



SINU ACADEMIC PLAN

2026 – 2030

CREATING YOUR FUTURE IS OUR COMMITMENT



TABLE OF CONTENTS

ABBREVIATIONS	2
FOREWORD	3
INTRODUCTION	4
BACKGROUND	4
VISION, MISSION AND VALUES	5
PILLAR 1 STUDENT SUCCESS & EMPLOYABILITY	7
PILLAR 2 RESEARCH & INNOVATION	14
PILLAR 3 NATIONAL IMPACT AND PARTNERSHIP	19
PILLAR 4 ORGANISATIONAL RESILIENCE AND CULTURE	24
PILLAR 5 INFRASTRUCTURE AND SUSTAINABLE GROWTH....	27

ABBREVIATIONS

ADB	Asian Development Bank
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
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
SIMC	Solomon Islands Maritime College
SINU	Solomon Islands National University
SINUSA	Solomon Islands National University Students Association
SIG	Solomon Islands Government
SITESA	Solomon Islands Tertiary Education and Skills Authority
TAFE	Technical and Further Education
TVET	Technical Vocational Education Training

STATEMENT BY THE PRO VICE-CHANCELLOR CORPORATE



The Solomon Islands National University (SINU) Academic Cascaded Plan has been developed as an operational instrument of the University's Strategic Plan 2026–2030. It provides a structured framework to guide the implementation of the five strategic pillars and their associated objectives under the oversight of the Office of the Pro Vice-Chancellor (Academic).

The Plan forms an integral component of the University's institutional planning architecture, ensuring alignment between strategic priorities and academic operations. It defines SINU's academic direction through clearly articulated five-year objectives and an implementation roadmap comprising prioritised actions, measurable performance indicators, and monitoring and evaluation mechanisms to track progress over the 2026–2030 period.

In alignment with the Strategic Plan and related institutional frameworks, the Office of the Pro Vice-Chancellor (Academic) provides strategic leadership and oversight of the University's academic portfolio. The Office is responsible for safeguarding academic quality and standards, driving programme development and review, and ensuring compliance with institutional policies and external accreditation requirements.

It guides the alignment of teaching, learning, and research activities with the University's strategic priorities, while promoting a student-centred and outcomes-focused academic environment. Working in close collaboration with faculties, SINU TAFE, Centres, Institutes and other Teaching Areas, as well as key academic and research support units across the university. It also engages with corporate divisions to support the planning and prioritisation of infrastructure and resources necessary for effective teaching, learning, and research.

Through these functions, the Office strengthens institutional coherence, accountability, and the overall quality and relevance of SINU's academic offerings.

I acknowledge and thank all academic and professional staff for their contributions to the development of this Plan and look forward to its effective implementation over the 2026–2030 period.

I commend this document to the University community.

A handwritten signature in black ink, appearing to be 'E. Katovai', written over a dashed line.

Associate Professor Eric Katovai
Pro Vice-Chancellor Academic
Solomon Islands National University

INTRODUCTION

The SINU Academic Cascaded Plan 2026–2030 outlines the intended work plans and expected deliverable outcomes for the academic sector and related areas of focus of the University over the next five years. The Plan has been developed in alignment with, and as an extension of, the SINU Strategic Plan 2026–2030, with a stronger emphasis on operational implementation during this period. It encompasses the University's five key strategic pillars and their respective focus areas, including the strategic objectives, key actions, expected outputs, and responsible officers tasked with overseeing the implementation and achievement of these outcomes. The Plan is intended to support the delivery of the University's vision, mission, strategic pillars, and institutional outcomes, guided by the University's core values and principles.

The Plan also serves as a management and operational tool for the Office of the Pro Vice-Chancellor (Academic) in guiding academic planning and the implementation of the strategic priorities outlined in the Strategic Plan. The annual work plans of each Faculty, SINU TAFE, SIMC, Centres, Institutes, and relevant academic departments are to be developed from this Plan towards the end of each year for implementation in the following year. These annual work plans or operational plans will be supported by detailed annual action plans prepared by the respective Deans, Directors, and Heads of Centres and Institutes under the overall leadership and coordination of the Pro Vice-Chancellor (Academic).

BACKGROUND

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.

The Office of the Pro Vice-Chancellor Academic (PVCA) provides strategic leadership and oversight of the academic affairs of the University, reporting directly to the Vice-Chancellor. The PVCA is a core member of the University's Senior Executive team, the University Senate, and the University Council.

The Office is central to advancing the quality and effectiveness of academic programmes and services at the University. It ensures academic operations remain responsive, student-focused, and aligned with the University's strategic focus and direction. The Office also contributes to the development and maintenance of infrastructure that supports teaching, learning, and research.

The Office oversees and supports the following areas:

- The academic leadership across the five faculties and institutions;
- The advancement of research, scholarly activities, and postgraduate education;
- The academic resource management through the University Library System;
- The academic support services through the Student Academic Services (SAS) office;
- The administration of programmes and student records through the Student Management System (SMS);
- The maintenance and assurance of academic quality through the Standards and Quality Office (SQO);
- The maintenance of the Centre of Excellence in Information Technology; and Centre of Islands Future;
- The maintenance of Solomon Islands Maritime College (SIMC) and Solomon Islands National University TAFE.

The Office of the Pro Vice-Chancellor Academic (PVCA) collaborates internally with the Office of the Pro Vice-Chancellor Corporate (PVCC), under the oversight of the Vice-Chancellor's Office. It also collaborates closely with other critical external stakeholders as part of its mandated function of the University.

VISION, MISSION AND 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.





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, Centers, Institutes and all departments and units, and meeting human resources needs. By strengthening the academic core of the University, SINU ensures that its graduates are recognized and able to get employment globally.

Table 1: Pillar 1 – Strategic and Academic Results Framework

STRATEGIC PLAN			ACADEMIC PLAN				
Strategic Objectives	Key Result Areas	Strategic Actions	Key Actions	Key Outputs	Operational KPIs (Measurable Targets)	Faculty/Institute/ Centre/Office	Responsibility
1. Enhance graduate employability by equipping students with the knowledge, skills, and competencies required by employers and national development priorities.	Graduates with skills	Improve completion rates for graduates through stronger student academic learning and student welfare support. Implement a new student management system for greater efficiency and data analysis.	1.1. Review and redevelop all academic programmes across all Faculties, through Programme Advisory Committees, to ensure they are current, industry- and employer-informed, and fully aligned with SITESA accreditation standards by 2028.	- All academic programmes reviewed and updated on a 5 year rolling cycle. - Programme Advisory Committees - PAC input documented in programme review reports. - Programmes - accredited with SITESA and benchmarked regionally.	- No. of programmes reviewed per year (target: all programmes reviewed within 5-year cycle). - No. of active Programme Advisory Committees - PAC documented per programme review. - SITESA provider registration maintained throughout plan period.	All Faculties TAFE SIMC SQO PVCA	Lead: Deans (all Faculties), Director TAFE, Director SIMC Support: SQO, PVCA Note: SQO to set the schedule for review over the 5years
		Academic programmes reviewed, redeveloped and accredited with SITESA and benchmarked with regional and international quality standards.	1.2. Establish a Teaching and Learning Centre (TLC), transitioning the Distance and Flexible Learning (DFL) Unit into the TLC, to provide leadership in learning technologies, blended and online learning, academic	- TLC established with dedicated academic officers and early intervention programmes. - At-risk student identification and support system operational. - Student academic support services	- No. of students accessing TLC academic support services per semester. - Annual student retention rate by programme (target: 70% retention of first year students in all programmes) and timely completions.	TLC DFL Centre SQO PVCA Office SAS All Faculties TAFE	Lead: SQO & PVCA Lead: Manager DFL, Director TLC Lead: Registrar SAS for data on enrolment Support: Deans, Director TAFE



PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY

			staff development, and innovative teaching practices. The TLC will also enhance student success through academic support, early intervention for at-risk students, and coordinated student academic welfare services, while expanding flexible access to quality higher education across all provinces for rural, remote, and non-residential students.	accessible across all campuses and DFL centres. • Expansion of the University's online and blended learning programme offerings. • DFL provincial centres strengthened with dedicated academic facilitators. • Annual DFL enrolment and completion rates reported by province.	• No. of early intervention cases resolved per semester. • No. of programmes available through DFL (target: year-on-year increase). • Annual DFL enrolment numbers by province (target: year-on-year growth). • DFL completion rate $\geq 60\%$ annually.		
			1.3. Develop and implement the introduction of a Graduate Attributes Framework in addition to meeting the requirements of the Principles of the Curriculum Programme and Unit Design Policy.	• A Graduate Attributes Framework developed, consulted, approved, and embedded within SINU's academic quality assurance and curriculum approval processes. • SINU academic programmes and units progressively aligned with the Graduate Attributes Framework and the Principles of the Curriculum, Programme and Unit Design Policy. • Annual graduate satisfaction survey conducted and results acted upon.	• 1.1 Graduate Attributes Framework developed and approved through SINU academic governance processes. • Percentage of new and reviewed programmes incorporating approved graduate attributes into programme learning outcomes and curriculum design. • Graduate satisfaction score $\geq 70\%$ annually.	PVCA SQO	Lead: PVCA for graduate attribute Lead: SQO for the graduate survey & Employer survey.



PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY

				• Employer satisfaction survey conducted and results used to improve programmes.	• Employer satisfaction score $\geq 70\%$ annually.		
			1.4. Implement a new Student Management System (SMS) to improve enrolment, academic records management, data quality and reporting across all academic units.	• New SMS fully implemented and operational across all Faculties, DFL, UPC, TAFE and SIMC. • Accurate and timely student academic data available for planning and reporting. • Annual student enrolment and completion data disaggregated by programme, faculty and campus.	• SMS implemented and operational by Year 2. • Annual student retention and completion rates reported by programme and faculty. • % of data entry errors reduced annually.	ICT SAS All Faculties DFL Centre UPC TAFE SIMC PVCA	Lead: Director ICT for SMS Lead: Registrar SAS for Student academic data & report Support: Deans, Manager DFL, Director UPC, Director TAFE, Director SIMC
2. Improve student retention, progression, and completion through enhanced academic and student support services.	Students supported	Increase number of postgraduate programmes to enhance regional and international employment opportunities. Annual number of TVET, undergraduate and bachelor programmes offered tracked and reported.	2.1. Develop and introduce new postgraduate programmes (Masters and PhD pathways) across Faculties to enhance graduate qualification levels and regional employability.	• New postgraduate programmes developed, accredited and launched across key Faculties. • Annual number of postgraduate students enrolled reported. • PhD supervision capacity increased through appointment of doctoral-qualified staff.	• No. of new postgraduate programmes introduced per year. • No. of postgraduate students enrolled annually (target: year-on-year growth). • No. of PhD-qualified staff available for supervision per faculty.	All Faculties ORPS SQO PVCA	Lead: Deans (all Faculties) Lead: Registrar SAS for student data Lead: HR for data on PhD qualified staff. Support: ORPS, SQO, PVCA
			2.2. Strengthen academic pathways between UPC, TAFE, undergraduate and postgraduate programmes to improve student	• Clear academic pathway maps developed and communicated to students. • Credit transfer and recognition of prior	• Academic pathway maps published and accessible by Year 1. • No. of students progressing from UPC to undergraduate annually.	TAFE UPC SAS	Lead: Director SINU TAFE with Director UPC Lead: Registrar SAS for data & support by UPC



PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY

			progression and completion.	learning (RPL) policies reviewed and updated. • Annual student progression rates from UPC to undergraduate tracked.	• No. of RPL applications processed per year.	All Faculties SQO PVCA	Support: Deans, Registrar SAS, Manager SQO, PVCA
			2.3. Strengthen the University Preparatory College (UPC) to improve student academic readiness and increase transition rates to undergraduate programmes.	• UPC curriculum reviewed and strengthened to address student academic preparation gaps. • UPC student academic support services enhanced. • Annual UPC enrolment and transition-to-degree rates reported.	• Annual UPC enrolment numbers (target: year-on-year growth). • UPC-to-undergraduate transition rate ≥70% annually. • UPC student satisfaction score ≥70% per annual survey.	UPC All Faculties SAS PVCA	Lead: Director UPC Support: Deans, Registrar SAS, PVCA
3. Strengthen academic staff capability to design and deliver high-quality, industry-informed programmes and effective student assessment.	Staff Capabilities	Enhance staff capabilities to design robust assessment, undertake internal and external moderation of assessment, and act on student feedback. Quality assure all programmes through ongoing stakeholder feedback, scheduled programme reviews and staff capability development.	3.1. Develop and implement an Academic Staff Capability Framework covering curriculum design, pedagogy, assessment, moderation and use of digital tools.	• Academic Staff Capability Framework developed, approved and communicated to all academic staff. • Annual staff capability self-assessment and development planning conducted. • Staff capability matrix completed and maintained by each Faculty.	• Academic Staff Capability Framework approved by Year 1. • % of academic staff completing annual capability self-assessment. • No. of staff development activities per Faculty per year (target: ≥4/faculty/year).	PVCA All Faculties TAFE SIMC UPC SQO	Lead: PVCA Support: Deans, Director TAFE, Director SIMC, Director UPC, Manager SQO
			3.2. Implement a structured programme of internal and external moderation of assessment across all Faculties, TAFE and SIMC to ensure	• Internal moderation process implemented in all Faculties, TAFE and SIMC. • External moderation arrangements established with	• 100% of programmes conducting internal moderation per year by Year 2. • No. of programmes with external moderation	All Faculties TAFE SIMC SQO	Lead: Deans, Director TAFE, Director SIMC, Manager DFL & Director CIF in consultation with



PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY

			consistency and quality of student as per assessment and examination policy.	regional university partners. • Annual moderation reports reviewed by SQO and Deans.	arrangements by Year 3. • Annual moderation reports submitted to SQO (all units) per year.		the Manager SQO. Support: Manager SQO, PVCA Note: SQO to explain Policy requirements.
			3.3. Enhance regular student feedback surveys and faculty-level review processes to act on student learning experience data to improve teaching quality.	• Standardised student feedback survey implemented across all programmes. • Faculty-level review of student feedback conducted each semester. • Actions taken in response to student feedback documented and reported to SQO.	• Student feedback survey response rate ≥60% per programme per semester. • % of faculties completing semester review of student feedback (target: 100%). • No. of documented teaching improvements made in response to student feedback per year.	SQO All Faculties TAFE SIMC DFL Centre UPC	Lead: Manager SQO Support: Deans, Director TAFE, Director SIMC, Manager DFL, Director UPC
4. Develop entrepreneurial knowledge, skills, and mindsets that enable graduates to create self-employment and business opportunities.	Self-employment	Ensure programmes meet labour market needs through effective Programme Advisory Committee (PAC) engagement, including strong employer input, with emphasis on entrepreneurship, innovation and work-integrated learning opportunities such	4.1. Embed entrepreneurship, innovation and self-employment skills modules within all undergraduate and TVET programmes across Faculties and TAFE.	• Entrepreneurship and innovation modules embedded in all undergraduate programmes. • TVET programmes include self-employment and business development competency units. • Annual graduate self-employment rate tracked through graduate tracer surveys.	• % of undergraduate programmes with embedded entrepreneurship module (target: 100% by Year 2). • % of TVET programmes with self-employment competency units (target: 100% by Year 2). • Annual graduate employment and self-employment rate (target: ≥60% within 12 months).	All Faculties TAFE SIMC SAS	Lead: Deans (all Faculties) for undergraduate programmes Lead: Director TAFE for TVET programme Lead: Manager SQO for graduate tracer surveys Support: Director SIMC, Registrar SAS, PVCA



PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY

		as internships. Upgrade to 2023 national skills packages through CBT at SINU TAFE. Review and upgrade the Apprenticeship programme.	4.2. Establish and manage industry internship and work-integrated learning (WIL) programmes across all Faculties and TAFE in partnership with employers and government agencies.	• Industry internship and WIL frameworks developed for all Faculties and TAFE. • Formal internship agreements established with government agencies and private sector. • Annual number of students completing internships tracked and reported.	• Internship/WIL frameworks in place in all Faculties by Year 2. • No. of formal internship/WIL agreements with employers (target: ≥ 10 by Year 3). • No. of students completing internships or WIL placements per year.	PVCA SQU All Faculties TAFE SIMC SAS	Lead: PVCA with SQU Lead: Deans (all Faculties) Lead: Deans, Director TAFE & Director SIMC Support: Director TAFE, Director SIMC, Registrar SAS
5. Expand and align skills development programmes and training packages with current and emerging labour market needs.	Development programs	Upgrade and expand skills training through SINU TAFE and SIMC. Implement quality management framework.	5.1. Upgrade all SINU TAFE skills training packages to the 2023 national standards delivered through Competency Based Training (CBT) and review the Apprenticeship programme.	• All SINU TAFE training packages updated to 2023 national CBT standards. • Apprenticeship programme reviewed, upgraded and aligned with industry needs. • Annual TAFE enrolment and completion data reported by trade/qualification.	• 100% of TAFE training packages updated to 2023 national standards by Year 2. • Apprenticeship programme review completed by Year 1. • Annual TAFE enrolment numbers (target: year-on-year growth). • TAFE programme completion rate $\geq 65\%$ annually.	TAFE SQU	Lead: Director TAFE Support: SQU, PVCA
			5.2. Expand SIMC academic and skills training programmes and align maritime training with international standards (STCW) and Solomon Islands maritime industry needs.	• SIMC training programmes reviewed and expanded. • STCW compliance maintained and documented. • Annual SIMC enrolment and graduate output reported.	• SIMC programmes reviewed and aligned with STCW by Year 2. • Annual SIMC enrolment numbers (target: year-on-year growth). • SIMC graduate employment rate in maritime sector reported annually.	SIMC SQU	Lead: Director SIMC Support: SQU,



PILLAR 1 | STUDENT SUCCESS & EMPLOYABILITY

			5.3. Implement a Quality Management Framework across all academic units to embed a culture of continuous academic quality improvement.	• Academic Quality Management Framework developed, approved and implemented. • Annual quality assurance report produced by SQO and presented to Senate. • Quality improvement plans developed by each academic unit annually.	• Quality Management Framework approved and implemented by Year 1. • Annual quality assurance report presented to Senate (100% of years). • No. of quality improvement plans completed per academic unit per year.	SQO All Faculties TAFE SIMC DFL Centre UPC LIB	Lead: SQO Support: Deans, Director TAFE, Director SIMC, Manager DFL, Director UPC, Manager LIB
--	--	--	---	---	--	--	--

(Source: SINU)

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



PILLAR 2 | RESEARCH & 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. The Research and Postgraduate Affairs Office, in partnership with all Faculties and the Library, leads the University's research agenda, ensuring research is anchored in Pacific contexts, Pasifika epistemologies and community relevance.

Table 2: Pillar 2 – Strategic and Academic Results Framework

STRATEGIC PLAN			ACADEMIC PLAN				
Strategic Objectives	Key Result Areas	Strategic Actions	Key Actions	Key Outputs	Operational KPIs (Measurable Targets)	Faculty/Institute/Centre/Office	Responsibility
1. Identify and prioritise key challenges facing Solomon Islands and Pacific communities where SINU's expertise, including traditional knowledge, can deliver meaningful and sustainable solutions.	SINU research expertise	Identify and fund SINU Research Priority Areas in consultation with stakeholders. Ensure SINU research policies are comprehensive, current and clear regarding use of AI tools. Relocate postgraduate affairs to faculties under Associate Deans Research.	1.1. Establish SINU Research Priority Areas in consultation with Government, industry and communities; assign research leadership to Faculties through Associate Deans Research.	- SINU Research Priority Areas identified, funded and assigned to Faculties. - Associate Deans Research appointed in all Faculties. - Research Priority Areas aligned with Solomon Islands and Pacific development challenges.	≥2 Research Priority Areas funded and operational by Year 1. - Associate Deans Research appointed in all 5 Faculties by Year 1. - No. of active research projects per priority area per year.	ORPS All Faculties	Lead: Director ORPS Support: Associate Deans Research (all Faculties), PVCA
			1.2. Review and update SINU research policies to ensure they are comprehensive, current and address the responsible use of AI tools in research and research training.	- SINU research policy suite reviewed, updated and approved by Senate. - Research and AI tools policy developed and communicated to all staff and students. - Research ethics framework	- Research policy suite reviewed and approved by Senate by Year 1. - AI tools in research policy developed and disseminated by Year 1. - Research ethics framework reviewed by Year 1 and every 3 years thereafter.	ORPS All Faculties SQO PVCA	Lead: Director Research Support: Manager SQO, Associate Deans Research at all Faculties, PVCA



PILLAR 2 | RESEARCH & INNOVATION

				reviewed and updated.			
			1.3. Relocate management of postgraduate student affairs to Faculties under Associate Deans Research to improve supervision quality and student completion rates.	• Postgraduate student affairs repositioned to Faculties and operational under Associate Deans Research. • Faculty-based postgraduate supervision and support systems established. • Annual postgraduate enrolment and completion data reported by Faculty.	• Relocation of postgraduate affairs completed and operational by Year 1. • Annual postgraduate completions reported by Faculty (target: year-on-year increase). • Postgraduate student satisfaction score $\geq 65\%$ per annual survey.	All Faculties ORPS SAS PVCA	Lead: Associate Deans Research (all Faculties) Support: ORPS, Registrar SAS, PVCA
2. Strengthen academic staff research capability through continuous professional development and mentorship in applied research and postgraduate supervision.	Staff research skills	Increase the number of professors and doctorally-qualified staff able to act as research leaders and mentors at SINU.	2.1. Develop and implement an Academic Staff Research Development Programme providing training, mentoring and support for staff to undertake applied research and supervise postgraduate students.	• Academic Staff Research Development Programme launched and operational. • Mentoring scheme pairing experienced researchers with emerging researchers established. • Annual number of research staff development activities recorded per Faculty.	• Research Development Programme launched by Year 1. • No. of staff participating in research development activities per year (target: $\geq 30\%$ of academic staff). • No. of mentoring pairs established per year.	ORPS HRD All Faculties	Lead: Director ORPS Support: Director HRD Deans, Associate Deans Research,

16



PILLAR 2 | RESEARCH & INNOVATION

			regional institutions to increase PhD enrolments and completions at SINU.	• Annual number of funded doctoral scholarships reported. • Annual doctoral completions reported by Faculty.	annually (target: year-on-year increase). • Annual doctoral completions (target: year-on-year increase).	All Faculties PVCA	Support: Deans, Associate Deans Research, PVCA
4. Strengthen the Office of Research and Postgraduate Studies to provide effective research support, performance monitoring, and institutional reporting.	Monitoring and reporting performance	Ensure research methods training includes Pasifika epistemologies and approaches. Ensure the Research and Postgraduate Affairs Office has capabilities to help staff identify funding opportunities and manage funded projects. Ensure data monitoring and reporting of research output and impact.	4.1. Integrate Pasifika epistemologies and indigenous research methodologies into all research methods training programmes for staff and postgraduate students.	• Pasifika and indigenous research approaches integrated into research methodology courses. • Teaching resources and reading materials on Pasifika epistemologies developed. • % of research staff and postgraduate students completing updated training reported.	• Pasifika epistemologies component integrated into all research methods training by Year 1. • % of postgraduate students completing research methods training annually. • No. of publications incorporating Pasifika or indigenous research approaches per year.	ORPS All Faculties Library	Lead: Director ORPS Support: Deans, Associate Deans Research (all Faculties), LIB,
			4.2. Build the capacity of the Research and Postgraduate Affairs Office (ORPS) to actively support staff in identifying research funding opportunities, preparing competitive grant applications and	• ORPS fully staffed and resourced to support research grant management. • Annual external research funding secured tracked and reported. • Research grant writing workshops	• ORPS capacity review and resourcing completed by Year 1. • Annual external research funding secured (target: year-on-year increase in SBD/USD value). • No. of successful grant applications per year.	ORPS All Faculties PVCA	Lead: Director ORPS Support: Deans, Associate Deans Research, PVCA



PILLAR 2 | RESEARCH & INNOVATION

			managing funded research projects and consultancies.	conducted for academic staff.	No. of research grant writing workshops conducted per year (target: ≥ 2/year).		
			4.3. Develop and maintain a research data monitoring and reporting system to track and publicly report the University's research output, impact and engagement with the Pacific region.	- Research performance data monitoring system established and operational. - Annual research performance report produced and presented to Senate and Council. - SINU research outputs registered in an institutional research repository.	- Research monitoring system operational by Year 1. - Annual research performance report presented to Senate (100% of years). - No. of research outputs recorded in institutional repository per year. - No. of papers presented at PIURN and regional research conferences per year.	ORPS All Faculties Library	Lead: Director ORPS Support: Deans, Associate Deans Research, Library

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure)



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 organizations 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 3: Pillar 3 – Strategic and Corporate Results Framework

STRATEGIC PLAN			ACADEMIC PLAN				
Strategic Objectives	Key Result Areas	Strategic Actions	Key Actions	Key Outputs	Operational KPIs (Measurable Targets)	Faculty/Institute/Centre/Office	Responsibility
1. Strengthen partnerships with national and regional stakeholders to expand equitable learning opportunities and improve educational outcomes for all learners, with a focus on social inclusion, gender equity, and rural access.	Strengthen strategic partnerships with national and regional stakeholders.	Work with MEHRD, SITESA, schools, RTCs, and institutes to develop new programmes 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 expansion of provincial campuses and study centres.	1.1. Establish and maintain academic outreach partnerships with secondary schools, RTCs and technical institutes to strengthen student academic preparation and create pathways into SINU programmes.	- Academic outreach partnership agreements established with secondary schools and RTCs. - Outreach programmes delivered to schools and communities annually. - Annual number of new academic pathways or study opportunities for non-residential students reported.	- No. of formal academic outreach partnerships established (target: ≥5 by Year 2). - No. of outreach activities delivered annually. - No. of students enrolling via outreach pathways per year.	UPC All Faculties DFL Centre TAFE	Lead: Director UPC Support: HOS (all Faculties), Manager DFL, Director TAFE,
			1.2. Collaborate with SITESA to ensure all academic programmes are accredited, comply with tertiary education standards and contribute to the	- All programmes registered on the national qualifications framework. - SITESA accreditation maintained for all programmes	% of programmes registered on the national qualifications framework (target: 100% by Year 2). - SITESA provider registration maintained and	SQO All Faculties TAFE SIMC PVCA	Lead: SQO Support: Deans, Director TAFE, Director SIMC, PVCA



PILLAR 3 | NATIONAL IMPACT AND PARTNERSHIP

			national qualifications framework.	throughout plan period. • SINU actively participates in national tertiary education policy discussions with SITESA and MEHRD.	compliance audit passed annually. • No. of SINU staff participating in SITESA/MEHRD policy forums per year.		
			1.3. Expand DFL academic offerings and strengthen DFL centre support in all provinces, with particular focus on gender equity, inclusion and rural accessibility.	• DFL academic programme offerings expanded across all provinces. • DFL centres equipped and staffed with academic facilitators in all provinces. • Gender and inclusion data for DFL enrolments reported annually.	• No. of DFL academic programmes available per province (target: year-on-year increase). • No. of DFL centres with dedicated academic facilitators (target: all provinces by Year 3). • % of female students in DFL enrolments tracked and reported annually.	DFL Centre All Faculties TAFE SAS	Lead: Manager DFL Lead: Registrar SAS for data Support: Deans, Director TAFE, Registrar SAS,
2. Position SINU as a trusted partner in informing climate resilience and adaptation policies and planning in the Solomon Islands and the Pacific region.	Academics contributing 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.	2.1. Identify and support academic staff across Faculties to contribute to national and regional policy deliberations, research publications and consultancies on climate resilience, environmental sustainability and	• Register of academic staff expertise in climate, environment and sustainability maintained. • SINU academic contributions to national policy forums documented and reported annually.	• Staff expertise register developed and maintained (updated annually). • No. of SINU academics contributing to national/regional policy forums per year (target: ≥3/year). • No. of publications with	ORPS All Faculties	Lead: Director ORPS Lead: Associate Deans providing information to Director Research Support: All Deans



PILLAR 3 | NATIONAL IMPACT AND PARTNERSHIP

			related development challenges.	• Annual number of publications with international co-authors on climate-related issues reported.	international co-authors on climate-related issues per year.		
3. Build and strengthen strategic partnerships with international universities to promote knowledge exchange, innovation, collaborative research, joint teaching, and staff mobility.	Partnerships and joint activities	Develop a plan for strategic engagement with selected overseas universities for staff and student exchange and joint teaching. Work with SINU research leaders to expand international research collaboration.	3.1. Develop an Academic Partnership and Engagement Plan identifying priority regional and international university partners for joint teaching, research collaboration and staff and student exchange.	• Academic Partnership and Engagement Plan developed and approved by Senate. • Priority partner universities identified for each Faculty and ORPS. • Annual number of joint academic activities with partner universities reported.	• Academic Partnership Plan developed by Year 1. • No. of active academic MOUs with regional and international universities (target: ≥5 by Year 3). • No. of staff and student exchanges conducted per year.	PVCA All Faculties ORPS	Lead: PVCA Lead: HOS provide Data Support: Deans, Associate Deans Research, ORPS
			3.2. Implement staff and student academic exchange programmes with partner regional and international universities to build academic capacity and enrich student learning experiences.	• Staff exchange programme operational with at least 2 regional partner universities. • Student exchange opportunities available to SINU students across all Faculties. • Annual number of staff and student exchanges reported by Faculty.	• No. of outgoing staff exchange visits per year (target: ≥4/year by Year 3). • No. of incoming visiting academics per year. • No. of SINU students undertaking exchange programmes per year.	All Faculties ORPS SAS PVCA	Lead: Deans (all Faculties) Lead: HOS for data Support: HOS, ORPS, Registrar SAS, PVCA



PILLAR 3 | NATIONAL IMPACT AND PARTNERSHIP

			3.3. Expand international research collaboration by supporting Faculty research leaders to establish joint research projects with overseas university colleagues and involve SINU postgraduate students.	• Joint research projects established with overseas university partners. • SINU postgraduate students involved in international research activities. • Annual number of joint research publications or conference papers reported.	• No. of active joint international research projects per year. • No. of SINU postgraduate students involved in international research per year. • No. of joint publications with international co-authors per year (target: year-on-year increase).	All Faculties ORPS	Lead: Associate Deans Research (all Faculties) Support: ORPS
4. Build and sustain strategic partnerships with professional associations to strengthen professional standards, accreditation, and workforce development.	Collaboration with professional associations and programme regulators	Support the development of national and regional professional associations (nursing, health sciences, accounting, engineering, ICT, HR, planning, governance).	4.1. Engage relevant professional bodies and regulatory authorities to ensure SINU programmes in regulated disciplines (nursing, health, education, engineering, accounting, etc.) maintain professional accreditation and meet industry standards.	• Professional accreditation status of all regulated programmes maintained. • Formal relationships with professional bodies documented and managed. • No. of SINU academic staff holding active professional association membership reported.	• % of regulated programmes with current professional accreditation (target: 100%). • No. of professional body partnerships formalised (target: ≥1 per regulated discipline by Year 2). • No. of SINU academic staff holding professional association membership per year.	All Faculties Faculties HOS SQO, PVCA	Lead: Deans, Director SIMC, Director TAFE, Lead: HOS for data Support: HOS, SQO, PVCA
5. Strengthen partnerships with regional organisations, NGOs, and	Collaboration with regional NGOs and social enterprises	Establish a programme of regular meetings with significant regional bodies,	5.1. Formalise academic community engagement activities through	• Community Engagement and Service-Learning Programme framework	• Community Engagement Programme framework	PVCA All Faculties	Lead: PVCA, Deans (all Faculties)



PILLAR 3 | NATIONAL IMPACT AND PARTNERSHIP

social enterprises to advance social justice, equity, and sustainable community development through the expertise of SINU academics and students		development partners, NGOs and professional bodies. Maintain a register of all the University's active MOUs and annual activities under each.	a structured Community Engagement and Service-Learning Programme that leverages the expertise of academic staff and students across all Faculties.	developed and approved. • Annual number of formalised community engagement activities by staff and students reported. • Community engagement activities aligned with SINU Research Priority Areas.	approved by Year 1. • No. of formalised community engagement activities per Faculty per year (target: ≥ 2 /faculty/year). • No. of students participating in service-learning activities per year.	TAFE SIMC DFL Centre ORPS SAS	Lead: HOS for data Support: Director TAFE, Director SIMC, Manager DFL, Registrar SAS, ORPS
			5.2. Maintain and expand active MOU register with regional and international academic, NGO and professional body partners and ensure each MOU results in at least one activity per year.	• Active MOU register maintained and reviewed annually. • Annual report on MOU activities produced and presented to Senate. • No. of MOUs with at least one academic activity per year reported.	• MOU register reviewed and updated annually. • % of active MOUs with at least one documented activity per year (target: $\geq 80\%$). • No. of new MOUs signed with academic and professional partners per year.	PVCA All Faculties ORPS	Lead: PVCA Support: Deans, ORPS

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 17 (Partnerships for the Goals)



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 4: Pillar 4 – Strategic and Corporate Results Framework

STRATEGIC PLAN			ACADEMIC PLAN				
Strategic Objectives	Key Result Areas	Strategic Actions	Key Actions	Key Outputs	Operational KPIs (Measurable Targets)	Faculty/Institute/Centre/Office	Responsibility
1. Enhance the effectiveness of the SINU Council in providing strategic leadership, oversight, and accountability.	SINU Council oversight	Review Council's adherence to principles of good governance including induction, declarations, participation, skills mix and self-evaluation.	1.1. Ensure PVCA provides regular, comprehensive academic performance reports to Senate and Council, including data on student enrolments, completions, research outputs, accreditation status and academic quality.	- Comprehensive academic performance reports presented to Senate and Council annually. - Termly academic progress updates presented to Senate by PVCA. - Key academic KPIs tracked and reported through the MEL Framework.	- Academic performance report presented to Council annually (100% of years). - Termly academic progress reports presented to Senate (3 per year). - Annual KPI reporting submitted to Institutional Planning Division on schedule.	PVCA All Faculties ORPS SQO SAS	Lead: PVCA Support: Deans, Director ORPS, Manager SQO, Registrar SAS
2. Provide safe, secure, inclusive, and welcoming campuses and study centres that support learning, wellbeing, and engagement.	Safe and secure campus	Review policies, procedures and activities for SINU campuses and study centre security to identify improvements. Ensure student-inclusive and friendly environment and culture where student	2.1. Develop and implement a Teaching, Learning and Student Experience Policy ensuring all SINU campuses, DFL centres and study locations provide a safe, inclusive and academically supportive	- Teaching, Learning and Student Experience Policy developed, approved and communicated. - Learning environment standards implemented across all campuses and DFL centres.	- Teaching, Learning and Student Experience Policy approved by Year 1. - Annual student satisfaction with learning environment $\geq 70\%$.	SAS SQO All Faculties DFL Centre UPC LIB	Lead: Registrar SAS Lead: Manager SQO for student satisfaction survey Support: Deans, Manager DFL, Director UPC, Manager LIB,



PILLAR 4 | ORGANISATIONAL RESILIENCE AND CULTURE

		experience at SINU is enriching and fulfilling.	learning environment.	• Annual student learning experience satisfaction survey conducted.	• % of DFL centres meeting academic environment standards by Year 2.		
3. Strengthen human resource management and workforce planning to build a capable, well-supported academic workforce equipped to deliver quality teaching, learning and research.	Effective HR Management	Upskill the Human Resources Department to update HRM policies and procedures, introduce workforce planning, and take HRM from a transactional to a strategic model. Build a culture of volunteerism and alumni and community engagement.	3.1. Develop an Academic Workforce Plan identifying current and future staffing needs across the university's academic sector.	• Academic Workforce Plan developed in collaboration with HR and approved by PVCA. • Staffing gap analysis completed per Faculty and academic unit. • Recruitment plans developed to address identified academic staffing gaps.	• Academic Workforce Plan developed and approved by Year 1. • Staffing gap analysis completed for all Faculties and academic units by Year 1. • No. of academic positions recruited to address identified gaps per year.	PVCA HRD All Faculties TAFE SIMC DFL Centre UPC	Lead: PVCA Support: HRD, Deans, Director TAFE, Director SIMC, Manager DFL, Director UPC
			3.2. Establish an Academic Staff Induction and Mentoring Programme to support new academic staff to effectively deliver quality teaching, learning and research from the start of their employment.	• Academic Staff Induction Programme developed and implemented. • Mentoring scheme pairing new academic staff with experienced staff established. (need specialist project). • All new academic staff completing induction within first month of employment.	• 100% of new academic staff completing induction programme by Year 1. • No. of new staff participating in the mentoring scheme per year. • New staff retention rate at 1 year (target: ≥80%).	PVCA, All Faculties TAFE SIMC DFL Centre UPC	Lead: PVCA, Deans (all Faculties) Support: Director TAFE, Director SIMC, Manager DFL, Director UPC,



PILLAR 4 | ORGANISATIONAL RESILIENCE AND CULTURE

4. Strengthen staff capability and wellbeing through professional development and comprehensive welfare support.	Staff professional development	Introduce staff climate or satisfaction surveys including views on SINU's internal culture; use results to improve staff conditions and provide more professional development opportunities at all levels.	4.1. Develop and implement an Annual Academic Professional Development Plan for each Faculty and academic unit, funded from the University's staff development budget.	• Annual Academic Professional Development Plans developed per Faculty and academic unit. • Professional development budget allocated and utilised by each academic unit annually. • No. of staff completing professional development activities per year reported.	• 100% of Faculties and academic units submitting Annual PD Plans. • % of annual staff PD budget utilised per Faculty (target: ≥80%). • No. of academic staff completing at least 1 PD activity per year (target: 100%).	All Faculties TAFE SIMC DFL Centre UPC HRD	Lead: Deans (all Faculties), Directors of all academic units Support: Director HRD
5. Strengthen institutional planning and risk management to enhance organisational resilience, disaster preparedness, and climate change adaptation.	Institutional planning and risk management	Benchmark SINU arrangements for disaster risk management with best practices in regional institutions. Ensure policies on disaster management or critical incidents are in place and there are regular drills.	5.1. Develop and implement Academic Continuity Plans for all Faculties, DFL centres and academic units to ensure continuation of teaching, learning and research during disasters or critical incidents.	• Academic Continuity Plans developed for all Faculties and academic units. • Blended and online learning contingency plans embedded in all programme delivery.	• Academic Continuity Plans in place for all Faculties and academic units by Year 1. • No. of academic continuity drills conducted per year (target: ≥1 per campus per year). • % of programmes with online/blended delivery alternative in place by Year 2.	PVCA All Faculties TAFE SIMC DFL Centre UPC PVCA	Lead: PVCA Support: Deans, Director TAFE, Director SIMC, Manager DFL, Director UPC

(Source: SINU)

Alignment: NDS Governance Priorities, SDG 16 (Peace, Justice and Strong Institutions)



PILLAR 5 | INFRASTRUCTURE AND SUSTAINABLE GROWTH

KEY FOCUS | To expand infrastructure for sustainable growth, as it underpins economic development and employee and student welfare through investments in environmentally and socially responsible systems. This includes investments in renewable energy, efficient water management, smart transportation, physical infrastructure development, and financial sustainability through income diversification. By investing in infrastructure development and diversifying the income portfolio, SINU will maintain sustainable growth, meeting its social and economic mandate for the country's developmental needs.

Table 5: Pillar 5 – Strategic and Corporate Results Framework

STRATEGIC PLAN			ACADEMIC PLAN				
		Strategic Actions	Key Actions	Key Outputs	Operational KPIs (Measurable Targets)	Faculty/Institute/Centre/Office	Responsibility
1. Enhance institutional effectiveness and efficiency through the responsible adoption of AI-enabled technologies with appropriate human oversight.	SINU AI Governance	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.	1.1. Develop an academic staff development programme in assessment, academic integrity and artificial intelligence to enable academic staff to use AI tools responsibly and effectively.	- Professional development programme on assessment, academic integrity and responsible AI designed and delivered to academic staff. - Institutional resources and guidelines on AI use in teaching, learning and assessment developed and implemented.	- Number and percentage of academic staff who complete the professional development programme. - Number of professional development workshops or training sessions delivered annually. - AI in Teaching, Learning and Assessment Guidelines approved and implemented. - Percentage of academic programmes implementing AI-informed assessment practices consistent with the guidelines.	SQO All Faculties, All Teaching and Research Area PVCA	Lead: Manager SQO Support: Deans, Director TAFE, Director SIMC, Manager DFL, Director UPC, Director TLC, Director ICT, Director ORPS
2. Update and strengthen the University's physical infrastructure through strategic	Physical Master Plan	Update Physical Master Plan and attract funding for major infrastructure projects.	2.1. Collaborate with PFP department and ICT to plan, advocate for and oversee the development and	Academic infrastructure needs assessment completed per Faculty and academic unit.	- Academic infrastructure needs assessment completed by Year 1. - No. of academic infrastructure projects completed per year	PVCA All Faculties TAFE SIMC LIB	Lead: PVCA Support: Deans, Director TAFE, Director SIMC, LIB,



PILLAR 5 | INFRASTRUCTURE AND SUSTAINABLE GROWTH

planning, effective asset management, and delivery of priority capital projects.		Develop and implement an inclusive teaching and learning infrastructure plan that ensures the systematic provision of facilities, equipment, and resources required to deliver quality skills training for all learners, including persons with disabilities. Infrastructure meets national building code, HCC standards and SITESA quality standards.	upgrade of academic infrastructure including teaching spaces, laboratories, workshops, libraries and online learning environments.	• Priority academic infrastructure projects identified and funded. • Teaching and learning spaces accessible and inclusive for students with disabilities.	(target: ≥ 1 major project per year). • % of teaching spaces meeting accessibility requirements for disabled learners by Year 3.	DFL Centre UPC	Manager DFL, Director UPC
			2.2. Develop a Library Development Plan to expand library resources, digital collections and physical capacity to support academic programmes, research and student learning across all campuses and DFL centres.	• Library Development Plan developed and approved. • Library physical and digital collections expanded to support all programmes. • Library services accessible to DFL and provincial students through online platforms.	• Library Development Plan approved by Year 1. • Annual growth in library digital collections (no. of titles/databases added per year). • % of DFL students with access to online library resources by Year 2.	LIB All Faculties DFL Centre PVCA	Lead: Manager LIB Support: Deans, Manager DFL, PVCA
3. Increase the use of renewable energy to improve the University's energy sustainability and resilience.	Dependent on Renewable energy	Identify opportunities to make greater use of renewable energy, develop relevant staff capabilities and change energy supplier if needed.	3.1. Integrate sustainability, environmental awareness and climate resilience content into relevant academic programmes across Faculties and TAFE to build graduate capability in this area.	• Sustainability and climate resilience content integrated into relevant programmes (FAFF, FST, FBTS, FNMHS, FEH, TAFE). • Annual number of graduates completing programmes with sustainability	• No. of programmes with integrated sustainability/climate resilience content (target: all relevant programmes by Year 2). • No. of graduates completing programmes with sustainability components per year.	FAFF FST FBTS FNMHS FEH TAFE SQO	Lead: Deans (FAFF, FST) Support: Deans (FBTS, FNMHS, FEH), Director TAFE, Manager SQO, PVCA



PILLAR 5 | INFRASTRUCTURE AND SUSTAINABLE GROWTH

				components reported.			
4. Reduce waste and improve resource efficiency to lower costs and enhance environmental sustainability.	Effective and sustainable waste management	Identify and implement opportunities for campus waste reduction and more efficient resource use, including monitoring systems.	4.1. Embed sustainable campus practices and resource stewardship into academic life by incorporating environmental responsibility into relevant TAFE, FAFF and FST programmes and promoting campus sustainability initiatives among students and academic staff.	- Environmental responsibility competency units included in TAFE and relevant Faculty programmes. - Student-led campus sustainability initiatives supported and promoted by Faculties.	- No. of programmes with environmental responsibility content by Year 2. - No. of student-led sustainability projects supported per year.	FAFF FST TAFE FEH	Lead: Deans (FAFF, FST) Support: Director TAFE, Dean FEH, PVCA
5. Review and Strengthen ICT governance, infrastructure, and digital services to align with regional best practices and government standards.	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.	5.1. Develop and implement digital literacy training for all academic staff and embed student digital literacy skills into all academic programmes across Faculties, TAFE, SIMC, DFL and UPC.	- Digital literacy training programme developed and delivered to all academic staff. - Student digital literacy competency standards embedded in all academic programmes. - Annual number of staff and students completing digital literacy training reported.	- Digital literacy training programme launched by Year 1. % of academic staff completing digital literacy training per year (target: ≥80%). % of programmes with embedded student digital literacy standards by Year 2.	All Faculties TAFE SIMC DFL Centre UPC SQO	Lead: Director ICT Support: Deans Director TAFE, Director SIMC, Manager DFL, Director UPC, Manager SQO
6. Diversify income	Income diversification	Analyse opportunities to diversify the	6.1. Develop and market fee-paying short	• Portfolio of fee-paying short courses and	• No. of fee-paying short courses or PD programmes offered	All Faculties Finance	Lead: Deans (all Faculties) in consultation



PILLAR 5 | INFRASTRUCTURE AND SUSTAINABLE GROWTH

streams of the university		University's income streams and implement the most promising avenues.	courses, professional development programmes, executive education and consultancy services through Faculties, TAFE and SIMC to generate additional income for the University.	professional development programmes developed and marketed. • Faculty and TAFE consultancy register established. • Annual income from short courses, professional development and consultancies reported.	per year (target: ≥3 new per year). • Annual income from academic short courses and consultancies (target: year-on-year growth). • No. of consultancy projects completed by Faculty/TAFE/SIMC staff per year.	TAFE SIMC ORPS PVCA	with Finance Dept Support: Director TAFE, Director SIMC, ORPS, PVCA
---------------------------	--	---	---	---	---	------------------------------	--

(Source: SINU)

Alignment: SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure)



 **P.O.Box R113, Honiara, Solomon Islands.**

 **(677) 42600**

 **www.sinu.edu.sb**