



STRATEGIC PLAN

2026 – 2030

CREATING YOUR FUTURE IS OUR COMMITMENT



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1. Statement from Pro-Chancellor & Chair of SINU Council



It is a great pleasure to present to you the Solomon Islands National University's Strategic Plan for 2026-2030. This Plan maps out the strategic direction of the university for the next 5 years, setting out its vision, mission, key strategic pillars, and the core objectives and key performance indicators. The Strategic Plan is built on the achievements of the University from 2021 to 2025 and the University's first Strategic Plan 2016-2020. The Plan provides new directions in student success, research and innovation, national impact and partnership, organizational resilience and infrastructure development.

SINU as a premier national tertiary institution, must rise to our challenges, and continue to remain steadfast and committed to creating Higher Education opportunities that are relevant to the current and future needs of our communities and country. The challenges are countless, a need to serve multiple interests, the need for self-sufficiency, funding issues, affordability and shift of government policy on Higher Education, amongst others. In a collaborative effort, we can prevail as we move forward together.

In a collaborative effort, the Council will work together with the Senior Management team and relevant stakeholders to provide oversight, ensuring that plan achieves its set goals in moving the University to new heights. It is anticipated, that the University will leap forward to a new level of success, a period of greatness as we progress into the future.

I take this opportunity to acknowledge and express my personal gratitude to all University staff for your continued commitment in formulating this Strategic Plan and external stakeholders who were consulted as part of the process. It is my sincere call for the national and provincial governments, our development partners, private sector, stakeholders and all staff and students of SINU to embrace this Strategic Plan 2026-2030.

Finally, may I take this opportunity to wish the Vice Chancellor, Pro Vice Chancellors and all the staff a very best for the successful implementation of the University's Strategic Plan 2026-2030.

God bless the Solomon Islands National University and all the people of Solomon Islands.

Dr. Morgan Wairiu
Pro-Chancellor and Chair to Council
Solomon Islands National University

2. Statement from the Vice-Chancellor



The Solomon Islands National University's Strategic Plan 2026-2030 focuses on creating a future for Solomon Islanders. The plan is anchored on five key pillars, with twenty seven strategic objectives, with their own key performance indicators. These fundamentals provide a framework that will guide the University in striving to achieve its goals and ultimately achieve its vision. The success of this plan will need the collaborative effort and dedication from all stakeholders, the government, development partners, private entities, and friends of the University.

This Strategic Plan 2026-2030 was built on the foundations and experiences of the last two Strategic Plans 2016-2020 and 2021-2025. This plan focuses on five key strategic pillars: Student Success and Employability, Research and Innovation, National Impact and Partnerships, Organisational Resilience and Culture, and Infrastructure and Sustainability.

The University established under the SINU Act 2012, is the largest tertiary education provider in Solomon Islands, providing quality education and training aimed at building human resources of the country and beyond. SINU stands at the dawn of an ambitious journey, where growing into a vibrant hub of learning and innovation would drive national development and global engagement. This plan further lays out a visionary and inspirational agenda that guides our internal planning as well as our commitment and engagement with our external stakeholders.

Our roadmap also aligns with the Solomon Islands National Development Strategy (NDS) 2016-2035, a blueprint that focuses on the improvement of the social and economic livelihoods of our people. With determination and hope, we will draw on the rich indigenous wisdom of our cultures, embrace digital innovation, forge inclusive partnerships to enable SINU becomes a catalyst for sustainable, inclusive growth, and self-empowerment. Together, we will nurture graduates with global competencies and local heart, advance research that manages our nation's challenges, and ensure that we all move together as a nation. This strategic vision is aspirational and bold, but with collective effort and transformative leadership it is within our reach. Let us set our sails towards excellence, relevance, and opportunity for SINU, to serve Solomon Islands today and for generations to come.

The University owes the commitment to our staff, students, management, the Council, the Solomon Islands Government, the provincial councils, and the private sector. The continued support from all these stakeholders would ensure that the Strategic Plan 2026-2030 becomes a meaningful and exciting basis for SINU's journey into the future.



3. VISION, MISSION & VALUES



OUR VISION

“A quality National University, raising standards of education and applied research in the Pacific region.”



OUR MISSION

“To help meet national goals of the Solomon Islands people by transforming lives through the pursuit of advanced knowledge and skills”.



OUR VALUES

Excellence and Quality

SINU values excellence in teaching, learning, skills training, and research.

Innovation

SINU values creativity and innovation, encouraging new ideas and solutions to emerging and existing challenges.

Relevance

SINU embraces relevant teaching, learning, skills, training and research that meet the diverse needs of the communities at present and in the future.

Inclusivity

SINU is inclusive regardless of physical, political, gender, ethnic, religious or other differences.

Collegiality

SINU values mutual respect that encourages a sense of community.

Leadership

SINU upholds ethical, transparent, and responsible leadership that inspires trust and positive transformation.

Sustainability

SINU uses resources with respect for the environment and human well-being.

Technology

SINU embraces digital innovation and empowers its community with the skills and tools needed to thrive in a rapidly evolving world.



4. SITUATIONAL ANALYSIS

4.1. ACHIEVEMENTS 2021-2025

4.1.1. Academic & Programme Growth

During the Strategic Plan 2021–2025 period, SINU recorded significant academic expansion, with total programmes increasing from 87 to 104, indicating significant growth. The University introduced new postgraduate programmes and launched its first PhD pathway, marking an important milestone in institutional maturity and progression toward becoming a complete university. This expansion strengthened academic pathways and enhanced alignment with national workforce development priorities.

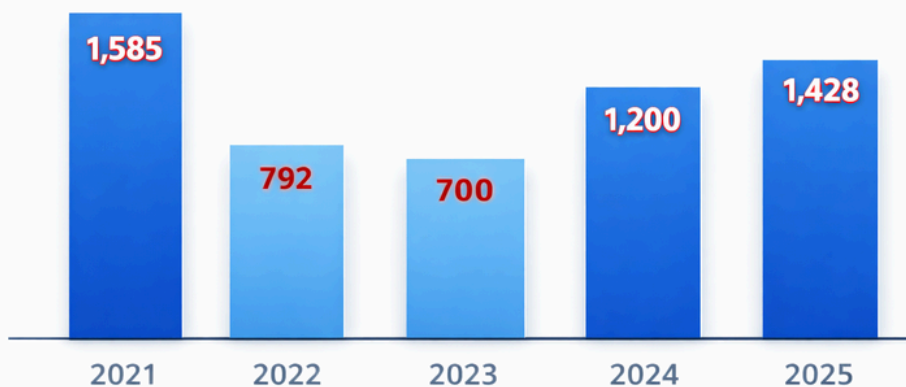
Total Number of New Programmes by (2021–2025)

Programme Level	Number of Programmes
Certificate	3
Diploma	4
Bachelor	8
Post Grad.Cert	0
Post Grad.Dipl	5
Master	2
Total	22

4.1.2. Graduate Output

SINU continued to contribute to national human capital development, producing over 5,700 graduates from 2021-2025. Graduate output expanded across key professional disciplines including Education, Nursing and Health sciences, Business and Management, Tourism and Hospitality, Agriculture, and Technical fields. This growth demonstrates the University's central role in supplying qualified professionals to the public service, private sector, and community institutions across Solomon Islands.

Total Student Graduates 2021-2025



4.1.3. Research Growth

Research performance strengthened over the strategic period, with Research publication output at SINU significantly increasing during 2023 and 2024, highlighting a positive trail in scholarly contributions across diverse disciplines. A total of 22 publications were recorded during this period, including peer-reviewed journal articles, international policy commentaries, conference presentations, and technical reports. These publications reflect collaborative efforts between SINU researchers and regional and international institutions such as the University of Auckland, Griffith University, and the International Water Centre. Prominent themes covered include climate change, water and sanitation (WASH), child health, public health, education, and political development in the Solomon Islands.

4.1.4. Engagement and partnership



SINU strengthened its engagement and partnership portfolio during the Strategic Plan 2021–2025 period to enhance academic quality, research collaboration, and national development impact. The University expanded its network through new Memoranda of Understanding with national, regional, and international institutions. At the national level, SINU continues to work closely with government ministries, development partners, and industry stakeholders to ensure that academic programmes align with Solomon Islands’ workforce and development priorities.

4.1.5. Infrastructure



The Solomon Islands National University (SINU) continued to make progress in strengthening its physical infrastructure and ICT development as part of its commitment to provide quality education in a modern and supportive learning environment. Significant upgrades were undertaken across key campuses, improving teaching spaces, administrative facilities, and student learning environments.

4.1.6. Governance & Systems



Institutional governance and administrative systems were strengthened during the strategic period through improved Council oversight mechanisms, improved discipline, new and revised policies and enhanced financial reporting processes. Greater attention to compliance and accountability improved institutional transparency and reporting standards.

4.2. CHALLENGES IN 2026 (PESTLE ANALYSIS)

The challenges expected in 2025 and beyond are inevitable and are highlighted in Table 1 as PESTEL analysis.

Table 1: PESTEL Analysis

Factor	Details and Analysis
Political	<ul style="list-style-type: none"> · SINU is a national university, governed by the SINU Act 2012, meaning it depends heavily on government policies and political will. · Changes in national leadership or education policies can directly affect SINU's funding, programs, and strategic direction. · Strong need for alignment with national development plans (e.g., Solomon Islands Tertiary Education and Skills Plan). · Relationship with SITESA for accreditation and standards is critical.
Economic	<ul style="list-style-type: none"> · Government budget allocations significantly affect SINU's operations and development projects. · Economic challenges in the Solomon Islands, including slow economic growth and reliance on external aid, affect funding stability. · Many students struggle with tuition fees, creating revenue challenges. · Opportunity to diversify income through research consultancies, short courses, and international partnerships.
Social	<ul style="list-style-type: none"> · High demand for accessible and affordable tertiary education as population grows and education rates improve. · Community expectation for SINU to preserve culture and contribute to national development. · Increasing awareness of gender equality and the importance of inclusive education. · Growing interest from youth in practical skills, entrepreneurship, and employability post-graduation.
Technological	<ul style="list-style-type: none"> · Limited ICT infrastructure across SINU campuses hinders e-learning and modern administrative systems. · Student management system has limited functionality, affecting data quality and reporting. · Opportunity to invest in digital transformation, including learning management systems (LMS), data analytics, research databases, and smart campus technology. · Students need enhanced digital literacy to match global educational expectations.
Environmental	<ul style="list-style-type: none"> · SINU needs to adapt to climate change challenges, especially in terms of campus sustainability, disaster preparedness, and eco-friendly infrastructure. · As a national leader, SINU can promote environmental awareness and research on issues such as marine protection, forestry, and renewable energy. · Environmental factors could affect infrastructure projects under the Physical Master Plan.
Legal	<ul style="list-style-type: none"> · SINU must comply with national laws governing education, employment, procurement, and financial management. · Increasing emphasis on quality assurance and compliance with SITESA accreditation standards. · Need for improved policies to ensure occupational health and safety, gender equality, intellectual property protection, and student rights. · Adherence to partnership agreements (MoUs) with local and international partners. · Increasingly complex regulatory environment, including digital and cybersecurity regulation.

(Source: SINU)

4.3. ALIGNMENT TO SDGS AND NATIONAL PLANS

The Strategic Plan 2026-2030 is aligned to the SDGs and the National Plans of the country, as provided under each pillar of the plan.

5. FIVE KEY PILLARS IN SUMMARY

SINU's five strategic pillars represent the core areas of focus for achieving its vision over the next five years. They are:



STRATEGIC PILLAR 1

Student Success and Employability



STRATEGIC PILLAR 2

Research and Innovation



STRATEGIC PILLAR 3

National Impact and Partnerships



STRATEGIC PILLAR 4

Organisational Resilience and Culture



STRATEGIC PILLAR 5

Infrastructure and Sustainability.



6. KEY PILLARS AND CORE FOCUS AREAS

SINU's five strategic pillars represent the core areas of focus for achieving its vision over the next five years. Each pillar is accompanied by key focus area, strategic objectives, KRAs, Key Actions and KPIs.



6.1: PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY.

KEY FOCUS | To ensure that there is a high rate of student success and completion, and that graduates have global employability skills that are recognized internationally, contributing to the socio-economic development of our nation and beyond. This includes strengthening the capacity of all Faculties, SIMC, SINU TAFE, Centres, Institutes and all departments and units, and meeting human resources needs. By strengthening all academic the core of the University, SINU ensures that its graduates are recognized and able to get employment globally.



Table 2: Pillar 1 Strategic Objectives

Strategic Objectives	Key Result Areas (KRAs)	Key Actions	KPIs / Targets
1. Graduates are equipped with skills required by employers and national development sectors, so are more employable and work-ready.	Graduates with skills	<p>Improve completion rates for graduates through stronger student academic learning and student welfare support.</p> <p>Implement a new student management system for greater efficiency and data analysis.</p>	<p>Employer satisfaction with graduates skills(%)</p> <p>Annual student retention and completion rates by program(%).</p> <p>Annual total enrolment</p>
2. More students are supported to complete their studies.	Students supported	Increase number of postgraduate programs to enhance regional and international employment opportunities for graduates.	<p>Annual Number of postgraduate programmes offered</p> <p>Total postgraduate student enrolment and growth(%)</p> <p>Postgraduate Completion Rate (%)</p>
3. Staff have stronger, capabilities to design and deliver quality programs and assess student learning, informed by input from potential employers.	Staff Capabilities	<p>Enhance staff capabilities to design robust assessment, undertake internal and external moderation of assessment, and act on student feedback.</p> <p>Quality assure all programs through ongoing student and stakeholder feedback, schedule program reviews, and staff capability development.</p>	<p>% of academic staff meeting teaching competency standards</p> <p>% of programmes quality assured (moderation + review completed)</p>
4. Graduates have the skills to identify and act on self-employment opportunities	Self-employment	<p>Ensure programs (new & reviewed) meet labour market needs, have strong input from potential employers, emphasise entrepreneurship and innovation and include internships when appropriate.</p> <p>Upgrade version to 2023 version of national skills packages delivered through CBT at SINU TAFE. Review and upgrade the Apprenticeship programme.</p>	<p>Graduate employment/self-employment rates(%).</p> <p>% of programmes with entrepreneurship and work-based learning components</p> <p>Graduate satisfaction at time of graduation.</p>
5. Skills development programs and training packages are expanded and aligned with current and emerging labour market needs	Development programs	<p>Upgrade and expand skills training through SINU TAFE and SIMC.</p> <p>Implement quality management framework.</p>	<p>Number of skills training programmes developed/upgraded</p> <p>% of programmes aligned with labour market needs</p>

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth)



6.2.PILLAR 2| Research and Innovation

KEY FOCUS | To strengthen the University’s contribution to national and regional development through increased research activity and the development of innovative approaches to address the challenges faced by Solomon Islands and Pacific communities.



Table 3: Pillar 2 Strategic Objectives

Strategic Objectives	Key Result Areas (KRAs)	Key Actions	KPIs / Targets
1. Key challenges for Solomon Islands and Pacific communities where SINU expertise and research could make a greater contribution are identified and prioritised, including the use of innovative skills and traditional knowledge.	SINU research expertise	<p>Identify and fund a small number of SINU Research Priority Areas in consultation with stakeholders, building on existing research strengths to tackle, unmet needs and opportunities to make better use of traditional knowledge.</p> <p>Ensure that SINU policies for research and research training are comprehensive, current and clear in respect of the use of AI tools.</p> <p>Relocate postgraduate affairs to faculties under Associate Deans Research.</p>	<p>Number of active research projects under approved SINU Research Priority Areas</p> <p>% of research projects aligned with national priorities and incorporating traditional knowledge</p> <p>% of Faculties with Functional Postgraduate and Research Structures</p>
2. Academic staff have ongoing development and mentorship support to improve their skills and confidence in undertaking applied research and in supervising research students and completions are increased.	Staff Research Skills	Increase the number of professors and doctorally- qualified staff able to act as research leaders and mentors at SINU.	<p>Proportion of academic staff with doctoral qualifications and formal research leadership roles</p> <p>Number of postgraduate research students successfully supervised to completion per academic year</p>
3. The Quality and quantity of SINU research outputs, and numbers of doctoral students and completion, are increased.	Quality and Quantity of Research outputs	<p>Work with Government and business to fund a small number of doctoral scholarships for applied research driven by their needs.</p> <p>Basic research skills are embedded in all academic programmes at SINU.</p>	<p>Annual number of the type of research outputs (<i>journal articles, conference papers, books, & applied research reports</i>)</p> <p>Annual doctoral completions</p>
4. The Office of Research and Post Graduate (Studies) provides excellent support, monitoring, and reporting on University’s research performance.	Monitoring and reporting performance	<p>Ensure that research methods training for staff and students includes Pasifika epistemologies and approaches.</p> <p>Ensure that the Office of Research and Post Graduate (Studies) has the capabilities and skills to help staff identify research funding opportunities, submit competitive grant applications, and manage funded projects, including consultancies.</p> <p>Ensure data monitoring and reporting of research output and impact.</p>	<p>Number of external research funding secured annually</p> <p>% of research projects and postgraduate programmes receiving regular monitoring & performance reportin</p> <p>Extent of engagement in regional research networks, such as PIURN. e.g. number of papers presented at regional research conferences.</p>

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 8 (NDS evidence-based priorities)



6.3. PILLAR 3 | NATIONAL IMPACT AND PARTNERSHIP

KEY FOCUS | To ensure that there is close collaboration between different actors including the government, business entities, non-profit organisations and international partners that enhances positive outcomes. This includes pooling of resources, sharing knowledge, and developing coordinated strategies to address complex challenges like poverty, climate change, and inequalities. By forming partnerships, SINU will create a positive impact by leveraging collective resources, expertise and authority to address complex challenges that no single entity could solve alone.



Table 4: Pillar 3 Strategic Objectives

Strategic Objectives	Key Result Areas (KRAs)	Key Actions	KPIs / Targets
1. Relationships with national and regional stakeholders, including governments, development partners, enhance learning and opportunities for all learners, focusing on social inclusion, gender equity and support for rural students.	Established relationship with national and regional stakeholders	Work with national educational institutions including MEHRD, SITESA, schools, RTCs, and institutes to develop new programs and activities that prepare students for tertiary study or offer outreach education. Collaborate with provincial governments and rural communities to access land and resources for the expansion of provincial campuses and study centres to support rural students and others who cannot be resident on-campus.	Annual number of new educational pathways or study opportunities available to non-residential students.
2. SINU academics contribute to major policy and planning deliberations for climate resilience and adaptation for Solomon Islands and Pacific region	Academics contributed to policy and planning	Establish formal channels of communication and information exchange with relevant Government Ministries and increase SINU staff engagement in policy advice and consultancies.	Annual number of research publications or other outputs with international as well as SINU authors on climate related issues.
3. Partnerships and joint activities with overseas universities result in sharing of knowledge and innovations, through staff exchange, combined research projects and combined teaching.	Partnerships and joint	Develop a plan for strategic engagement with selected overseas universities for staff and student exchange joint teaching and start to implement such exchanges or joint teaching. Work with SINU research leaders to expand collaboration with their international research colleagues and involve additional SINU staff or research students in international research	Annual number of joint activities with international or regional university partners, including staff and student exchanges.
4. SINU has close working relationships with professional associations and supports professional bodies in setting and maintaining standards.	Collaboration with professional associations and programme regulators	Support the development of national and regional professional associations (e.g. nursing, health sciences, accounting, engineering, ICT, HR, planning, governance).	Number of SINU staff active in professional associations or professional accreditation.
5. SINU's work with regional organizations, NGOs and social enterprises to promote social justice and equity, leveraging skills of university academics and students.	Collaboration with regional, NGOs and social enterprises	Establish a program of regular meeting with significant regional bodies, development partners, NGOs and professional bodies to ensure that these stakeholders are confident they can work productively with SINU. Maintain a register of all the University's active MOUs with other Universities and the annual activities that take place under each.	Number of MoUs with development partners, regional organisations, NGOs, and professional bodies that have at least one project or activity. Number of formalised community engagement and outreach activities by SINU staff and students.

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities)

6.4. PILLAR 4 | ORGANISATIONAL RESILIENCE AND CULTURE



KEY FOCUS | To strengthen organizational resilience and culture to adapt to and recover from challenges, while providing the shared values, beliefs, and behaviours that support resilience. This includes creating a culture of adaptability, open communication, and employee well-being that allows SINU to not only survive but thrive during times of crises and uncertainty. SINU will be able to adapt and recover from disruptions, leading to higher employee engagement, productivity and innovation.



Table 5: Pillar 4 Strategic Objectives

Strategic Objectives	Key Result Areas (KRAs)	Key Actions	KPIs / Targets
1.The SINU Council provides active, engaged oversight of SINU activities and ensures accountability for results.	SINU Council oversight	Review Council's adherence to principles of good governance, including induction, declarations, participation, skills mix and self-evaluation and provide professional development where needed to Council members.	Results of annual Council self-evaluation
2.SINU provides a safe, secure and welcoming campus and study centre environment for students, staff and visitors.	Safe and secure campus	Review policies, procedures and activities for SINU campuses and study centre security to identify improvements and enhance community support for safe and legal use of university land. Student inclusive and friendly environment and culture where student experience at SINU from admission to graduation is enriching and fulfilling.	Annual numbers of major safety or security incidents on campus or study centres. Annual number of additional preventative actions taken to promote safety and security.
3.Human Resources management is pro-active, fair, transparent and forward-looking.	HR Management effective	Upskill the Human Resources Department to update HRM policies and procedures, introduce workforce planning, and take HRM from a transactional to strategic model of operations. Build a culture of volunteerism and alumni and community engagement.	Staff satisfaction scores and net promoter (recommendations) score from staff survey.
4. All staff have opportunities for professional development and welfare support when needed.	Staff professional development	Introduce staff 'climate' or satisfaction surveys that include views on SINU's internal culture, use the results to improve staff conditions, and provide more professional development opportunities for staff at all levels	Proportion of funding spent on staff professional development activities.
5. Institutional planning and risk management ensure that SINU is well-prepared for natural and man-made disasters and climate change adaptation.	Institutional planning and risk management	Benchmark SINU arrangements for disaster risk management with best practices in regional institutions and Government agencies Ensure policies on disaster management or critical incidents are in place and there are regular drills.	Annual number of disaster drills conducted on all SINU locations.

6. Staff survey shows increasing levels of trust within and across organisational units.	Staff survey	Undertake staff 'organisational climate' survey every 2-3 years to assess staff perceptions, loyalty and wellbeing	Proportion of staff survey respondents reporting higher levels of trust
7. Financial and other reporting to Government and stakeholders is complete, accurate and timely.	Financial and other reports	Enhance a register of SINU's external reporting and certification obligations, including health and safety, and report to each Council meeting on obligations that have or have not been met.	Proportion of financial and other reports submitted to stakeholders including Government.

(Source: SINU)

Alignment: NDS governance priorities, SDG 16 (Peace, Justice, and Strong Institutions)

6.5. PILLAR 5 | INFRASTRUCTURE AND SUSTAINABLE GROWTH



KEY FOCUS | To expand infrastructure for sustainable growth, as it underpins economic development and employee and students welfare through investments in environmentally and socially responsible systems. This includes investments in renewable energy, efficient water management and smart transportation. It includes diversification of income streams.



Table 6: Pillar 5 Strategic Objectives

Strategic Objectives	Key Result Areas (KRAs)	Key Actions	KPIs/Targets
1. SINU operations are more effective and efficient due to the use of AI tools with responsible human oversight	SINU AI	Identify SINU operations where AI tools can play a significant role and provide professional development to staff in the responsible use and oversight of AI tools	Proportion of SINU expenditure on routine administrative activities (target is to decrease)
2. The University's Physical Master Plan is updated, maintenance requirements are met in a timely manner, and at least three major infrastructure projects have been completed.	Physical Master Plan	Update Physical Master Plan and attract funding for major infrastructure projects	Number of major infrastructure projects completed. Teaching and Learning Infrastructure is accessible and inclusive for both abled and disabled learners. Infrastructure meet national building code, HCC standards and SITESA quality standards.

3. Renewables provide an increasing proportion of the University's energy requirements.	Renewable energy	Identify opportunities to make greater use of renewable energy, develop relevant staff capabilities and change energy supplier if needed	Proportion of SINU energy requirements met from renewable sources
4. Waste reduction is increased, leading to cost savings.	Waste management	Identify and implement opportunities for campus waste reduction and more efficient resource use, including monitoring systems	Extent of cost-savings from waste reduction or more efficient use of University resources
5. SINU ICT governance, facilities and services are comparable with good practices in regional universities and SI Government agencies.	ICT Governance	Benchmark ICT governance, project management and service levels against those of universities in the region and SI Government departments and make improvements as required	Results from benchmarking studies or proportion of ICT service standards that are met annually.
6. The University has diversified its income streams.	Income diversification	Analyse opportunities to diversify the University's income stream and implement the most promising avenues.	Net income from diversified income streams or business development ventures.

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth)



7. SWOT ANALYSIS

The SWOT Analysis determines and defines the University's strengths, weaknesses, opportunities and threats, providing avenues to overcome our challenges and capitalise on our strengths and opportunities. The SWOT analysis provides a basis for risk management at SINU.

Table 7: Strengthens, Weaknesses, Opportunities and Threats

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. SINU is a Government owned University 2. Has existing assets such as land resources, infrastructures & buildings etc... 3. Growing pool of qualified and talented young Solomon Islanders, including growing female academic and professional population at SINU. 4. Connection to national development agenda creates relevance in education and skills development. 5. Comprehensive academic programs across faculties, catering to diverse needs. Expanded its centers to Provinces (DFL) 6. Established Partnerships with local, regional & international institutions. 7. Increasing enrolment 8. National University in Solomon Islands 9. Young & growing University 10. Existing Strategic Plan and Physical Master Plan providing development direction. 11. Accessibility/Flexibility/Blended mode 12. Cultural values & diversity are promoted. 	<ol style="list-style-type: none"> 1. Poor and weak technological connectivity 2. Poor and inadequate system in place for SMS, enrolment, HR, Finance, etc.../Manual system 3. Inadequate and limited investment plans for revenue generation 4. Weak research & innovation 5. Old infrastructures/building & Labs 6. Weak internal system and processes, which is not effective and efficient. 7. Inadequate policy and procedures gaps 8. Poor and weak financial system in place 9. Financial constrains 10. Existing Information and communication technology gap 11. Inadequate Teaching facilities & equipment 12. No inclusive database system 13. Unattractive staff conditions of service. 14. Gaps in socialisation of a quality & ethical culture amongst staff and students.
Opportunities	Threats
<ol style="list-style-type: none"> 1. The growing DFL centres and student market in the Provinces 2. SINU graduates can be more work-ready 3. Establishment of research hub through partnership. 4. Student exchange programmes 5. Youthful population searching for tertiary education opportunities 6. Donor funded projects 7. Collaboration & MOU/MOA 8. University partnerships 9. Franchisee arrangements 10. Natural resources use 11. Research potentials (dynamic culture + environment) 12. Land resources investment & commercialization 	<ol style="list-style-type: none"> 1. Increase in tariff - an effect of global market/trade. 2. Political instability/geopolitics 3. Competition from other Universities and Institutions. 4. Changes of government policy direction. 5. Data/Information Management security/privacy 6. Brain drain (work offshore) 7. Government grant reduction/weak support 8. Natural disaster 9. Unbanisation related issues 10. Geographical scatteredness 11. Mismatch between graduates' skills and labour market needs.

8. RISKS AND RISK MITIGATION

The University employs a robust risk management system to address the external and internal factors that could be detrimental to the management and implementation of the strategic plan. Effective risk management strengthens the University’s resilience and capacity to meet strategic objectives. Ongoing commitment to addressing risks will support sustainable and quality service delivery aligned with national development priorities. Further details can be found on the SINU Risk Register which will be monitored and updated regularly by the Audit and Risk Committee, an Independent Committee that is external to management and operations within the University. Table 8 summarises the key strategic risks of the Strategic Plan 2026-2030 and the proposed mitigation strategies to eliminate or reduce the impact of these risks.

Table 8: Key Strategic Risks and Mitigation Strategies

Risk Area	Attributed to	Risk Mitigation
Human Resources Risk	<ul style="list-style-type: none"> • Inadequate quality staff • Low staff productivity • Tardiness • Inadequate staff cohesion • Industrial disputes • Inadequate leadership to plan 	<ul style="list-style-type: none"> • Recruit staff with better academic and skill profiles. • Increase the percentage of expatriate staff to introduce new work cultures, academic and research networks, and approaches to academic, management and governance. • Develop a medium to long-term HR Plan that addresses staffing at SINU • Improve local staff development through targeted programmes. • Enhance rewards and incentives • Sharpen leadership skills at every level through appropriate training
Sustainable Funding	<ul style="list-style-type: none"> • Loss or declining financial support from government, development partners and other development agencies; • Reduced student numbers • Inability of BICs to become a net revenue contributor 	<ul style="list-style-type: none"> • Improve and maintain SINU’s reputation. • Diversify income sources • Develop entrepreneurial activities • Develop and implement resource mobilization strategies covering development partners, government and other development agencies. • Reform of BICS’ areas of operations and monitoring of deliverables.
Financial Mismanagement	<ul style="list-style-type: none"> • Lack of accountability • Lack of ownership of the University by staff & students • Lack of internal processes to deal with financial mismanagement 	<ul style="list-style-type: none"> • Creating clear lines of authority and eliminating conflicts of interests • Creating ownership of the University by management, staff and students • Putting in place quality internal audit and HR processes to implement financial controls and swiftly deal with financial mismanagement

Academic Mismanagement	<ul style="list-style-type: none"> • Legacy issues • Corrosive Collegiality • Staffing profile unsuitable to a University 	<ul style="list-style-type: none"> • Strengthening positive work cultures attributed to SINU's history, and eliminating negative work cultures emerging from SINU's legacy. • Greater diversity of staffing; increasing greater national mix of staffing • Recruitment of staff with profiles suitable for a University.
Students	<ul style="list-style-type: none"> • Dilution of quality of students entering SINU 	<ul style="list-style-type: none"> • Work with Ministry of Education in addressing quality issues in schools • Provide stronger university preparatory and first year support systems • Increase marketing efforts
Market Share and Brand	<ul style="list-style-type: none"> • Competition • Damage to reputation through poor social media comments 	<ul style="list-style-type: none"> • Strong focus on reputation through good governance and accountability • Clear demonstration of quality through international accreditation. • Strengthen positive news stories.
Loss of political support (Source: SINU)	<ul style="list-style-type: none"> • Political and/ or economic circumstances 	<ul style="list-style-type: none"> • Fuller reporting to the Government on deliverables by SINU • Set up advocacy for provision of high quality tertiary education. • Decentralisation through strengthening presence in provinces.

SINU has made a comprehensive and open assessment of the risks associated with the Strategic Plan, and is confident that it has a robust risk management system in place that allows the flexibility and agility to deal effectively with both existing and emergent risks. While financial sustainability will remain a challenge, other residual risks are manageable and can be addressed through the Strategic Plan.

9. CASCADED PLANS FOR IMPLEMENTATION

The implementation of the Strategic Plan is supported by the following cascaded plans, which align to the Strategic Plans:

1. Academic Plan
2. Corporate Plan.

The cascaded plans flow through to Faculty, and Departmental Plans. SINU has some other longer-term plans, such as:

- Infrastructure Master Plan
- ICT Plan.

10. MEL FRAMEWORK

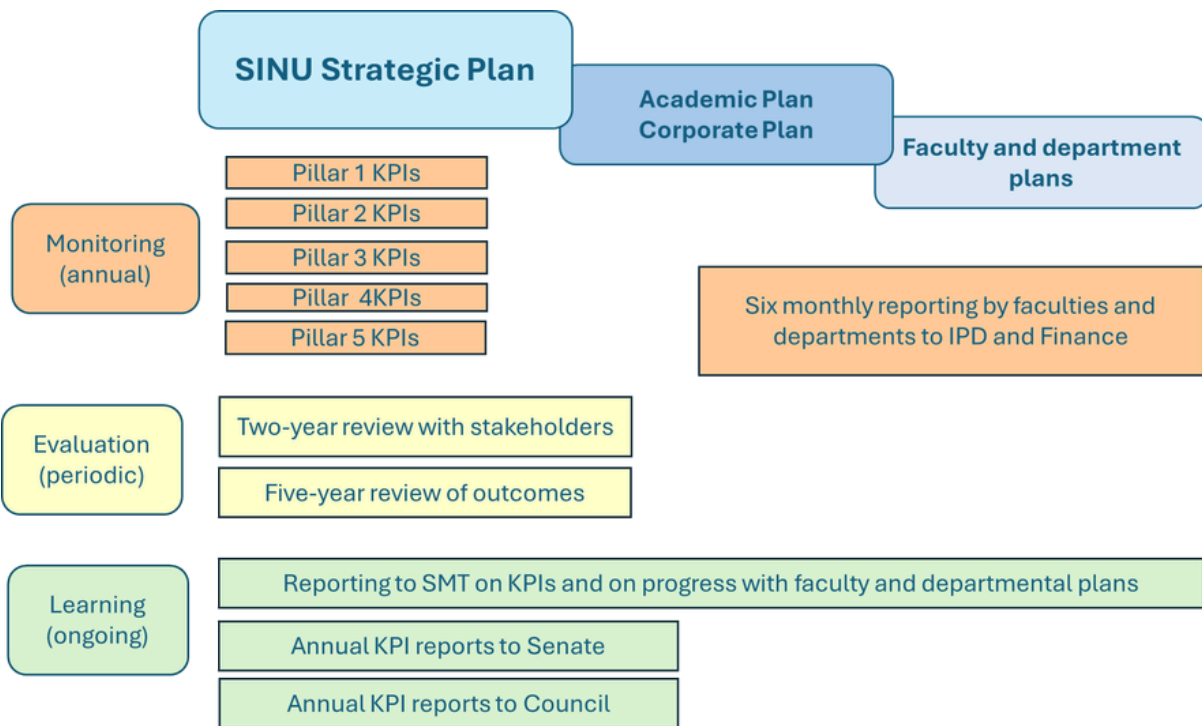
The implementation of this Strategic Plan and progress towards the Strategic Objectives under each Pillar will be monitored through the SINU Monitoring, Evaluation and Learning (MEL) Framework shown at Figure 1.

The MEL Framework comprises the following elements:

- Annual monitoring of progress under each Pillar through the KPIs for each Pillar
- A two-year evaluative review of the Strategic Plan with external stakeholders
- A five-year evaluation of what was achieved, in preparation for the next Strategic Plan
- Annual review of progress against the Academic and Corporate Plans
- Six-monthly reviews of progress made by faculties and departments, through reports to the Institutional Planning Division and Finance.



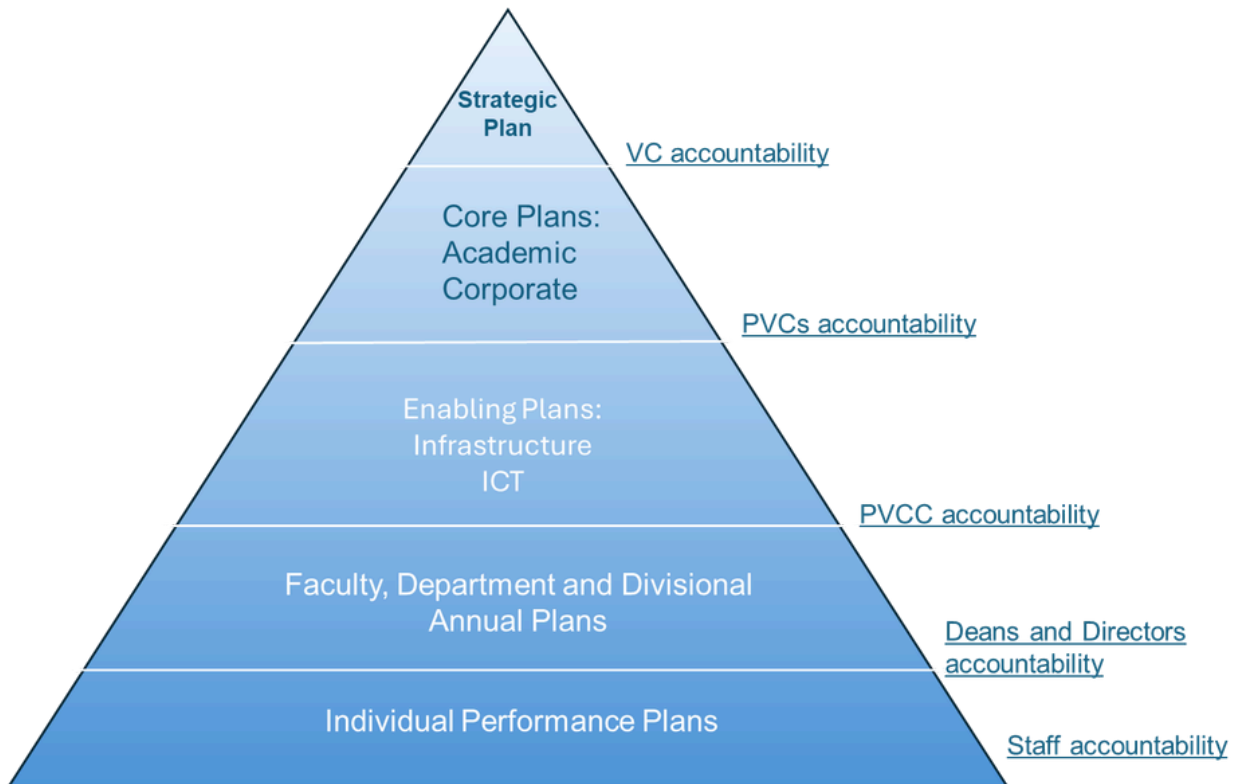
Figure 1 SINU MEL Framework



(Source: SINU)

The MEL Framework also includes the SINU Planning Hierarchy, as shown in Figure 2. At each level, people holding organisational positions are accountable for the achievement of the Plan at that level.

Figure 2 SINU Planning Hierarchy



11. APPENDICES

i. Appendix 1: History of SINU

The Solomon Islands National University (SINU) was established in 2013 following the enactment of the Solomon Islands National University Act 2012 by the National Parliament of the Solomon Islands. The Act sets out the functions, structure, financial arrangements, governance, management and leadership for the University for the purpose of providing higher education and skills training in and for the Solomon Islands. In particular, it defines the principal role of the University as: “to promote scholarship, research, free enquiry, academic excellence and trade competence”. The Act also requires that SINU will “be concerned with education and training....consistent with international standards of teaching, research and other academic activities...”

SINU was established after transitioning from the former Solomon Islands College of Higher Education (SICHE). The administrative and academic structures of the former SICHE formed the basis of the initial structures of SINU up to 2019. The former SICHE Schools formed the basis of the SINU Schools in the transition period, namely, the School of Education and Humanities, the School of Business and Management, the School of Technology and Maritimes Studies, the School of Nursing and Allied Health Sciences and the School of Natural Resources and Applied Sciences.

In 2019, there was a comprehensive organizational restructuring and strengthening, where the Schools have been replaced by Faculties as the highest academic structures of the University. SINU now has five Faculties namely, Faculty of Agriculture, Forestry and Fisheries; Faculty of Business and Tourism; Faculty of Education and Humanities; Faculty of Nursing, Medicine and Health Sciences, and Faculty of Science and Technology. Within each Faculty there are Schools representing a combinations of related academic and technical training areas.

The University has experience the growth and expansion in terms of the mix, number and level of programmes it offers. In terms of award courses, SINU now offers certificate, diploma, bachelor, and post-graduate courses. These ranges from technical and skills training in various trades and maritime courses to teacher training, accounting and banking, administration and management, nursing and health, forestry, agriculture, fisheries and environment. The increase in programmes has seen the increase in student numbers as well as staffing.

The University has three main campuses in Honiara, namely Kukum, Panatina and Ranadi and another campus at Poitete, on Kolombaragara Island, Western Province. The Kukum Campus is the University’s main campus, hosting four faculties: Faculty of Agriculture, Fisheries and Forestry (FAFF); Faculty of Business and Tourism; Faculty of Nursing, Medicine and Health Sciences; and the Faculty of Science and Technology. It also accommodates the Office of the Vice Chancellor and all other administrative and support services departments of the University.

The Panatina Campus hosts the Faculty of Education and Humanities while the Ranadi Campus hosts the Solomon Islands Maritime College and the School of Fisheries. SINU also has a Forestry Campus at Poitete, Western Province. Over the years, SINU has established Centres in a number of locations in the country including, Auki in Malaita, Buala in Isabel, Gizo and Munda in Western Province, and Lata in Temotu.

Since establishment, the University has had two Strategic Plans of five years duration. The first plan was Strategic Plan 2016-2020 and the second was the Strategic Plan 2021-2025.

ii. Appendix 2: Summary statistics

Table 1: Programmes by Level 2021 – 2024

Level	2021	2022	2023	2024
Certificate	37	28	34	38
Pre-Diploma	1	1	1	1
Diploma	40	32	30	30
Graduate-Diploma				
Pre-Degree	1	1	1	1
Bachelor	14	14	20	24
Postgraduate Certificate	2	1	1	2
Postgraduate Diploma	2	1	1	2
Master	2	2	2	2
PhD			1	
Total	99	80	90	101

Source: SINU

Table 2: Student Enrolment by Faculty 2021 – 2024

Level	2021	2022	2023	2024	Total
FAFF	640	721	800	911	3,072
FBT	1,251	157	1,943	1,513	6,277
FEH	2,322	2,587	346	1,841	10,210
FNMHS	1,098	1,705	2,121	2,119	7,043
FST	1,653	817	1,074	962	4,506
DFL	725		1,167	465	1,632
UPC		51	426	422	899
Total	7,689	7,451	10,577	8,233	24,450

Source: SINU

Table 3: Staff Composition 2021 - 2024

Staff Classification	2021	2023	2024
Academic Staff	191	195	278
Corporate/Support Staff	307	314	407
Other Staff (Part-time/Casual)	217	107	461
Total	663	616	622

Source: SINU

iii. Appendix 3: Students, Graduates and Staff Attributes

Student, Graduate & Staff Attributes

Student, graduate and staff attributes are necessary to enable the University to achieve the vision and strategic priorities set out in the Strategic Plan 2026-2030 are critical.

Student Attributes

It is very important for SINU students to develop effective study skills and learning habits in order to prepare them for their careers. SINU has identified the following attributes for students studying at the University:

Positive Attitude towards Study: SINU encourages students to demonstrate that they are ready to work hard, cope with the workloads of their chosen programme and thrive at a higher level of education.

Passion for the Chosen Programme: SINU encourages students to demonstrate a passion for their programme. Independent extended interest in a subject that goes above and beyond what is required in the classroom, a personal achievement and extracurricular activities can all help to illustrate this.

Ability to be Creative and Critical: SINU encourages students to be ready to step up and be creative and critical. They require sound skills and common sense and that they are well rounded person outside of their studies.

Ability to Persevere and Complete Tasks: SINU encourages students to show commitment and indications that they will complete their courses and have an understanding of what these courses entail.

Enquiring Mind: SINU encourages students to take initiative to read across subjects outside of the class and research more on the theories touched in their classes. Students are also encouraged to demonstrate a curious mind and positive attitude to study and interest in the course and ability to think and work independently.

Ability to Work Well in Groups: SINU encourages students to be good team players. Many courses require group work; the university wishes to develop team-efforts, and foster passion in students to contribute to the institution and community development.

Graduate Attributes

It is most essential for SINU graduates to possess high level qualities, skills and understanding that a student should gain as a result of the learning and experience they engage with, while at the University.

Effective Communicators: SINU supports its students to be able to communicate effectively in all forms individually and collaboratively in teams, in diverse professional, cultural and social settings; and to effectively and responsibly use digital te

Global Aware: SINU supports its students to think globally about issues in their profession and understand issues from the perspective of other cultures.

Professional Leaders in their Field: SINU supports its students to have up to date knowledge, skills and understandings in their profession, to display initiatives and a positive work ethic and demonstrate professional and personal integrity.

Creative and Critical Thinkers: SINU supports its students to use creativity and critical thinking, analytic and research skills to find solutions for real-world problems.

Work Ready and Job Creators: SINU supports its students to be employment ready and to use their knowledge and skills to contribute to the creation of new employment opportunities.

Entrepreneurial: SINU supports and encourages its students to be creative and innovative and to develop and build entrepreneurial skills.

Staff Attributes

It is of utmost importance for SINU staff to possess the skills, knowledge, attitude and behaviour required to enable the University to achieve the vision and strategic priorities set out in the Strategic Plan 2021-2025. SINU has identified the following attributes for staff:


Planning and Organization: SINU supports its staff to set and prioritise objectives; put plans and processes in place to achieve its goals and; manage time and resources effectively and responsibly to achieve maximum outputs.

Service Delivery: SINU supports its staff to understand the needs of its customers and students to ensure that it delivers services, teaching, learning and research that are of high quality and relevant, and continuously improve the way it works by taking responsibility for making improvements in its services and working practices.

Team Work: SINU supports its staff to work positively and collaboratively with others to achieve shared goals; recognize that everyone has an equally important part to play, and actively contribute to teams and develop effective working relations across the university and with external development partners.

Communication: SINU supports its staff to make sure its message is relevant, clear, concise and understood; they must keep communication open, accessible and fit for purpose, and engage positively in two way communication with colleagues, students and other stakeholders.

Creativity and Innovation: SINU supports its staff to generate ideas and proactively identify problems and opportunities, recognize the need for change, and take responsibility for implementing new ideas and demonstrate flexibility and positive approach to making change happen.



Learning and Development: SINU supports its staff to take responsibility for its own and team programmes; actively seek feedback to improve its performances, and engage with development partners to equip it to respond to the demand of a fast changing environment and support others to achieve their potential.

Self-Development and University Ethos: SINU requires its staff to make continuous efforts towards self-development, and embrace the fundamental ethos around which quality universities are built on.

iv. Appendix 4: Costing the Strategic Plan 2026-2030

The cost of implementing the Strategic Plan is projected to be SBD\$1,407,666b. Table 1 below provides details of expenditure, both operating and capital, which is planned to be spent on each pillar for the five year period. A total of SBD\$300,000m is identified from within SINU's current resources and including development grant from the government. The balance of SBD\$1,107,666m is to be sourced from development partners and further borrowing. Should development funds is not realised as anticipated, and/or should additional loan approvals not be obtained, the University will review the strategic objectives proposed to be funded from these sources to determine the impact of them not proceeding and to see other potential funding sources.

Table 1 – Strategic Plan Costing (All figures in SBD'000)

Priority	Types/ Source	2026	2027	2028	2029	2030	Total
		\$	\$	\$	\$	\$	\$
Pillar 1	Operating	30,200	30,200	31,710	33,296	35,000	160,406
	Capex	3,000	3,000	3,150	3,308	3,500	15,958
Pillar 2	Operating	18,871	18,871	19,815	20,806	21,850	100,213
	Capex	1,000	1,000	1,050	1,103	1,158	5,311
Pillar 3	Operating	1,500	1,500	1,575	1,654	1,737	7,966
	Capex	0	0	0	0	0	0
Pillar 4	Operating	18,300	18,300	19,215	20,176	21,185	97,176
	Capex	0	0	0	0	0	0
Pillar 5	Operating	10,000	10,000	10,500	11,025	11,576	53,101
	Capex	176,700	176,700	185,535	204,089	224,500	967,524
Total		259,571	259,571	272,550	295,457	320,506	1,407,655

v. Appendix 5: Abbreviation and Acronyms

ADB	Asian Development Bank
BICS	Business Investment and Commercial Services
CNURA	Coalition for National Unity and Rural Advancement
DFL	Distance and Flexible Learning
FAFF	Faculty of Agriculture, Fisheries and Forestry
FBTS	Faculty of Business and Tourism Studies
FEH	Faculty of Education and Humanities
FNMHS	Faculty of Nursing, Medicine & Health Studies
FST	Faculty of Science and Health Studies
GNUT	Government of National Unity and Transformation
M & E	Monitoring and Evaluation
MFT	Ministry of Finance and Treasury
MEHRD	Ministry of Education and Human Resources Development
MEL	Monitoring, Evaluation and Learning
MOU	Memorandum of Understanding
PIURN	Pacific Islands Universities Research Network
PVCA	Pro Vice-Chancellor Academic
PVCC	Pro Vice-Chancellor Corporate
SICHE	Solomon Islands College of Higher Education
SIMC	Solomon Islands Maritime College
SINU	Solomon Islands National University
SINUSA	Solomon Islands National University Students Association
SPC	South Pacific Community
SIG	Solomon Islands Government
SINU	Solomon Islands National University
SITESA	Solomon Islands Tertiary Education and Skills Authority
STEM	Science Technology Engineering Mathematics
SWOT	Strengths, Weaknesses, Opportunities and Threats
TAFE	Technical and Further Education
TVET	Technical Vocational Education Training
USP	The University of the South Pacific



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