	8	9	9	9
231.	Laboratory Technologist I (Assistant to Academician)	7	7	0	7	7	7	7
232.	Senior Laboratory Technologist II (Assistant to Academician)	1	1	0	1	1	1	1
233.	Senior Laboratory Technologist I (Assistant to Academician)	1	1	0	1	1	1	1
234.	Principal Laboratory Technologist II (Assistant to Academician)	1	1	0	1	1	1	1
235.	Principal Laboratory Technologist I (Assistant to Academician)	2	2	0	2	2	2	2
236.	Forest Officer II	5	6	1	6	6	6	6
237.	Forest Officer I	1	1	0	1	1	1	1
238.	Senior Forest Officer II	2	2	0	2	2	2	2
239.	Senior Forest Officer I	0	0	0	0	0	0	0
240.	Principal Forest Officer II	0	0	0	0	0	0	0
241.	Principal Forest Officer I	2	2	0	2	2	2	2
242.	Veterinary Clinicians II (Assistant to Academician)	10	14	4	11	12	13	14
243.	Veterinary Clinicians I (Assistant to Academician)	0	0	0	0	0	0	0
244.	Principal Veterinary Clinicians II (Assistant to Academician)	1	1	0	1	1	1	1
245.	Instructor II (Assistant to Academician)	7	10	3	8	9	10	10
246.	Instructor I (Assistant to Academician)	3	3	0	3	3	3	3
247.	Senior Instructor I (Assistant to Academician)	1	1	0	1	1	1	1
248.	Senior Instructor II (Assistant to Academician)	0	0	0	0	0	0	0
249.	Principal Instructor II (Assistant to Academician)	1	2	1	1	2	2	2
250.	Principal Instructor I (Assistant to Academician)	0	0	0	0	0	0	0
251.	Medical Specialist II	0	1	1	1	1	1	1
252.	Medical Specialist I	2	2	0	2	2	2	2
253.	Senior Medical Specialist II	0	0	0	0	0	0	0

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
254.	Senior Medical Specialist I	0	0	0	0	0	0	0
255.	Medical Consultant	1	1	0	1	1	1	1
256.	Senior Medical Consultant	2	2	0	2	2	2	2
257.	Dental Surgeon II	0	0	0	0	0	0	0
258.	Principal Dental Surgeon I	1	1	0	1	1	1	1
259.	Medical Officer II	6	9	3	7	8	8	9
260.	Medical Officer I	3	3	0	3	3	3	3
261.	Senior Medical Officer II	0	0	0	0	0	0	0
262.	Clinical Officer II	2	5	3	3	3	4	5
263.	Clinical Officer I	1	1	0	1	1	1	1
264.	Senior Clinical Officer II	0	0	0	0	0	0	0
265.	Senior Assistant Medical Officer I	0	0	0	0	0	0	0
266.	Principal Assistant Medical Officer II	2	2	0	2	2	2	2
267.	Principal Assistant Medical Officer I	0	0	0	0	0	0	0
268.	Health Assistant II	1	2	1	1	2	2	2
269.	Health Assistant I	1	1	0	1	1	1	1
270.	Senior Health Assistant II	1	1	0	1	1	1	1
271.	Principal Health Assistant I	1	1	0	1	1	1	1
272.	Assistant Nursing Officer II	3	8	5	5	6	8	8
273.	Assistant Nursing Officer I	6	6	0	6	6	6	6
274.	Senior Assistant Nursing Officer II	5	5	0	5	5	5	5
275.	Senior Assistant Nursing Officer I	1	1	0	1	1	1	1
276.	Principal Assistant Nursing Officer II	3	3	0	3	3	3	3
277.	Principal Assistant Nursing Officer I	4	4	0	4	4	4	4
278.	Nursing Officer II	0	4	4	2	4	4	4
279.	Senior Nursing Officer I	0	0	0	0	0	0	0
280.	Principal Nursing Officer II	3	3	0	3	3	3	3
281.	Principal Nursing Officer I	0	0	0	0	0	0	0
282.	Nurse II	5	6	1	5	6	6	6
283.	Nurse I	2	2	0	2	2	2	2
284.	Senior Nurse II	4	4	0	4	4	4	4
285.	Senior Nurse I	0	0	0	0	0	0	0
286.	Principal Nurse II	2	2	0	2	2	2	2
287.	Principal Nurse I	1	1	0	1	1	1	1

NO.	DESIGNATION	Existing	Requirements	Staff gaps (Requirements vs Existing)	2026/2027	2027/2028	2028/2029	2028/2029
288.	Assistant Technologist II	0	1	1	0	1	1	1
289.	Assistant Technologist I	0	0	0	0	0	0	0
290.	Senior Assistant Technologist II	1	1	0	1	1	1	1
291.	Senior Assistant Technologist I	0	0	0	0	0	0	0
292.	Principal Assistant Technologist I	1	1	0	1	1	1	1
293.	Technologist II	5	5	0	5	5	5	5
294.	Technologist I	1	1	0	1	1	1	1
295.	Senior Technologist II	0	0	0	0	0	0	0
296.	Senior Technologist I	1	1	0	1	1	1	1
297.	Health Laboratory Scientist II	0	3	3	2	2	2	3
298.	Health Laboratory Scientist I	1	2	1	1	2	2	2
299.	Senior Health Laboratory Scientist II	1	2	1	1	2	2	2
300.	Senior Health Laboratory Scientist I	1	2	1	1	2	2	2
301.	Radiography Technician II	1	2	1	1	2	2	2
302.	Radiography Technician I	0	0	0	0	0	0	0
303.	Senior Radiography Technician I	0	0	0	0	0	0	0
304.	Principal Radiography Technician II	1	2	1	1	2	2	2
305.	Pharmacist II	1	2	1	2	2	2	2
306.	Pharmacist I	0	0	0	0	0	0	0
307.	Health Secretary II	1	3	2	1	2	3	3
308.	Senior Health Secretary II	0	0	0	0	0	0	0
309.	Senior Health Secretary I	0	0	0	0	0	0	0
310.	Principal Health Secretary II	1	1	0	1	1	1	1
311.	Pharmaceutical Technician II	1	2	1	2	2	2	2
312.	Pharmaceutical Technician I	0	0	0	0	0	0	0
313.	Senior Pharmaceutical Technician II	1	1	0	1	1	1	1
314.	Environment Health Officer II	2	4	2	2	3	4	4
315.	Environment Health Officer I	0	0	0	0	0	0	0
316.	Head of Procurement Management Unit	1	1	0	1	1	1	1
317.	Head of Communications and Marketing Unit	0	0	0	0	0	0	0
318.	Director of Estates and Works Directorate	0	0	0	0	0	0	0
319.	Director of Students Services Directorate	0	0	0	0	0	0	0
TOTAL		1,512	1,789	277	1,581	1,670	1,747	1,798

4.3 Financial Resources (Sources and Budget Estimates)

Financial resources are essential for the implementation of the SUA Strategic Plan. The University will mobilize funds from Government subventions, internally generated revenue, development partners, research grants, consultancy services, public–private partnerships (PPPs), and other stakeholders. Resource utilization will be guided by approved plans, budgets, and financial regulations to ensure accountability, transparency, and efficiency.

In line with its strategic priorities, SUA will allocate resources to support teaching and learning, research, innovation, community engagement, infrastructure development, and institutional capacity strengthening. Based on expenditure trends and projected needs, the total financial requirement for the period 2026/27–2030/31 is estimated at **TZS 648,021,468,204.68**. Table 14 presents the financial resources required for the implementation of this Strategic Plan.

Table 14: Financial Resources

Strategic Objective	Financial Requirement (TZS)					TOTAL (TZS)
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
SO A	58,680,000.00	59,853,600.00	60,440,400.00	84,616,560.00	118,463,184.00	382,053,744.00
SO B	53,150,000.00	75,980,000.00	77,499,600.00	108,499,440.00	151,899,216.00	467,028,256.00
SO C	6,119,078,841.90	6,241,460,418.74	6,302,651,207.16	8,823,711,690.02	12,353,196,366.03	39,840,098,523.84
SO D	1,422,350,000.00	1,450,646,600.00	1,464,897,500.00	2,050,856,500.00	2,871,199,100.00	9,259,949,700.00
SO E	868,407,982.80	885,048,222.46	916,736,342.28	1,283,430,879.20	1,796,803,230.88	5,750,426,657.61
SO F	5,039,500,685.00	5,140,290,698.70	5,190,685,705.55	7,266,959,987.77	10,173,743,982.88	32,811,181,059.90
SO G	71,774,768,020.83	41,226,705,586.36	17,135,368,891.23	18,848,905,780.35	22,618,686,936.42	171,604,435,215.18
SO H	73,694,444,746.02	74,834,060,117.30	75,577,532,856.41	77,844,858,842.10	85,629,344,726.31	387,580,241,288.15
SO I	52,400,000.00	53,448,000.00	53,972,000.00	75,560,800.00	90,672,960.00	326,053,760.00
TOTAL (TZS)	159,082,780,276.55	129,967,493,243.55	106,779,784,502.63	116,387,400,479.44	135,804,009,702.51	648,021,468,204.68

4.4 Technological Resources (Software and Systems)

Technological resources are essential for enhancing the quality of training, research, innovation, and service delivery at SUA. The University will invest in appropriate ICT infrastructure, software, information systems, and digital platforms to support its core functions, including academic administration, planning, financial management, human resource management, and service delivery. Continuous system upgrades, user training, and technical support will be undertaken to strengthen institutional efficiency, promote evidence-based decision-making, and improve overall organizational performance. Table 15 presents technological resources which are required for the implementation of this Strategic Plan.

Table 15: Technological Resources

ICT Hardware, Software and Systems Plan, 2026/2027 – 2030/2031								
S/N	Hardware/Software/Service	Current Status	Gaps	Y1	Y2	Y3	Y4	Y5
1	Laptop	50	250	50	50	50	50	50
2	Desktop	450	1000	300	250	200	150	100
3	Printers	50	150	50	40	30	20	10
4	Photocopier	10	50	10	10	10	10	10
5	Scanners	15	50	15	10	10	10	5
6	Projectors	60	60	15	15	10	5	5
7	Tablet	60	250	50	50	75	75	-
8	RAM (memory)	-	250	100	50	50	25	25
9	External drive (1TB SSD)	-	200	50	50	40	30	30
10	Hard drive for server	25	50	20	10	10	5	5
11	Storage, Dell XT 380-unit, all-flash drives, 2TB	4	50	15	15	10	5	5
12	Server (primary and DR data centre)	1	3	3	-	-	-	-
13	Storage server	1	3	2	1	-	-	-
14	Data domain	2	10	4	3	2	1	-
15	Cyber security recovery solution	1	5	2	1	1	1	-
16	RAM (upgrade server PR cluster)	-	20	10	5	5	-	-
17	140-IN-1 electric screwdriver set, 120 precision bits, 5 torque	-	15	5	5	5	-	-
18	Computer monitors for development team	-	20	10	5	5	-	-
19	Video conferencing system	-	11	5	3	3	-	-
20	VOIP phones	150	300	100	100	50	25	25
21	Catalyst switches (manageable)	50	212	80	50	40	22	20
22	SAN switch	1	4	4	-	-	-	-
23	Firewall	1	3	2	1	-	-	-
24	Router	1	3	2	1	-	-	-
25	PoE switch	10	100	40	30	20	10	-
26	TOTAL 51-piece telecom toolkit set in canvas case (TKTTSK0512)	-	4	2	1	1	-	-
27	TOTAL 101-piece toolkit set with 650W corded impact drill in plastic box (THKTHP1012)	1	4	2	1	1	-	-
28	Drum unit for Canon iMAGERUNNER 2630i	-	15	5	5	5	-	-
29	15-pin AWM ribbon cable (80°C, 60V) for feeder signalling of Canon Image RUNNER 2630i	-	10	5	5	-	-	-

ICT Hardware, Software and Systems Plan, 2026/2027 – 2030/2031								
S/N	Hardware/Software/Service	Current Status	Gaps	Y1	Y2	Y3	Y4	Y5
30	Pick-up roller (kit) — HP Colour LaserJet Enterprise MFP M578	-	30	10	10	10	-	-
31	Pick-up roller (kit) — HP Colour LaserJet MFP M479fnw	-	30	10	10	10	-	-
32	Pick-up roller (kit) — KYOCERA ECOSYS MA3500cix	-	30	10	10	10	-	-
33	Pick-up roller (kit) — Canon iMAGERUNNER 2630i	-	30	10	10	10	-	-
34	Pick-up roller (kit) — HP LaserJet Enterprise M609	-	30	10	10	10	-	-
35	Pick-up roller (kit) — HP LaserJet Pro MFP 4103fdn	-	30	10	10	10	-	-
36	Fan — Spectre x360 2-in-1, model 14-ef0747nr, CPU Intel Core i5-1235U	-	100	25	25	25	25	-
37	Battery — Dell XPS 13 PLUS, model 9320	-	150	50	40	30	20	10
38	HDD/SSD — HP Spectre x360 2-in-1, model 14t-ea000, 1TB	-	150	50	40	30	20	10
39	Electrical stabilizer — 1 KVA	-	100	30	25	20	15	10
40	Type-C adapters for Spectre x360 2-in-1, model 14-ef0747nr	-	150	50	40	30	20	10
41	Power backup system	1	100	30	25	20	15	10
42	Nexpose license	1	1	1	1	1	1	1
43	NetSparker license	1	1	1	1	1	1	1
44	Burp Suite Professional	1	1	1	1	1	1	1
45	DOCSHEETS software (unlimited users)	1	1	1	1	1	1	1
46	FortiGate license	2	2	2	2	2	2	2
47	Veeam software license (primary site)	1	1	1	1	1	1	1
48	Veeam software license (DR site)	1	1	1	1	1	1	1
49	SSL certificate	1	1	1	1	1	1	1
50	dbForge Edge Enterprise Edition	5	5	5	5	5	5	5
51	JetBrains desktop tools	20	20	20	20	20	20	20
52	Software upgrade for the eDMS system	1	1	1	1	1	1	1
53	NAGIOS XI — on-premises	1	1	1	1	1	1	1
54	Firepower Management Centre (VMware)	1	1	1	1	1	1	1
55	Oracle Database annual support license	2	2	2	2	2	2	2
56	MariaDB Enterprise Edition license	2	2	2	2	2	2	2
57	Anti-virus, server and client side, 350 user licenses	1	1	1	1	1	1	1

ICT Hardware, Software and Systems Plan, 2026/2027 – 2030/2031								
S/N	Hardware/Software/Service	Current Status	Gaps	Y1	Y2	Y3	Y4	Y5
58	Windows 11 Professional plus product key	50	50	50	50	50	50	50
59	Microsoft Office 2021 Professional Plus product key	50	50	50	50	50	50	50
60	GitLab (source-code version control, 12 users)	12	12	12	12	12	12	12
61	KODAK PRO software for KODAK scanner S4200 series, class DX	2	2	2	2	2	2	2
62	SonarQube (code-quality assurance tool with unlimited users)	1	1	1	1	1	1	1
63	Consultancy for implementing ISO 27001:2022	1	1	1	1	1	1	1
64	Consultancy for data centre maintenance	1	1	1	1	1	1	1
65	Data Centre Co-location Services (server hosting PR and DR)	2	2	2	2	2	2	2
66	Primary internet and VPN service	1	1	1	1	1	1	1
67	Backup internet and VPN service	1	1	1	1	1	1	1
68	Endpoint Security System	1	1	1	1	1	1	1
69	eGA services (email, e-Office, website)	1	1	1	1	1	1	1

CHAPTER FIVE

5 IMPLEMENTATION, MONITORING, EVALUATION AND REPORTING

5.1 Introduction

Implementation, monitoring, evaluation and reporting translate the Plan from a written strategy into a managed delivery cycle. The chapter is structured to cover five components: The Implementation and coordination framework, result chain, result framework, monitoring and evaluation plan, review plan, the reporting and documentation. The chapter also sets out how implementation of the Plan will be tracked, performance evidence will be generated and verified, and the findings subsequently reported to the Management and other internal and external stakeholders to enable the institution to learn and adjust through Plan reviews. The design is anchored in the Strategic Objectives, Strategies, Target, and Key Performance Indicators presented in Chapter Three traceable from high level down to the unit level responsible for the delivery.

5.2 Implementation and Coordination Framework

The Strategic Plan will be Implemented through participatory approaches. The document will be cascaded to different University units (Colleges, Schools, Institutes, Directorates, Centres, Departments and other administrative units) to enable these units to prepare their respective annual plans and budgets.

Given the implementation dynamics that are bound to happen over time and 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 within the first year of implementation 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, which are linked to the Public Employee Performance Management Information System (PEPMIS) will be developed at the Unit level. Effective 2026/27, annual budget allocations to all University units will be guided by the SUACSP Implementation Plans and Budgets. 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.

5.3 Beneficiaries of SUA Services

The services of SUA are derived from the needs of key national regional, and global stakeholders who are likely to benefit from the University's education, research,

innovation, consultancy, and outreach services. The beneficiaries fall into two main categories: direct and indirect beneficiaries;

Direct beneficiaries include students and trainees, farmers and agribusiness operators, government ministries and Local Government Authorities, research institutions, and private-sector organizations that benefit from education, research, innovation, consultancy, and outreach services.

Indirect beneficiaries include development partners, rural and urban communities, and the nation at large, who will benefit through improved agricultural productivity, food and nutrition security, sustainable natural resource management, employment creation, and socio-economic development resulting from the University's interventions.

5.4 Result Chain

The result chain of this Strategic Plan is derived from the integration of the University strategic objectives and targets. The chain assumes that a logical and causal relationship exists among the various elements of the results chain. A key assumption is that effective utilization of inputs (resources) in implementing activities will contribute to the achievement of planned outputs as derived from the set targets for each strategic objective. Achievement of these outputs will ultimately lead to the attainment of the strategic objectives, hence the realization of medium-term results (outcomes).

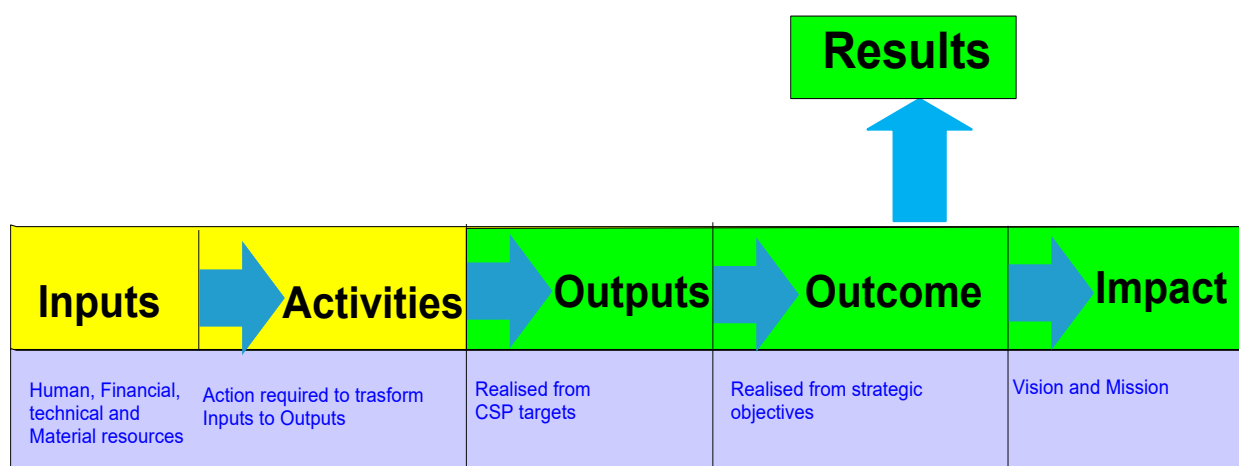


Figure 6: Result Chain

5.5 Result Framework Matrix

The Results Framework for the Strategic Plan outlines how the expected changes and achievements will be measured and monitored throughout the implementation period. The framework provides a clear linkage between strategic objectives, targets, indicators and outcomes. Basically, the framework serves as a tool for tracking performance and assessing progress of the university CSP. The Matrix links every Key Performance Indicator to its Target and the Strategic Objective respectively and carries the full KPI metadata (description, type, unit, aggregation, calculation method, baseline, annual target values for five years 2026/27-220230/031, source of data, data collection methods, frequency of data collection and means of verification). Table 16 shows the result framework matrix template in tracking SUA CSP Performance.

Table 16: Result Framework Matrix –Template - for 6th CSP

Strategic Objectives Codes & Description		Target Description	Key Performance Indicator	KPI Description	KPI Type	Unit of Measure	KPI is Good When	Aggregation Type	How to Calculate	Baseline		5 Years Indicator Targets Values						Data Collection and Methods of Analysis			Means of Verification	Responsible
Code	Description				Output/ Outcome					Date	Value	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	Total	Source of Data	Data Collection Instruments/ Methods	Frequency of Data Collection		

5.6 Monitoring

The monitoring process for the CSP will ensure systematic tracking of inputs, activities, outputs, and outcomes throughout the implementation period. Detailed annual work plans and budgets will be prepared, and will clearly specify targets, performance indicators, responsible units, and timelines for the implementation. These plans will be fully aligned and harmonized with the CSP objective-targets matrix to ensure consistency between strategic priorities and operational actions.

All academic and administrative units of the University will be responsible for routine tracking of progress against agreed targets within their respective mandates. Standardized monitoring tools, templates, and reporting formats will be developed and used to ensure consistency, comparability, and quality of data across units. Key performance indicators (KPIs) will be regularly tracked and reviewed to assess progress, identify implementation bottlenecks, and inform timely corrective actions. The DPI, in collaboration with relevant units, will coordinate the overall monitoring function, including data consolidation, validation, and analysis.

Periodic progress reviews will be conducted on a monthly, quarterly and annual basis to assess performance against planned targets and budgets. Both quantitative and qualitative methods, including field visits, stakeholder consultations, and performance assessments, will be employed to provide a comprehensive understanding of progress and results. Findings from the monitoring process will inform the evaluation and reporting functions.

5.7 Planned Reviews

A sound strategic plan requires regular updating and review to respond to emerging issues, changing circumstances, and new development priorities. Planned reviews assess the progress of the implementation of the Strategic Plan and provide the opportunity of making necessary adjustments. These reviews include review meetings which will be conducted systematically to track progress on the implementation of activities/targets and the achievement of strategic objectives

There will also be a formal review of the Strategic Plan to accommodate shall be changed and updates to reflect changing circumstances within the five-year implementation cycle. There shall be minor plan reviews on a mid-term review conducted in the middle of the implementation of the plan, and a terminal review at the end of the implementation of the plan. The review plan is presented in Table 10

5.8 Evaluation

The aim of evaluation is to determine the relevance and fulfilment of the objectives, coherence of the interventions, 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 of implementation (mid-term review-MTR) using internal evaluators. At the end of the five-year period, both internal and external evaluations shall 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 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 to inform and guide subsequent strategic planning processes.

5.9 Reporting and Documentation

Reporting and documentation will focus on communicating the extent to which the operational plans have been implemented, using a reporting template to be developed for this purpose. Monitoring reports will be prepared at all levels (Department, Centre, Institute, Directorate, School, College and University).

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, in collaboration with the DPI, will be responsible for ensuring the preparation of quality performance reports (i.e. quarter and annual performance reports, as well as MTR and final SUACSP evaluation reports). Furthermore, the CSPICC and DPI will ensure that both formal and informal mechanisms are used to effectively share and disseminate key findings, lessons and recommendations to relevant internal stakeholders such as the Management, decision making committees and external stakeholders which include Government ministries such as the Ministry of Education Science and Technology and the Treasury Registrar.

5.10 Assumptions

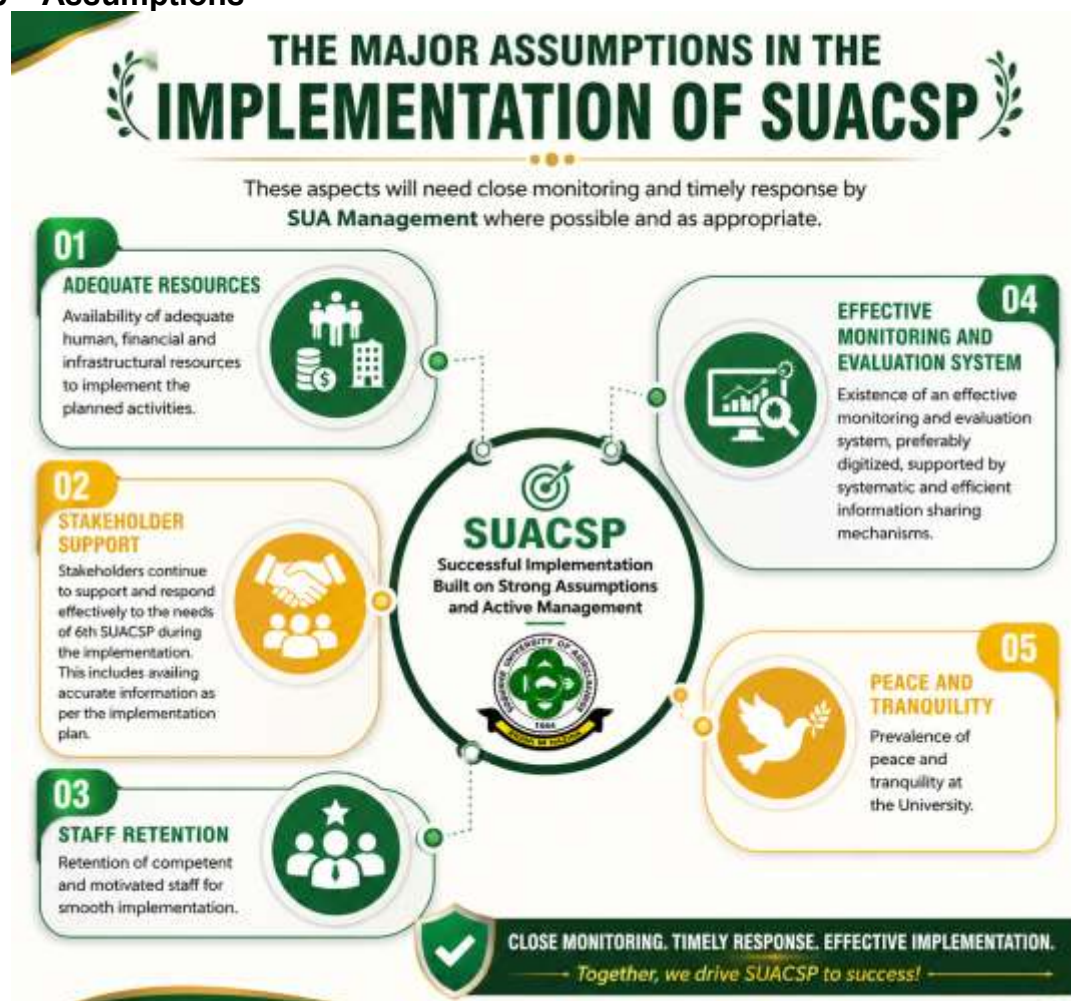


Figure 7: The main assumptions in the successful implementation of the 6th SUA CSP.

6.0 BIBLIOGRAPHY

- African Development Bank. (2020). *Guidelines for results-based management and resource mobilization*. Abidjan, Côte d'Ivoire.
- African Union. (2015). *Agenda 2063: The Africa We Want*. Addis Ababa, Ethiopia.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations* (5th ed.). San Francisco, CA: Jossey-Bass.
- Chama Cha Mapinduzi. (2025). *Election Manifesto (Ilani ya Uchaguzi ya CCM 2025)*. Dodoma, Tanzania.
- East African Community. (2016). *EAC Vision 2050*. Arusha, Tanzania.
- European Union. (2021). *Erasmus+ Programme Guide*. Brussels, Belgium.
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston, MA: Pitman.
- Government of Tanzania. (2003–2018). *Higher and Technical Education Sub-Master Plan*. Dodoma, Tanzania.
- Government of Tanzania. (2003–2018). *Science and Technology Sub-Master Plan*. Dodoma, Tanzania.
- Government of Tanzania. (2014). *Roadmap for Enhancing Internal Income Generation at SUA*. Dodoma, Tanzania.
- Government of Tanzania. (2015). *Implementation Strategy for Enhancing Internal Income Generation*. Dodoma, Tanzania.
- Government of Tanzania. (2020). *Tanzania Development Vision 2025*. Dar es Salaam, Tanzania.
- Government of Tanzania. (2021/22–2025/26). *Third Five Year Development Plan (FYDP III)*. Dodoma, Tanzania.
- Government of Tanzania. (Draft). *Fourth Five Year Development Plan (FYDP IV 2026/27–2029/30)*. Dodoma, Tanzania.
- Government of Tanzania. (2025). *Development Vision 2050 (DIRA 2050)*. Dodoma, Tanzania.
- International Monetary Fund. (2018). *Public financial management and accountability frameworks*. Washington, DC.
- International Organization for Standardization. (2017). *ISO/IEC 17025:2017 – General requirements for the competence of testing and calibration laboratories*. Geneva, Switzerland.
- Joint United Nations Programme on HIV/AIDS. (2022). *Global HIV & AIDS statistics fact sheet*. Geneva, Switzerland.
- Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard: Translating strategy into action*. Boston, MA: Harvard Business School Press.
- Kusek, J. Z., & Rist, R. C. (2004). *Ten steps to a results-based monitoring and evaluation system*. Washington, DC: World Bank.
- Ministry of Agriculture. (Various years). *Agricultural sector policies and development programmes*. Dodoma, Tanzania.
- Ministry of Education, Science and Technology. (2014, revised 2023). *Education and Training Policy*. Dodoma, Tanzania.
- Ministry of Education, Science and Technology. (2020–2026). *Strategic Plan*. Dodoma, Tanzania.
- Ministry of Education, Science and Technology. (2021). *Education Sector Development Plan (ESDP) 2021/22–2025/26*. Dodoma, Tanzania.
- Ministry of Finance and Planning. (2021). *Guidelines for preparation of medium-term plans and budget frameworks*. Dodoma, Tanzania.
- Ministry of Health. (2021). *National Health Policy*. Dodoma, Tanzania.
- National Carbon Monitoring Centre. (Various years). *Climate and carbon monitoring reports*. Morogoro, Tanzania.
- Norwegian Agency for Development Cooperation. (2021). *NORHED Programme Framework*. Oslo, Norway.
- Organization for Economic Co-operation and Development. (2019). *Better criteria for better evaluation*. Paris, France.
- President's Office, Planning Commission. (2022). *Tanzania Development Vision 2025*. Dodoma, Tanzania.

- President's Office, Public Service Management and Good Governance. (2018). *Public Service Performance Management Framework*. Dodoma, Tanzania.
- President's Office, Public Service Management and Good Governance. (2020). *National Anti-Corruption Strategy and Action Plan (NACSAP III)*. Dodoma, Tanzania.
- Public Private Partnership Centre. (2020). *Public Private Partnership (PPP) policy and guidelines*. Dodoma, Tanzania.
- Sokoine University of Agriculture, (2007, revised 2020). *Sokoine University of Agriculture Charter and Rules*. Morogoro, Tanzania.
- Sokoine University of Agriculture, (2021–2026). *Corporate Strategic Plan (5th SUACSP 2021/22–2025/26)*. Morogoro, Tanzania.
- Sokoine University of Agriculture. (2023). *Information and Communication Technology (ICT) Policy*. Morogoro, Tanzania.
- Sokoine University of Agriculture, (2025). *Investment Policy*. Morogoro, Tanzania.
- Sokoine University of Agriculture. (2025). *Research Policy (5th Edition)*. Morogoro, Tanzania.
- Sokoine University of Agriculture. (2026). *Evaluation Report of the 5th Corporate Strategic Plan (2021/22–2025/26)*. Morogoro, Tanzania.
- Sokoine University of Agriculture. (2026–2031). *Corporate Strategic Plan (6th SUACSP 2026/27–2030/31)*. Morogoro, Tanzania.
- Tanzania Commission for Science and Technology. (2020). *National research and development priorities*. Dar es Salaam, Tanzania.
- Tanzania Commission for Universities. (2019). *University Qualifications Framework (UQF)*. Dar es Salaam, Tanzania.
- Tanzania Commission for Universities. (Various years). *Accreditation guidelines and quality assurance reports*. Dar es Salaam, Tanzania.
- United Nations. (2015). *transforming our world: The 2030 Agenda for Sustainable Development*. New York, USA.
- United Nations Development Programme. (2009). *Handbook on planning, monitoring and evaluating for development results*. New York, NY.
- United Nations Educational, Scientific and Cultural Organization, (2021). *Reimagining our futures together: A new social contract for education*. Paris, France.
- United Nations Educational, Scientific and Cultural Organization. (2023). *Higher education and Africa's development outlook*. Paris, France.
- United States Agency for International Development, (2022). *Feed the Future initiative: Agricultural education and training programs*. Washington, DC.
- University of Dar es Salaam. (1970). *Institutional establishment records*. Dar es Salaam, Tanzania.
- Vice Presidents Office. (Various years). *Environmental and climate change reports*. Dodoma, Tanzania.
- Auld, E., Rappleye, J., & Morris, P. (2019). PISA for Development: How the OECD and World Bank shaped education governance post-2015. *Comparative Education*, 55(2), 197–219.
- Date, A. THE WORLD BANK Ten Steps Ten Steps to a Results-Based Monitoring and Evaluation System to a Results-Based Monitoring and Evaluation System.
- Utouh, H. M., & Kitole, F. A. (2024). Forecasting effects of foreign direct investment on industrialization towards realization of the Tanzania development vision 2025. *Cogent Economics & Finance*, 12(1), 2376947.
- World Health Organization. (2013). *Global action plan for the prevention and control of noncommunicable diseases 2013–2020*. World Health Organization.
- World Health Organization. (2024). *WHO benchmarks for strengthening health emergency capacities*. World Health Organization.