



# GWANDA STATE UNIVERSITY

2021 - 2025

## STRATEGIC PLAN

*Excellence Through Esprit De Corps*

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## PREFACE

I am delighted to present to you the second edition of Gwanda State University Strategic Plan which will run from 2021-2025. This is a plan by and for the University that has been enthusiastically endorsed by the community. It is the result of many months of information gathering, analysis, and careful thought by scores of your fellow community members across all disciplines and functions. Their service to the University is deeply appreciated.

Our Strategic Plan provides Gwanda State University with a road map for each of the seven Strategic Priorities critical to fulfilling our Mission and Vision while upholding our Core Values. This university wide framework charts a strategic course that fosters thoughtful action and fully embraces the philosophy of education 5.0. Objectives established for each goal provide the ability to measure our progress and will keep the University focused on our priorities. If we are to continue to attain individual and organisational success, we must all embrace the direction this Strategic Plan provides and be personally accountable to its implementation. It builds on our strengths and focuses our energies and resources on the most pressing issues that we are distinctively positioned to address.

In very real terms, this plan challenges all of us to gather our strengths and work collaboratively to enhance Gwanda State University's position as one of the world's leading universities. We have the will to do this, and with this plan, we have the way.



**Mrs Mabel Elaine Mwamuka**  
**Council Chairperson**

## FOREWORD

The 2021-2025 Strategic Plan lays the foundation for the effective implementation of the vision and mission of the University. It articulates the priorities and objectives while taking into consideration the national aspirations and the fast-changing environment globally, in the provision of higher education. The University is committed to providing an environment that is conducive for students to flourish and be equipped to succeed in the 4<sup>th</sup> Industrial Revolution by providing students with inquiry-led teaching and learning opportunities.

Gwanda State University will leverage on its mandate that mainly focuses on animal and veterinary sciences, mining and engineering and ecosystem restoration to fully participate in the attainment of Vision 2030 and the devolution agenda as espoused in the National Development Strategy 1. The Strategic Plan seeks to build a higher education environment that will foster the development of academic and institutional excellence. We want to share our knowledge and contribute together with others to scientific process and to societal challenges.



**Professor Doreen Zandile Moyo**  
**Vice Chancellor**

## 1.0 Executive Summary

### 1.1 Preamble

This second edition of the Gwanda State University Strategic Plan, coincides with the promulgation of the National Development Strategy 1 (NDS 1). The NDS1 is a national economic blue print which was crafted by the Government of Zimbabwe with the view to achieve an empowered and prosperous upper-middle income society by the year 2030. Vision 2030 itself was enacted by the Government to chart a new transformative and inclusive development agenda for new wealth creation and expansion of economic opportunities for all Zimbabweans, while at the same time addressing the global aspirations of the Sustainable Development Goals (SDGS) and Africa Agenda 2063.

As a state Institution, Gwanda State University (GSU) is expected to play a central role alongside other state universities as an engine for socio-economic transformation by espousing and implementing NDS1. GSU, whose mandate is to specialise in animal and veterinary sciences, irrigation engineering and management, mining engineering, environmental engineering and ecosystem restoration, is strategically positioned to be one of the handmaids of government in addressing the socio-economic and development challenges facing the nation.

This NDS1 compliant Strategic Plan constitutes the roadmap for GSU's development agenda for the period 2021 to 2025. The operationalisation of this Plan will be informed and guided by the University's mandate, vision, mission, core-values, strategic goal, education 5.0, and the doctrine of heritage based education.

In the execution of its mandate, the University shall endeavour to demonstrate a pre-disposition to embrace and manage change as well as a propensity to seek and proffer solutions. The University will also strive to fully exploit its comparative advantage of being located in Matabeleland South Province which is richly endowed with mineral deposits and vast potential for successful dryland agricultural activities and practices. Gwanda State University is indeed well placed to provide solutions to national challenges ranging from environmentally friendly mining and farming methodologies to industrialisation through value addition and beneficiation of minerals and agricultural produce.

## 1.2 MODUS OPERANDI

To ensure ownership and buy-in of all key stakeholders, this NDS1 compliant second edition of the Strategic Plan was developed in consultation with regulatory bodies such as the Zimbabwe Council for Higher Education (ZIMCHE), Industry and Commerce, Farmer Organisations, Mining Houses, the University Council, Senate, staff and students. In developing the Plan, efforts were made to ensure the University's effective and holistic participation in the nation's development agenda. This was done through the infusion of not only the Ministry of Higher and Tertiary Education, Innovation, Science and Technology's Education 5.0 philosophy but also the national economic blue print such as NDS1, into the Plan. At the same time, the University remained awake to the need to incorporate Results Based Management, good corporate governance and quality assurance philosophies into the document.

## 1.3 VISION

To be a world class centre for learning, research and innovation which proffers solutions to global challenges through value addition, beneficiation and industrialisation by 2030.

## 1.4 MISSION

To:

- Develop enlightened human capital in line with the Education 5.0 concept.
- Exploit factor endowment of the Matabeleland South Province environment in line with the University's mandate.
- Use ICTs as a principal mode of academic and administrative delivery in line with the 4<sup>th</sup> Industrial Revolution.
- Be sensitive to gender equity, needs of the people with disability and cultural values.
- Promote the wellness and physical/emotional well-being of staff and students.

## 1.5 CORE VALUES

**Integrity-** honesty and holding high principles for proper conduct

**Equity-** fairness and impartiality

**Innovativeness-** creative thinking

**Accountability-** answerability and responsibility

**Excellence-** quality of being outstanding

**Esprit De Corps-** feeling of pride and mutual loyalty shared by members of Gwanda State University

**Ubuntu/Unhu/Botho/Vhuthu/Umntu/Bunhu– social compatibility**

## **1.6 STRATEGIC GOAL**

To build a multi-campus University comprising at least five thousand (5 000) students and one thousand (1 000) staff ( $\frac{1}{3}$  non-teaching and  $\frac{2}{3}$  teaching) with the following features by 2025:

### **1.6.1 SEVEN FACULTIES NAMELY;**

#### **1.6.1.1 FACULTY OF ENGINEERING AND THE ENVIRONMENT**

##### **Department of Mining Engineering**

*Bachelor of Engineering Honours Degree in Mining Engineering*

##### **Department of Metallurgical Engineering**

*Bachelor of Engineering Honours Degree in Metallurgical Engineering*

##### **Department of Agricultural and Environmental Engineering**

*Bachelor of Science Honours Degree in Environmental Engineering*

*Bachelor of Science Honours Degree in Agricultural Engineering*

##### **Department of Fuels and Energy Engineering**

*Bachelor of Science Honours Degree in Fuels and Energy Engineering*

#### **1.6.1.2 FACULTY OF NATURAL RESOURCES MANAGEMENT AND AGRICULTURE**

##### **Department of Animal Production and Health**

*Bachelor of Science Honours Degree in Animal Production and Health*

##### **Department of Horticulture and Crop Production**

*Bachelor of Science Honours Degree in Horticulture and Crop Production*

*Bachelor of Science Honours Degree in Irrigation Engineering*

#### **1.6.1.3 FACULTY OF VETERINARY SCIENCE**

##### **Departments of Pre-Clinical/Para-Clinical and Clinical Studies**

*Bachelor of Veterinary Science*

#### **1.6.1.4 FACULTY OF BUSINESS SCIENCES AND MANAGEMENT**

##### **Department of Agricultural Economics**

*Bachelor of Science Honours Degree in Agricultural Economics*

##### **Department of Agri-Business Management**

*Bachelor of Commerce Honours Degree in Agri-Business Management*

##### **Department of Marketing**

*Bachelor of Commerce Honours Degree in Marketing*

##### **Department of Accounting**

*Bachelor of Commerce Honours Degree in Accounting*

##### **Department of Business Studies and Entrepreneurship**

*Bachelor of Science in Business Studies and Entrepreneurship*

*Bachelor of Commerce Honours Degree in Procurement and Supply Chain Management*

*Bachelor of Commerce Honours Degree in Tourism and Hospitality Management*  
*Bachelor of Commerce Honours Degree in Transport and Logistics Management*  
*Post-Graduate Diploma in Monitoring and Evaluation*

#### **1.6.1.5 FACULTY OF COMPUTATIONAL SCIENCES**

##### **Department of Computer Science and Information Systems**

*Bachelor of Science Honours Degree in Computer Science*  
*Bachelor of Science Honours Degree in Information Systems*  
*Bachelor of Science Honours Degree in Software Engineering*  
*Bachelor of Science Honours Degree in Hardware Engineering*  
*Bachelor of Science Honours Degree in Networks and Computer Systems*  
*Bachelor of Science Honours Degree in Cyber Security*  
*Bachelor of Science Honours Degree in Artificial Intelligence*

##### **Department of Applied Mathematics**

*Bachelor of Science Honours Degree in Applied Mathematics*  
*Bachelor of Science Honours Degree in Mathematics and Statistics*

#### **1.6.1.6 FACULTY OF EXPLORATION AND EARTH SCIENCES**

##### **Department of Geomatics and Surveying**

*Bachelor of Science Honours Degree in Geomatics and Surveying*

##### **Department of Geography and Environmental Science**

*Bachelor of Science Honours Degree in Geography and Environmental Studies*

##### **Department of Geographic Information Systems and Remote Sensing**

*Bachelor of Science Honours Degree in Geographic Information Systems and Remote Sensing*

##### **Department of Geology and Geophysics**

*Bachelor of Science Honours Degree in Geophysics*  
*Bachelor of Science Honours Degree in Geology*

#### **1.6.1.7 FACULTY OF SCIENCE AND TECHNOLOGY**

##### **Department of Chemical Technology**

*Bachelor of Science Honours Degree in Chemical Technology*  
*Bachelor of Science Honours Degree in Pharmaceuticals*

##### **Department of Applied Biology and Biotechnology**

*Bachelor of Science Honours Degree in Biotechnology*  
*Bachelor of Science Honours Degree in Applied Biology*  
*Bachelor of Science Honours Degree in Biometry*

##### **Department of Applied Biochemistry**

*Bachelor of Science Honours Degree Applied Biochemistry*

##### **Department of Food Science and Technology**

*Bachelor of Science Honours Degree in Food Science and Technology*

##### **Department of Applied Physics and Telecommunications**

*Bachelor of Science Honours Degree in Applied Physics and Telecommunications*

## **1.7 SEVEN CENTRES NAMELY;**

### **Centre for Research and Postgraduate Studies**

The Centre provides the governance of the delivery of quality postgraduate programmes in the academic departments of the University through formulation of related policies and regulations, coordinating and administering all research as well as facilitating the registration, assessment and awarding of postgraduate degrees. The Centre will also coordinate Postgraduate Studies and conduct research that leads to the production of innovations and prototypes.

### **Centre for Communication Skills**

The Centre provides teaching and learning facilities to improve students' proficiency in English language, local languages and other useful international languages and help them develop communication skills for both their studies and future workplace.

### **International Student Centre**

The office provides support to all new and continuing international students through facilitating accreditation of qualifications with local accreditation bodies (ZIMSEC and ZIMCHE), visa applications and renewals and access to campus life services. The office also promotes the university's interests outside the borders of Zimbabwe in collaboration with foreign universities and organisations.

### **Disability Resources Centre**

The Centre caters for students with all kinds of disabilities paying attention to their special needs. The Centre will strive to avail the necessary technology and related equipment and facilities for use by the disabled students.

### **Student Service Centre**

This Centre brings all the central services required by the students under one roof. The services include banks, shops, food outlets etc.

### **Innovation Hub/ Industrial Park**

The innovation hub is a place which provides facilities to nurture new ideas and innovation while the Industrial Park is an area that is zoned and planned for the purpose of industrial development.

### **Centre for Wildlife and Conservation Research.**

The focus of this Centre is to provide facilities for cutting edge research in wildlife and conservation of fauna in the Province. It will also provide research opportunities for Masters and Doctoral Students.

## 2.0 THE PLAN

### 2.1 Strategic Analysis

A thorough analysis of the operating environment was conducted using the PESTLEG (Political, Economic, Social, Technological, Legal and Global), SWOT (Strengths, Weaknesses, Opportunities and Threats) and Stakeholder Analysis approaches. The analyses yielded the results outlined below;

#### 2.1.1 PESTLEG

PESTLEG is a tool used to identify macro (external) factors or influences that may impact on an organization and affect its accomplishments. The factors considered are a key determinant of the success or failure of an organization.

##### 2.1.1.1 Political Factors

Political factors relate to how government policy and actions intervene in organizational activities. The prevailing political environment in the country is characterized by the following factors;

Factor	Impact on GSU
Relative peace and stability	<ul style="list-style-type: none"><li>• Attain predictable projected growth of the institution.</li></ul>
Re-engagement with the international community	<ul style="list-style-type: none"><li>• Improved ability to attract donor funding, collaboration and partnerships</li></ul>
Bureaucracy	<ul style="list-style-type: none"><li>• Slow decision making leading to delay in the implementation of projects and loss of value of funds.</li></ul>
Corruption	<ul style="list-style-type: none"><li>• Gives the nation a bad name which ultimately affects the image of the institution.</li><li>• Deprives the institution of developmental resources</li></ul>
Government support	<ul style="list-style-type: none"><li>• Increased growth and development of the institution</li></ul>
Support by political leadership	<ul style="list-style-type: none"><li>• Increased student enrolment</li><li>• Improved community engagement</li><li>• Enhanced sense of ownership of the institution by the locals</li></ul>
Devolution	<ul style="list-style-type: none"><li>• Opportunity to contribute to the national aspirations at a local level and growth of the GDP of the province</li><li>• Increased access to resources</li></ul>
Sanctions	<ul style="list-style-type: none"><li>• Deprivation of resources from donors and inability to engage in collaborations and partnerships</li><li>• Stifles the institution's internationalisation efforts</li></ul>

### 2.1.1.2 Economic Factors

Economic factors directly impact the economy's performance and this has a bearing on the well-being or otherwise of the University. The under-listed are some of the key economic factors that should be taken into account in strategic management;

Factor	Impact on GSU
Multicurrency system	<ul style="list-style-type: none"><li>• Improved accessibility to foreign currency</li><li>• The auction system has relatively stabilised the economy allowing for better planning on the part of the institution.</li></ul>
Foreign currency shortages	<ul style="list-style-type: none"><li>• Inability to purchase products and services that require foreign currency.</li></ul>
Arbitrage (3-tier pricing system)	<ul style="list-style-type: none"><li>• Buying goods and services at higher prices which affects the institution's operations</li></ul>
High interest rates	<ul style="list-style-type: none"><li>• Restrict alternative funding mechanisms</li></ul>
Artificial shortage of commodities in the market	<ul style="list-style-type: none"><li>• Delays in the completion of projects</li></ul>
Inflation	<ul style="list-style-type: none"><li>• Erodes funds and salaries</li></ul>

### 2.1.1.3 Social Factors

Social factors relate to cultural and demographic trends of society. These factors include the following;

- Age distribution
- Cultural barriers
- Income distribution
- Life style attitudes
- Health consciousness

Factor	Impact on GSU
Age distribution (young population)	<ul style="list-style-type: none"> <li>• Potential to attract students</li> </ul>
Cultural Diversity	<ul style="list-style-type: none"> <li>• Ability to draw students from different cultural backgrounds which enriches the students and staff population.</li> <li>• Opportunity to benefit from indigenous knowledge system.</li> </ul>
Income distribution	<ul style="list-style-type: none"> <li>• Fees affordability</li> </ul>
Health consciousness	<ul style="list-style-type: none"> <li>• Wellness of University community</li> </ul>

#### 2.1.1.4 Technological Factors

Technological factors relate to the existence, availability and development of technology. They are a formidable force which can influence the way the University operates. Examples of technological factors include;

- Internet connectivity
- Automation
- Ownership of devices

Factor	Impact on GSU
Development of Online platforms (Social Media, website)	<ul style="list-style-type: none"> <li>• More platforms for dialogue to raise various stakeholders' interests.</li> <li>• Increased marketing opportunities for the University.</li> </ul>
Development in ICTs	<ul style="list-style-type: none"> <li>• Reduced costs for bandwidth.</li> <li>• Enhanced Research processes and outputs as a result of disruptive nature of technology</li> <li>• Increased access to scholarly resources (e-resources).</li> <li>• Reduced hardware costs.</li> <li>• Reduced stationery costs</li> </ul>
E-learning	<ul style="list-style-type: none"> <li>• Improved teaching and learning</li> </ul>
Quest for Technological Innovation	<ul style="list-style-type: none"> <li>• Involvement in value addition to agricultural and natural resources commodity chains for rural communities.</li> </ul>
Social Media	<ul style="list-style-type: none"> <li>• Information overload.</li> <li>• Distraction or disturbance of learning and work ethos.</li> <li>• Distortion and easy spread of falsehoods</li> </ul>
Unreliability of electricity supply	<ul style="list-style-type: none"> <li>• Disruption of academic activities and research.</li> <li>• Increased risk of damage to equipment and infrastructure (fire).</li> </ul>
Prohibitive costs of technology	<ul style="list-style-type: none"> <li>• Inability to purchase relevant gadgets and software</li> </ul>
Technological illiteracy	<ul style="list-style-type: none"> <li>• Underutilisation of available technology</li> </ul>
Internet connectivity	<ul style="list-style-type: none"> <li>• Disrupts University's operations</li> </ul>

### 2.1.1.5 Legal Factors

Legal factors relate to how the law affects an organisation and as such they determine or define what an organisation can or cannot do. Some of the legal factors include;

- Health and safety laws
- Civil rights laws
- Employment laws
- Intellectual property laws

Factor	Impact on GSU
Constitution of Zimbabwe	<ul style="list-style-type: none"> <li>• Compliance, enforcement and guide to operations of the University.</li> <li>• Legal support of the law for business related disputes</li> </ul>
ZIMCHE Regulations	<ul style="list-style-type: none"> <li>• Ensure quality assurance on University operations and products.</li> <li>• Standard system of recruitment, selection and promotion.</li> <li>• Credit transfer between institutions.</li> <li>• Standard system of degree programmes.</li> </ul>
Gwanda State University Act (Chapter 25:30)	<ul style="list-style-type: none"> <li>• The principal guide to university operations.</li> </ul>
Ministry of Higher Education 5.0 Mantra	<ul style="list-style-type: none"> <li>• Alignment of university activities to the country's needs of manpower development, innovation and industrialisation.</li> </ul>
National Development Strategy 1 (2021-2025)	<ul style="list-style-type: none"> <li>• Need to refocus all the university activities to contribute effectively to the attainment of Vision 2030.</li> </ul>
Public Entities Corporate Governance Act (Chapter 10:31)	<ul style="list-style-type: none"> <li>• Guides and aligns the University operations to public and government expectations of good corporate governance.</li> </ul>
Zimbabwe National Qualifications Framework (ZNQF)	<ul style="list-style-type: none"> <li>• Harmonisation of academic progression</li> </ul>
Public Procurement and Disposal of Public Assets Act (Chapter 22:23)	<ul style="list-style-type: none"> <li>• Good practice in procurement.</li> </ul>
Public Finance Management Act (Chapter 22:19)	<ul style="list-style-type: none"> <li>• Proper management of public funds.</li> </ul>
Environmental Management Act (Chapter 20:27)	<ul style="list-style-type: none"> <li>• Protection of the environment on the part of the institution.</li> </ul>

### 2.1.1.6 Environmental Factors

Environmental factors relate to information about an organisation’s circumstances. Environmental factors have come to the fore due to issues such as shortage of raw materials and pollution. Environmental factors are the main reason why organisations engage in corporate social responsibility. Examples of environmental factors include;

- Climate and climate change
- Weather
- Pollution
- Energy

Factor	Impact on GSU
Abundant minerals, fauna, flora and sunshine	<ul style="list-style-type: none"> <li>• Increased scope for introduction of academic programs in forestry.</li> <li>• Opportunities to secure claim licences for mining.</li> <li>• Opportunities to introduce academic programmes in mining and renewable energy sources.</li> <li>• Opportunities to secure hunting quotas and licenses for processing trophies.</li> </ul>
Ecological conditions conducive to livestock production	<ul style="list-style-type: none"> <li>• Opportunity to prioritize animal health and production through strengthening farmer knowledge and skills in livestock production and health. (sub-section 297 of the NDS1)</li> </ul>
Water bodies in Insiza River	<ul style="list-style-type: none"> <li>• Opportunities to introduce programmes in fisheries.</li> <li>• Opportunity to utilize irrigation technologies</li> </ul>
Climate Change	<ul style="list-style-type: none"> <li>• Risk of depletion of livestock and forests.</li> <li>• Risk of crop failure.</li> <li>• Opportunity to come up with ways of climate change mitigation and adaptation measures.</li> </ul>
Environmental Degradation	<ul style="list-style-type: none"> <li>• Low yields in agricultural production</li> <li>• Decreased arable land.</li> <li>• Exposure to health risks.</li> </ul>
Veld fires	<ul style="list-style-type: none"> <li>• Destruction of infrastructure, property, human life, vegetation and livestock.</li> </ul>
Natural Disasters	<ul style="list-style-type: none"> <li>• Threat to the existence of the institution.</li> <li>• Destruction of infrastructure, property, human life, vegetation and livestock.</li> </ul>

### 2.1.1.7 Global Factors

Global factors have come to the fore due to the realisation that the world has become a global village because of advances in technology. Examples of global factors include;

- Trade policies
- State of technology
- Foreign policy
- Global competition

Factor	Impact on GSU
Internationalisation	<ul style="list-style-type: none"> <li>• Re-design and re-align GSU programmes to the global needs.</li> <li>• Gives the institution an international outlook.</li> </ul>
Global Partnership/Collaboration	<ul style="list-style-type: none"> <li>• Opportunity to cross pollinate international knowledge through staff and student exchange programmes.</li> </ul>
Rapid changes in innovation and technology	<ul style="list-style-type: none"> <li>• Inability to keep pace with the changes.</li> <li>• Risk of inadequate technological infrastructure and human expertise.</li> </ul>

### 2.2 SWOT (Strengths, Weaknesses, Opportunities and Threats)

A SWOT Analysis is a planning technique which helps organisations to build strategic plans to improve their operations and achieve their goals. The tool also helps organisations identify where they are doing well and where they can improve with the view to coming up with a winning strategy.

#### 2.2.1 Strengths

What is the University doing well?

What unique resources can the University draw upon?

What other Universities see as GSU strength?

Factor	Impact on GSU
Student and staff accommodation	<ul style="list-style-type: none"> <li>• Attract students and staff.</li> </ul>
Provision of own water and electricity	<ul style="list-style-type: none"> <li>• Management of the utilities is within the University control</li> </ul>
Income Generating Projects	<ul style="list-style-type: none"> <li>• Cost savings</li> <li>• Self sufficiency in food provision</li> </ul>
Existing infrastructure (Epoch Mine Campus)	<ul style="list-style-type: none"> <li>• Reduced costs of infrastructural development.</li> <li>• Near adequate provision of office, lecture and accommodation space.</li> </ul>
Geographic Location	<ul style="list-style-type: none"> <li>• Attractive to staff and students.</li> <li>• Clean environment and no hassles of city life.</li> </ul>
Opportunities for growth and development for staff	<ul style="list-style-type: none"> <li>• Attractive to staff, motivation and retention of staff</li> </ul>

### 2.2.2 Weakness

- What could GSU improve?
- Where does GSU have fewer resources than other Universities?
- What are other Universities likely to see as GSU weaknesses?
- What factors could cause GSU to lose students and staff to other Universities?

Factor	Impact on GSU
Small cohort of senior academic and administrative staff.	<ul style="list-style-type: none"> <li>• Less attractive to prospective students.</li> <li>• Reduced capacity for cutting edge research.</li> <li>• Militates against University ranking.</li> </ul>
Low levels of enrolment for undergraduate	<ul style="list-style-type: none"> <li>• Low financial inflows</li> </ul>
Inadequate laboratory equipment for use	<ul style="list-style-type: none"> <li>• Limited exposure of students to practical train-</li> </ul>

### 2.2.3 Opportunities

- What factors in the external environment can the University capitalize on?
- What factors in the external environment can enhance our strengths?

Factor	Impact on GSU
Presence of artisanal miners, small-scale farmers and other sectors of the economy.	<ul style="list-style-type: none"> <li>• Raising income for the institution.</li> </ul>
To assist Mat. South Province high schools in the teaching of STEM subjects.	<ul style="list-style-type: none"> <li>• Increased enrolment and visibility of the University in the province.</li> </ul>
Presence of Polytechnics/other institutions in host province	<ul style="list-style-type: none"> <li>• Increased enrolment</li> </ul>
Devolution policy	<ul style="list-style-type: none"> <li>• Opportunity for community engagement</li> <li>• Raise income</li> <li>• Research funding</li> </ul>
Presence of communities for ECD provision	<ul style="list-style-type: none"> <li>• Increased staff welfare</li> <li>• Increased income</li> </ul>

### 2.2.4 Threats

- What factors in the external environment can undermine our strengths?
- What are our competitors doing better than us?

Factor	Impact on GSU
Limited funding from Government	<ul style="list-style-type: none"> <li>• Creates a dependency syndrome, operations may grind to a halt when such disbursements do not flow in (e.g. PSIP and Operations).</li> </ul>
High inflation	<ul style="list-style-type: none"> <li>• High staff turnover.</li> <li>• Subdued enrolment as parents cannot afford university fees.</li> <li>• Reduced value for money.</li> </ul>
Few feeder high schools in the province offering STEM subjects.	<ul style="list-style-type: none"> <li>• Low enrolment.</li> </ul>
COVID 19 Pandemic and other pandemics	<ul style="list-style-type: none"> <li>• Constrained University operations resulting in increased operation costs.</li> </ul>
Poor state of the link road	<ul style="list-style-type: none"> <li>• Inaccessible to potential students, staff and business community.</li> <li>• Damage to vehicles.</li> </ul>
Lack of primary and secondary schools in or closer to the campus.	<ul style="list-style-type: none"> <li>• Demotivates staff.</li> <li>• Affects social life of staff, resulting in failure to retain youthful staff.</li> </ul>
Competitors	Student enrolment Staff recruitment

### 2.3 Stakeholder Analysis

It is an important tool for managing stakeholders. Through stakeholder analysis, organizations can identify opportunities to mobilise stakeholder support for a particular goal. Stakeholder analysis also generates information about their knowledge, behaviours, intentions, interests and the influence which they can bring to bear on the organization.

Stakeholder(s)	Expectations	Extent
Government	<ul style="list-style-type: none"> <li>• Drivers of the economic development.</li> <li>• Production of skilled human capital.</li> </ul> Compliance with government policies.	Continuous
Regulatory Authorities/ Bodies	<ul style="list-style-type: none"> <li>• Compliance to quality assurance standards.</li> <li>• Quality curricula.</li> <li>• Trained human capital.</li> </ul>	Continuous
Chamber of Mines	<ul style="list-style-type: none"> <li>• Trained personnel.</li> <li>• Up to date training facilities.</li> <li>• Relevant curricula</li> </ul>	Continuous
Industry and Commerce	<ul style="list-style-type: none"> <li>• Trained personnel.</li> <li>• Up to date training facilities.</li> <li>• Relevant curricula</li> </ul>	Continuous
Farmer Organisations	<ul style="list-style-type: none"> <li>• Trained personnel.</li> <li>• Up to date training facilities.</li> <li>• Relevant curricula</li> </ul>	Continuous
Researchers/Academics	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Research facilities</li> <li>• Mentorship</li> <li>• IP protection</li> <li>• Collaboration and Partnerships</li> <li>• Appropriate recognition</li> </ul>	Continuous
Staff	<ul style="list-style-type: none"> <li>• Improved conditions of service/welfare</li> </ul>	Continuous
Students	<ul style="list-style-type: none"> <li>• Quality programmes and teaching</li> <li>• Adequate infrastructure</li> <li>• Conducive living and learning environment</li> <li>• Employability</li> </ul>	Continuous
GSU competitors	<ul style="list-style-type: none"> <li>• Collaboration and Partnerships</li> </ul>	Continuous

### 3.0 KEY RESULT AREAS

After a comprehensive strategic analysis of the University's internal and external environment as well as a thorough interrogation of the feedback from various stakeholders, seven (7) Key Result Areas were identified for action. The seven KRAs are focal points of this strategic plan and constitute the basis upon which the performance of the University will be determined throughout the plan period. It therefore goes without saying that if the University pays inadequate attention to any one of the seven KRAs; its performance will be impacted negatively. The seven KRAs are;

- 3.1. Leadership, Governance and Culture
- 3.2. Infrastructure and Utilities
- 3.3. Teaching and Learning
- 3.4. Research, Innovation, Value Addition, Beneficiation and Industrialisation
- 3.5. Resource Mobilisation and Development
- 3.6. Community Engagement
- 3.7. Image Building, Internationalization, Collaboration and Partnership

Against each KRA, goals, objectives and corresponding strategies were then formulated as well as the expected outcomes.

#### 3.1 Key Result Area 1: Leadership, Governance and Culture



*A group picture of the Minister, Permanent Secretary, Gwanda State University Council members and some members from the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development at an induction training of GSU Councillors*

The leadership, governance and culture of the University are predicated upon the committee system. The University Council is the principal committee responsible for driving the governance of the University, while Senate under the leadership of the Vice Chancellor is responsible for the executive management of the University. Decision making organs have also been provided for in the faculties and academic departments as well as in the non-teaching departments and sections of the University. As the University charts its strategic way forward, it will ensure that the leadership and governance structures and systems are at optimal levels of strength at the same time as the culture of teamwork, ownership and effective strategy and policy execution are being inculcated at all levels of the institution.

**Goal 1 Leadership: Provide responsive leadership and management of the University at all levels by 2025.**

Objectives	Action Plan	Expected Outcomes
To fill Council positions with competent and diverse skills set by February 2021	<ul style="list-style-type: none"> <li>Recommend competent persons for Council posts by January 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Efficiently and effectively led university committees.</li> </ul>
To fill all Principal Officers' and senior management positions by December 2021.	<ul style="list-style-type: none"> <li>Advertise the posts by July 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Increased effectiveness of management/governance structures. Improved decision making.</li> </ul>
To institute sound policies and procedures by August 2021.	<ul style="list-style-type: none"> <li>Craft well thought out regulations, policies, and administration systems.</li> </ul>	<ul style="list-style-type: none"> <li>Predictable high quality services.</li> </ul>

**Goal 2 Governance: Uphold and maintain the provisions of the GSU Act, Public Entities Corporate Governance Act, Labour Act, Public Procurement and Disposal of Public Assets Act, Public Finance Act and other relevant statutes.**

Objectives	Action Plan	Expected Outcomes
To attain 100% adherence to the relevant statutes.	<ul style="list-style-type: none"> <li>Establish efficient and effective Committees of Council and Management.</li> </ul>	<ul style="list-style-type: none"> <li>Compliant institution.</li> </ul>
To achieve 100% implementation of GSU Committee resolutions	<ul style="list-style-type: none"> <li>Institute a decision tracking mechanism of resolutions</li> </ul>	<ul style="list-style-type: none"> <li>Effective implementation of resolutions.</li> </ul>

**Goal 3 Culture:** Promote team work at all levels of the university.

<b>Objectives</b>	<b>Action Plan</b>	<b>Possible Outcomes</b>
To achieve buy-in to GSU Vision, Mission and Core Values	<ul style="list-style-type: none"><li>• Display the university Vision, Mission and Core Values in all prominent places in the University</li><li>• Hold team building activities regularly.</li></ul>	<ul style="list-style-type: none"><li>• Team working amongst the University community</li><li>• Loyalty and commitment</li></ul>

### 3. 2 Key Result Area 2: Infrastructure and Utilities



*GSU Students in a Computer Laboratory*

The ability of the University to deliver on its mandate will depend on the resources at its disposal and the efficiency of their deployment. The critical resources for the running of the University include physical infrastructure and facilities and Information Communication Technologies (ICTs). In order for the Strategic Plan to deliver the planned outcomes, it will need:

- Infrastructure and facilities
- Information Communication Technologies

**Goal:** To develop and maintain appropriate physical infrastructure and facilities at existing and future campuses

Objectives	Action Plan	Expected Outcomes
1. To complete the drawing of the Gwanda Campus master plan by September 2021.	<ul style="list-style-type: none"> <li>• Engagement of Architects.</li> <li>• Draw from requisite skills within the University.</li> <li>• Form and engage internal building brigade.</li> <li>• Engage internal and external expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Approved Master plan</li> </ul>
2. Construct and equip an Engineering laboratory and lecture block at the Epoch Mine Campus by Dec 2021, innovation hub, industrial park and multipurpose building at the Gwanda Campus by Dec 2022.		<ul style="list-style-type: none"> <li>• Fully equipped Innovation hub, laboratory, multipurpose building.</li> </ul>

3. Refurbishing infrastructure at Epoch Mine Campus. By December 2025		<ul style="list-style-type: none"> <li>• Increase in the number of facilities that cater for the number of students and staff.</li> </ul>
4. Construction of a library at Gwanda Campus by December 2025.		<ul style="list-style-type: none"> <li>• Well resourced library</li> </ul>
5. Construction of student hostels, staff accommodation, faculty buildings at the Gwanda Campus by December 2023.		<ul style="list-style-type: none"> <li>• State of the art student, staff and faculty buildings.</li> </ul>
6. Refurbish and strengthen ICT infrastructure at Epoch Mine Campus and Gwanda Campus by December 2025.		<ul style="list-style-type: none"> <li>• Cutting edge ICT services</li> </ul>
7. Construction of a solar plant by December 2025.	<ul style="list-style-type: none"> <li>• Engage experts in the field of solar energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Self sufficiency in energy</li> </ul>
To have proper sewer, solid waste and environmental management by 2024.	<ul style="list-style-type: none"> <li>• To introduce sustainable solutions to the management of sewer and solid waste.</li> <li>• Clean up campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Improved hygiene standards</li> </ul>
9. To construct a biogas digester plant for solid waste management at the Gwanda Campus by 2025.	<ul style="list-style-type: none"> <li>• To engage internal and external expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Self sufficiency energy</li> <li>• Income</li> </ul>
10. To upgrade water and electricity systems for Epoch Mine Campus by 2022.	<ul style="list-style-type: none"> <li>• Align capacity to growing population</li> <li>• Engage the power utility company to modernise the substation</li> <li>• Involve water experts to come up with a smart water system.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and reliable electricity and water systems.</li> </ul>
11. Construction of roads and University perimeter fence for Epoch Mine Campus and Gwanda Campus by 2025.	<ul style="list-style-type: none"> <li>• Approach local authorities, central government and local companies for funding and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved accessibility and security.</li> </ul>

### 3.3 Key Result Area 3: Teaching and Learning



*Engineering Students doing practicals at Trukumb Mine*

Teaching and learning are the core business of the University. It is through teaching and learning that the University will generate and disseminate knowledge to meet the national development needs. Excellence in teaching and learning including outside the classroom learning is the *sine qua non* for equipping learners with relevant knowledge, skills and value systems which will mould them into holistic or well-rounded graduates who will contribute to the development of the country. Under this Key Result Area the University will strive to achieve the goals and objectives outlined below;

**Goal: To widen and deepen access to quality higher education**

Objectives	Action Plan	Expected Outcomes
1. To continuously comply with NDS1, Education 5.0 and MBKs by July 2021	<ul style="list-style-type: none"> <li>• Design and review stakeholder driven programmes</li> <li>• Establish Research Units, Quality Assurance Unit ,Innovation Hub and Industrial Park</li> <li>• Increase Industry-Academia collaboration in teaching and learning</li> <li>• Establish functional subject societies</li> </ul>	<ul style="list-style-type: none"> <li>• Compliant programmes</li> <li>• Skilled graduates relevant to industry and commerce</li> <li>• Quality Assurance Unit in place.</li> <li>• Number of MoUs with Industry</li> <li>• Improved relations with industry</li> <li>• Raised awareness of career prospects.</li> </ul>

<p>2. To increase the number of graduating students from 0 to 500 by December 2025</p>	<ul style="list-style-type: none"> <li>• Increase the number of degree programmes to meet identified needs from 5 to 40 by December 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of accredited programmes on offer.</li> <li>• Increased number of graduates.</li> </ul>
<p>3. To increase the number of Senior Academic Staff in the departments to full establishment.</p>	<ul style="list-style-type: none"> <li>• Institute attractive conditions of service</li> <li>• Well resourced library and research facilities and services.</li> <li>• Harnessing diaspora academics</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate programmes offered</li> <li>• Fully staffed academic departments.</li> <li>• Improved learning conditions for the students.</li> </ul>
<p>4. To produce a holistic graduate</p>	<ul style="list-style-type: none"> <li>• Review curricula and co-curricular activities</li> <li>• Set up a conducive learning and living environment</li> <li>• Collaborate with industry</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate fit for purpose</li> </ul>

### 3.4 Key Result Area 4: Research, Innovation, Value Addition, Beneficiation and Industrialisation



*The Minister of Higher and Tertiary Education, Innovation, Science and Technology Development Prof. Dr. A. Murwira discussing one of the University’s projects at the 2021 Zimbabwe International Trade Fair - On the far right is Dr B Moyo, the Acting Dean of Natural Resources Management and Agriculture*

Through the Key Result Area of Research, Innovation, Value Addition, Beneficiation and Industrialisation, the University will firmly position itself to contribute towards the modernization of the country in pursuit of Vision 2030. Research, Innovation, Value Addition, Beneficiation and Industrialization are strategic issues in which the University must be seen to espouse and address as they have great potential for wealth creation through the production of goods and services.

**Goal: To produce goods and services through research and innovation**

Objectives	Action Plan	Expected Outcomes
1. To attract external research grants to the University by December 2025	<ul style="list-style-type: none"> <li>• Establish a Research Office</li> <li>• Training workshops on grant proposal writing</li> <li>• Increase inter-Universities collaboration in research.</li> </ul>	<ul style="list-style-type: none"> <li>• More funding for research.</li> <li>• Increased research partnerships</li> </ul>

<p>2. To increase research output</p>	<ul style="list-style-type: none"> <li>• Increase enrolment of postgraduate students by Research (MPhil, DPhil)</li> <li>• Avail research funding</li> <li>• Conduct Training workshops</li> <li>• Open research days</li> <li>• Research seminar series</li> <li>• Craft a Research Policy</li> <li>• Set up Institutional Repository</li> </ul>	<ul style="list-style-type: none"> <li>• Peer reviewed journal publications</li> <li>• Increased number of postgraduates.</li> <li>• Innovations</li> </ul>
<p>3. To streamline and mainstream value addition and beneficiation in all our programmes by July 2021</p>	<ul style="list-style-type: none"> <li>• Introduce relevant modules</li> </ul>	<ul style="list-style-type: none"> <li>• Rebranded programmes</li> </ul>
<p>4. To establish a business enterprise</p>	<ul style="list-style-type: none"> <li>• Registration with relevant Ministries</li> <li>• Partner with surrounding communities and businesses</li> </ul>	<ul style="list-style-type: none"> <li>• MoUs</li> <li>• CR14</li> </ul>
<p>5. To enhance innovation and technology transfer</p>	<ul style="list-style-type: none"> <li>• Set up Start-up business ventures in agriculture and mining.</li> <li>• Establish Innovation Hubs and Industrial Parks.</li> <li>• Craft an Intellectual Property Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Registered Intellectual Property</li> <li>• A technology transfer unit</li> </ul>

## 3.5 Key Result Area 5: Resource Mobilization and Development



### *Broiler project at Epoch Mine Campus*

The ability of the University to deliver on its mandate will depend on the resources at its disposal and the efficiency of their deployment. The critical resources for the running of the University include human and financial resources. In order for the Strategic Plan to deliver the planned outcomes, it will need an up-scaled level of resources.

#### **3.5.1 Financial resources**

A substantial injection of financial resources is needed to bankroll the Strategic Plan. The University will have to step up its current fundraising activities and introduce new initiatives in order to generate substantial third stream income to complement funding from the government.

#### **3.5.2 Human Resources**

Staff remuneration and welfare will need to be accorded special attention. Failure to pay adequate attention to the needs and expectations of the human resource will lead to the sub-optimal performance of the Strategic Plan.

**Goal: To expand the human and financial resource base of the University towards achievement of self-sustenance and excellence**

Objectives	Action Plan	Expected Outcomes
1. To fill the position of Director Business Development by December 2021.	<ul style="list-style-type: none"> <li>• Advertise the positions by July 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and efficient resource mobilization and development programmes.</li> </ul>
2. To attract and retain suitably qualified and diverse human resource	<ul style="list-style-type: none"> <li>• Put in place attractive terms and conditions of service including staff retention and welfare schemes</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated staff</li> <li>• Loyal and committed staff</li> </ul>
3. To develop business prospectus for the university by 31 December 2021.	<ul style="list-style-type: none"> <li>• Appointment of the Director Business Development</li> </ul>	<ul style="list-style-type: none"> <li>• Number of businesses Prospectus Developed.</li> </ul>
4. To have at least two functional business projects by 31 December 2021.	<ul style="list-style-type: none"> <li>• Develop business plans</li> <li>• Avail funding</li> </ul>	<ul style="list-style-type: none"> <li>• Number of functional business projects.</li> </ul>
5. To introduce new short courses.	<ul style="list-style-type: none"> <li>• Faculties to coordinate short courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of short courses introduced.</li> </ul>
6. To establish a Centre for Continuing Education	<ul style="list-style-type: none"> <li>• Avail funding</li> <li>• Recruit relevant staff</li> <li>• Vigorously market the courses</li> </ul>	<ul style="list-style-type: none"> <li>• Centre for Continuing Education</li> </ul>
7. To provide consultancy services.	<ul style="list-style-type: none"> <li>• Craft an attractive consultancy policy</li> <li>• Capacitate staff to develop bankable proposals.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultancy Policy in place</li> </ul>
8. To enter into partnerships/ joint ventures.	<ul style="list-style-type: none"> <li>• Advertise calls for partnerships</li> <li>• Negotiate MoUs</li> </ul>	<ul style="list-style-type: none"> <li>• PPPs, BOOTs and BOTs.</li> </ul>
9. To acquire one mining claim by December 2022.	<ul style="list-style-type: none"> <li>• Intensify lobbying for mining claim</li> <li>• Acquire multiple prospecting licenses</li> </ul>	<ul style="list-style-type: none"> <li>• One mining claim in place.</li> </ul>

10. To increase the number of students enrolled every academic year by 100% each year by 2025.	<ul style="list-style-type: none"> <li>• Attractive market driven programmes offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students enrolled.</li> </ul>
12. To enrol at least 2% of international students with effect from 2022.	<ul style="list-style-type: none"> <li>• Craft an attractive international recruitment programme</li> <li>• Come up with attractive programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Number of international students enrolled.</li> </ul>
13. To hold fund raising functions.	<ul style="list-style-type: none"> <li>• Innovative packaging of fundraising activities.</li> <li>• Effective marketing of fundraising activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of fundraising activities.</li> </ul>
14. To hire out the facilities and services	<ul style="list-style-type: none"> <li>• Effective marketing of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased income.</li> </ul>

### 3.6 Key Result Area 6: Community engagement



*Inisiza District Education Inspector Mrs Tshili receiving a book donation on behalf of district Secondary schools from the University representative Mr Methembe Mhlophe (Chief Library Assistant) at the 2021 Schools Career Guidance held at Nkankezi Secondary School*

During the plan period, the University will seek to make a positive impact and remain relevant to the communities across the whole spectrum of the Matabeleland South Province. The University has a duty to care for the communities in which it operates. The communities are the reason why the University was established in the Province in the first place. In turn the communities will support the University and contribute to its growth and development.

**Goal: Establish sustainable collaborative outreach programs that contribute to the development of communities and increase the University's visibility locally, nationally and internationally.**

Objective	Action Plan	Expected Outcome
1. To create sustainable linkages with key community stakeholders	<ul style="list-style-type: none"> <li>• Develop collaborative programs.</li> <li>• Offer training workshops</li> <li>• Contribute to policy development and review.</li> </ul>	<ul style="list-style-type: none"> <li>• An enlightened and empowered communities</li> <li>• Improved standards of living</li> </ul>
2. To establish community development centres in all districts in the province	<ul style="list-style-type: none"> <li>• Avail resources including funds and technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of community development centres</li> <li>• Improved visibility of the University</li> <li>• Increased enrolment</li> </ul>

### 3.7 Key Result Area 7: Image, Internationalization, Collaboration and Partnership



*Vice-Chancellor Professor Doreen Zandile Moyo talking to some visitors at the Gwanda State University Exhibition stand during the 2021 Zimbabwe International Trade Fair*

In this age of globalization and high competitiveness, the University needs to create and maintain a strong positive image in the minds of all its stakeholders. It does so by asking itself some critical questions such as ‘what is the University brand? How can the University further improve its image?’ It is also imperative for the University to foster networks, partnerships, collaborations and linkages to enhance its competitiveness nationally, regionally, internationally and globally.

**Goal: To achieve national, regional and international visibility.**

Objective	Action Plan	Expected Outcome
1. To continuously improve the image, reputation and competitiveness of the University	<ul style="list-style-type: none"> <li>• Participate in local, national, regional and international events</li> <li>• Foster best practices in University operations</li> <li>• Engage and re-engage various stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Improved image and reputation</li> <li>• Improved loyalty</li> </ul>

<p>2. To be ranked in the top 10 nationally and top 100 in Africa by 2025</p>	<ul style="list-style-type: none"> <li>• Set up an Institutional Repository</li> <li>• Link the Institutional Repository with the Research Council of Zimbabwe</li> </ul> <p>Register the Institutional Repository (IR) as part of Directory of Open Access Repository (DOAR) ,Registry of Open Access Repositories</p> <p>(ROAR)          Researchers to create Google Scholar Profile and Open Researcher and Contributor Identity</p> <p>(ORCID) profiles.</p> <ul style="list-style-type: none"> <li>• Create research profiles on websites</li> <li>• Set up a responsive and interactive website</li> </ul>	<ul style="list-style-type: none"> <li>• Improved ranking</li> <li>• Ability to attract partnerships and collaboration</li> <li>• Ability to attract local and international funding ,students and staff</li> <li>• Improved visibility locally and internationally</li> </ul>
<p>3. To be ranked in the Times Higher Education Ranking Systems by 2030</p>	<ul style="list-style-type: none"> <li>• Increase University-industry income</li> <li>• Increase the number of Postgraduate programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Improved ranking</li> <li>• Ability to attract partnerships and collaboration</li> <li>• Ability to attract local and international funding ,students and staff</li> <li>• Improved visibility locally and internationally</li> </ul>
<p>4. To establish partnerships with local industry and commerce by December 2021</p>	<ul style="list-style-type: none"> <li>• Conduct outreach programmes</li> <li>• Sign MoUs</li> <li>• Twinning arrangements</li> <li>• Staff and students exchange programmes</li> <li>• Contact and Sabbatical leave</li> </ul>	<ul style="list-style-type: none"> <li>• MoUs</li> <li>• Increased collaborations and partnerships</li> </ul>

## **4. Operationalisation of the plan**

The operationalisation of the Strategic Plan will entail breaking the process into three distinct pillars namely, implementation of the Plan, financing of the Plan (Business Plan) and monitoring and evaluation of the Plan.

### **4.1 Implementation of the Plan**

The implementation of the Plan process will first see the Plan being cascaded to all levels of the university through a series of workshops which will be carried out at departmental and sectional levels. This cascading process will be all inclusive such that no one will be left behind. The implementation process will also see the Plan being broken down into simple manageable parts in the form of annual work plans. At the beginning of each year of the Plan period 2021-2025, the University's Strategic Planning Team will draw up an annual work plan and corresponding budget for the whole university against all the Key Result Areas. The University wide annual work plan will be captured on a Results Based Management (RBM) template which will clearly spell out the University's annual performance targets. Each and every Strategic Business Unit (SBU) will then in turn draw up their annual work plans drawing from the University wide annual work plan. The SBU annual work plans will in turn form the basis for individual Performance Contracts. As part of the Strategic Plan implementation process, annual work plans will be reviewed first in the middle of the year to check whether or not they would be on course and towards the end of the year to check on the achievement of set targets. The end of year performance review will culminate in the drawing up of work plans and performance contracts for the following year.

### **4.2 Financing of the Strategic Plan**

A Strategic plan which is not backed up by a budget would be an exercise in futility. A Business Plan would need to be drawn up to underpin and support the Strategic Plan implementation. The Bursar's department guided and supported by relevant committees which include the Finance Committee, Budget Committee, Planning and Resource Allocation Committee and the Resource Mobilisation Committee, will be tasked to come up with strategies of financing the Strategic Plan.


### **4.3 Monitoring and Evaluation of the Strategic Plan**

A Strategic Plan which is not subjected to monitoring and evaluation tools and techniques is prone to the risk of going off the rails. The monitoring and evaluation exercise allows the Management of the University to track performance at every step of the way and institute corrective measures where deviation from expected outcomes is detected. The monitoring and evaluation exercise also generates timely and quality information on performance which facilitates decision making.

All Heads of Departments will be charged with responsibility of monitoring and evaluating performance in their areas of jurisdiction. The performance data which would have been generated will be channelled to the Strategic Planning Team which will receive the information, analyse it and produce a performance report which the Vice-Chancellor will present to Council at agreed intervals. The Vice-Chancellor has the duty to regularly update Council on the progress of the Strategic Plan.

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