

STRATEGIC PLAN 2021-2025

4th EDITION



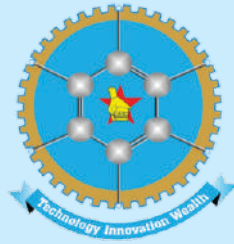
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VICE CHANCELLOR'S STRATEGIC INTENT

‘ To configure a learning environment that discovers and identifies talent and has capacity to nurture the creative academic potential inherent in the culture and heritage pillars of the nation's education architecture. ’

Prof D.J. Simbi

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‘ Strategic Plans are important tools to provide long term, sustainable and logical direction for the growth pathway of the institution.

‘Since 2006, Chinhoyi University of Technology has been religiously crafting participatory Strategic Plans followed by robust and constructive reviews to shape successive plans that have carried the development of this institution to date.’ ,

Eng. M. Manuhwa



FOREWORD

Chinhoyi University of Technology, in its quest to drive its developmental agenda, has crafted this 5 year 2021-2025 Strategic Plan as its corporate strategy. It is sincerely hoped that through the proper implementation of this plan, the University will achieve the desired growth and development. The corporate & business level reviews of the previous strategic plan have been enriching and those inputs have helped to shape the crafting of the current strategic plan and therefore the future of the organisation.

Indeed planners were also guided by factors as determined by the political, economic, social, legal and cultural environment. Some aspects the Key result Areas, Performance Indicators and some Deliverables in the previous strategic plan were merged, improved, enhanced and amended in order to address current trends, new circumstances and new approaches.

Undeniably, in composing the 2021-2025 Strategic Plan as mentioned above, the Education 5.0 Philosophy and with the national vision of establishing Zimbabwe as an Upper Middle Economy by 2030 were some of the key guiding principles. This is because national imperatives are critical in coming up with solid and futuristic growth oriented plans. In the same context, the Covid-19 global pandemic motivated factors have become central to our existence and this grand plan inevitably could not ignore such aspects of the “new normal”. Issues of digitalisation, social distance, hygiene and others are embedded in the strategy.

CUT, having adopted the business model as a strategy to augment its operational resources, has also included its business enterprises as part and parcel of the entire ecosystem.

As the institution travels this journey, no one should be left behind. The spirit of “One CUT is the guiding principle towards the attainment of the goals, objectives, KRAs, mission and vision of this young, dynamic, vibrant and progressive institution.

CHAIRMAN OF COUNCIL'S STATEMENT



Engineer Martin Manuhwa

Strategic Plans are important tools to provide long term, sustainable and logical direction for the growth pathway of the institution. Chinhoyi University of Technology since 2006 has been religiously crafting participatory Strategic Plans followed by robust and constructive reviews to shape successive plans that have carried the development of this institution to date.

The 2021-2025 Strategic Plan is an outcome of a thorough, forthright and constructive review process of the 2016-2020 Strategic Plan. The evaluation exercise carried out forms the basis of this corporate plan which includes carrying over aspects that could not be fulfilled in the previous plan and those that needed continuity. The period 2020 and early 2021 saw the institution confronting the Covid-19 global pandemic which dislocated some of the plans towards the end of the 2016-2020 Strategic Plan

The 2021-2025 Strategic Plan is coming at a time when the world order has been reshaped and reconfigured by the new trends necessitated by the Covid-19 global pandemic. The “new normal” has revolutionised teaching/learning, research, outreach, programme and lately innovation and industrialisation in Universities with Outline Learning taking over teaching and learning. These changes have affected many other aspects of University life such as conduct of meetings, social interaction, conduct of academic research and many others. The new Strategic Plan 2021-2025 has captured these new dimensions as they have a strong impact on the management of the entire University ecosystem.

The 2021-2025 Strategic Plan incorporates the demands and dictates of the Education 5.0 philosophy that is refocusing the thrust of Higher and Tertiary Education from teaching, research and community engagement to include innovation and industrialisation. These new fundamentals cannot be ignored as they seek to reshape, refocus and reconfigure the direction that higher education must take.

One critical aspect of the national imperative is to have higher education address the need to establish Zimbabwe as an Upper Middle Income Economy by 2030. Universities are a critical driver in the attainment of this national vision and as such the 2021-2025 had to capture it.

It is our belief that this Corporate Plan will consolidate what it started in the previous plan but work to turn itself into a digitised University ready to meet the demands of the 21st Century with the readiness and ownership for its success.

Engineer Martin Manuhwa
Council Chairman

VICE CHANCELLOR'S REMARKS



Professor David J Simbi

To configure a learning environment that discovers and identifies talent and has capacity to nurture the creative academic potential inherent in the culture and heritage pillars of the nation's education architecture. (VC's strategic intent).

STATEMENT ABOUT THE 2021 -2025 STRATEGIC PLAN

Zimbabwe is undergoing economic transformation that is driven by a diversified, but well-resourced mineral and natural resource base and is supported by a competent Education 5.0 architecture

Accordingly, Chinhoyi University of Technology must pursue its mandate and assume the critical role in the creation of functional technology and accompanying Innovation Hubs and Incubation centres. In this regard, all research conducted at Chinhoyi University of Technology must take on the notion of building an education architecture that is guided by the framework: **design/create/innovative and make**. To this end, the commercialisation of research and the promotion or technology transfer from the lab to industry should form part of the national objective in the policy formulation for technology business incubation and enterprise establishment.

Chinhoyi University of Technology must in the next five (5) years be declared the centre of the country's industrialisation programme. The institution will be the fulcrum that supports the nation's social-economic well-being through the exploitation of science, technology and engineering education in the production of goods and in the manufacturing of service equipment.

In this regard, the University's custodianship of the national policy for human resource development must reflect inclusiveness of culture and heritage. The educational framework should be designed to promote the exploitation of the country's diverse mineral resource base to achieve rapid industrialization.

Chinhoyi University of Technology will thus in the 2021 – 2025 Strategic Plan, respond positively to government's increasing emphasis on the desirability to see Universities commercialize research outputs. To this end, the University will establish a technology transfer unit as well as develop an appropriate intellectual property policy that will resonate with NDS1. The marketing of research output should thus be viewed as a matter of urgency and must be taken beyond the traditional focus of mere licencing of innovations. By creating new commercial ventures that involve the spinning-off of technologies created, and the knowledge generated, Government has allowed the University to draw benefit from research and innovation and outputs.

Vice Chancellor's Remarks continued...

As part of the support towards fast-forwarding the cause of rapid industrialization, government, through the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development, has made a decision to fund the Universities for the construction of Innovation Hubs and Industrial Park or Industrial Enterprise developments. Chinhoyi University of Technology was among the “*early birds*” to grab the opportunity to push the frontiers of knowledge-based skills education to build blocks designed to drive powerful engines for wealth creation through technology creation and innovation. In this rapid industrialization agenda, a triple helix model that shows government as the owner of the industrialization policy particularly in the human capital development protocols, emerges.

The initial funding that Chinhoyi University of Technology has accepted is derived from existing industrial entities collected as levies by ZIMDEF. The funds allocated are for targeted technology development research proposals that will have been approved by a team of evaluators. The programmes that are now at circulation level include: cattle breeding and animal medicinal feed; milk product formation and production; and animal vaccine development. Entrepreneurship policy enablers are in place to allow the rapid growth in product manufacture and service delivery industries. This is expected to lead to the emergence of a strong sustainable resource exploitation and product manufacturing relationship among the state, academia and industry.

First allow me to thank the Strategic Planning committee members for ably managing the review of the last Strategic Plan (2016-2020) and secondly their subsequent participation in the consultation process leading to the drafting of the 2021 – 2025 Strategic Plan as presented in this document. With the collaboration of the Chinhoyi University of Technology staff, students, the Ministry of Higher and Tertiary Education, Innovation and Science Development, it is possible to achieve the mission whose goals are articulated through the key result areas (KRAs). As a research-driven institution of higher learning, the University's focus is to continually engage in cutting-edge inter-disciplinary research, innovation and industrialization activities. In the process, the University will not only make impactful intellectual contribution nationally, but will also provide holistic solutions that address societal challenges. Through community engagement based on culture and heritage exploitation, we shall articulate and pursue the University's vision and mission.

The Strategic Plan for the period 2021 – 2025 was crafted to provide all enabling environment in which human, financial and an appropriate physical infrastructure are skewed towards the attainment of sustainable delivery of excellence of Education 5.0. In this regard, the University aspires to accomplish the milestones that will translate the 2030 industrialization agenda to reality through the exploitation of Zimbabwe's rich and diverse natural resource base, culture and heritage to provide tangible goods and services.

To this end, I invite all interested parties to join in celebrating the implementation of the 2021-2025 Strategic Plan that will position Chinhoyi University of Technology as the national hub of quality science, technology and engineering education to specifically generate attributes that support the emergence of an entrepreneurial culture for wealth creation.

EXECUTIVE SUMMARY

This Strategic Plan would be the fourth in the history of Chinhoyi University of Technology. As a management tool, it seeks to spell out key priorities for the institution's growth road map, hence allow for the efficient and effective allocation of resources against set targets. Accordingly, this Education 5.0 driven Strategic Plan shall be the basis for monitoring of progress made in achieving the milestones spelt out in the Key Result Areas (KRAs).

As a dynamic institution of higher learning, Chinhoyi University of Technology Strategic Plan seeks to: -

- i. Capitalize on its strengths;
- ii. Interrogate and improve on its weaknesses;
- iii. Exploit market opportunities;
- iv. Develop defensive strategies for combating threats;
- v. Set benchmarks which would help guide the production of a unique fit- for-purpose graduate;
- vi. Foster synergies and build teams and collaborations in order to direct the energies of staff and students towards the realization of the University mandate;
- vii. Act as a compass in pursuit of the strategic goals; and
- viii. Pool and direct the financial, human and material resources toward identified priority areas.

Chinhoyi University of Technology's mandate is espoused in the University's motto: 'Technology, Innovation, Entrepreneurship and Wealth Creation'.

The University's **Vision** is: -

To be a higher education centre of excellence in technological innovation, industrialisation, and entrepreneurship.

The **Mission** of the University is:

To produce innovative graduates, create knowledge, enhance entrepreneurship and provide community service through quality teaching, training and technologically-oriented research.

Executive Summary continued...

The **Core Values** of the University are: Dynamism, Entrepreneurship, Culture, Integrity, Democracy, Excellence (DECIDE).

The following core values are to guide the institution in all its endeavours: -

i) Dynamism

The University values responsiveness, adoption and adaption to technologically sustainable and timely solutions which solve societal problems through relevant teaching, research, community service, innovations and industrialisation.

ii) Entrepreneurship

Cultivate an entrepreneurial technology-based culture of turning ideas to money leading to innovation, industrialisation and commercialisation amongst staff and students across all disciplines.

iii) Culture

Ensure that our culture and heritage as embodied by Hunhu/Ubuntu transcend into knowledge creation, innovation, research, industrialisation and commercialisation for use by members of the University's knowledge society in providing home-grown solutions to our societal problems.

iv) Integrity

Unwavering commitment to conduct University business in an honest and credible manner abiding to high ethical and moral standards.

v) Democracy

To have University processes run through transparent participative governance based on inclusion and a committee system which allows for academic disputation of ideas and a culture of tolerance in diversity by agreeing to agree or agreeing to disagree agreeably.

vi) Excellence

Commitment to achieving excellence in all our academic, professional and administrative responsibilities with diligence, pride, professionalism and enthusiasm.

‘ The University has had a phenomenal growth with up to eight Schools and two Institutes supporting several programmes that include taught Undergraduate programmes and Master's programmes. The University also boasts of Postgraduate degree programmes by research i.e M.Phils and D.Phils ’



INTRODUCTION

Situated at Stand Number 78 off Harare-Chirundu Road, Chinhoyi University of Technology was established as part of the recommendations of the Chetsanga Commission of 1995 to upgrade Technical Colleges including Chinhoyi Technical Teachers' College into degree awarding institutions.

It started operating as a Degree awarding institution in 1999 under the University of Zimbabwe offering the Bachelor of Technology degree in Production Engineering and the Bachelor of Technology degree in Hospitality and Tourism.

The University has since had a phenomenal growth with up to eight Schools and two Institutes supporting several programmes that include taught Master's programmes. The University also boasts of Postgraduate degree programmes by research namely the Master of Philosophy (MPhil), Doctor of Strategic Management and Doctor of Philosophy (DPhil) degrees. There are also opportunities for post-doctoral engagements.

The University operates from five (5) campuses namely the Main campus, Town campus, Orange Grove, Shankuru and Kariba. This Strategic Plan proposes University-wide goals and actions that transcend the boundaries of Schools/Institutes, Administrative, and Support Units. The plan encourages use of a "bottom-up" consultative approach in setting inclusive and achieving desired goals at every level.

Chinhoyi University of Technology operates in a dynamic environment. This Strategic Plan therefore seeks to address the ever-growing infrastructure demands, cost of research, use of modern teaching technologies, innovation and industrialisation. The University has adopted a new model of mainstreaming Education 5.0 in all its activities.

The Strategic Plan intends to grow the University by focusing on the following ten (10) Key Result Areas over the next five (5) years: -

- i. Excellence in Teaching and Learning
- ii. Research, Innovation and Industrialisation.
- iii. Outreach and community engagement.
- iv. Quality Assurance Systems
- v. Investment and resource mobilisation
- vi. Infrastructure and Accessories
- vii. Corporate Governance and Organisational Stewardship
- viii. Information and Communication Technologies
- ix. Distinct Institutional Brand
- x. Well-rounded Graduate (skilled and intellectually articulate graduate)

The plan proposes a monitoring and evaluation framework for assessing progress that emphasizes use of a performance matrix. Monitoring and evaluation of set targets shall be continuous with half-yearly reviews.

NATIONAL & INTERNATIONAL POLICY IMPERATIVES

In crafting this Strategic Plan, the University drew insights and guidance from the following documents:

- **The Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development Strategic Plan 2021-2023**
- **The National Development Strategy 1 (NDS1)**
- **Vision 2030**
- **The African Union's Agenda 2063**
- **The United Nation's Sustainable Development Goals**

Table 1 below summarises the contents of the above key documents which stand as compasses as the University carries out its mandate.

'The philosophy of Ubuntu/ Hunhu, patriotism (Zimbabwe first') in the upbringing of our knowledge-driven youths was also taken into consideration'.

Besides the enabling Act, The Chinhoyi University of Technology Act No. 15, [Chapter 23:25] of 2001, the following national statutes among others were also key in guiding the crafting of the Strategic Plan and will continue to be reference instruments throughout its implementation:

- **The Constitution of Zimbabwe Amendment (No. 20) Act, 2013.**
- **The ZIMCHE Act [Chapter 25:27]**
- **The Manpower Planning and Development Amendment Act [Chapter 28:02]**
- **The Research Council of Zimbabwe Act [Chapter 10:22]**
- **The Labour Act [Chapter 28:01]**
- **The Public Entities Corporate Governance Act [Chapter 10:31]**
- **The Public Procurement and Disposal of Public Assets Act [Chapter 22:23]**
- **The Public Finance Management Act [Chapter 22:19].**

‘CUT 2021-2025 Strategic Plan key guiding principles were derived from Doctrine Education 5.0 and the national vision of achieving an Upper Middle Income Economy by 2030.’

Prof D.J. Simbi

Summary of Key Documents

TABLE 1: KEY DOCUMENTS WHICH WILL GUIDE IMPLEMENTATION.

SUSTAINABLE DEVELOPMENT GOALS (UN)	AGENDA 2063 (AU)	Zimbabwe's VISION 2030	NATIONAL DEVELOPMENT STRATEGY 1 (NDS1)	MINISTRY OF HTEISTD STRATEGIC PLAN 2021-2023
<p>SDG 1: No Poverty SDG 2: Zero Hunger SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 5: Gender Equality SDG 6: Clean Water and Sanitation SDG 7: Affordable and Clean Energy SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation and Infrastructure SDG 10: Reduced Inequality SDG 11: Sustainable Cities and Communities SDG 12: Responsible Consumption & Production SDG 13: Climate Action Goal 14: Life Below Water SDG 15: Life on Land SDG 16: Peace and Justice Strong Institutions SDG 17: Partnerships to achieve the Goal</p>	<p>Agenda 1: A Prosperous Africa, based on Inclusive Growth and Sustainable Development Agenda 2: An Integrated Continent Politically united and based on the ideals of Pan Africanism and the vision of African Renaissance Agenda 3: An Africa of Good Governance, Democracy, Respect for Human Rights, Justice and the Rule of Law Agenda 4: A Peaceful and Secure Africa Agenda 5: Africa with a Strong Cultural Identity Common Heritage, Values and Ethics Agenda 6: An Africa Whose Development is people driven, relying on the potential offered by African People, especially its Women and Youth, and caring for Children Agenda 7: An Africa as A Strong, United, Resilient and Influential Global Player and Partner</p>	<p>Vision 1: Inclusive Growth Vision 2: Governance Vision 3: Infrastructure and Utilities Vision 4: Social Development Vision 5: Macro-Economic Stability and Financial Re-engagement CROSS CUTTING Vision 6: Micro, Small and Medium Enterprise Development Vision 7: Youth Development Vision 8: Gender Equality and Women Empowerment Vision 9: Sports, Recreation, Arts and Culture.</p>	<p>Strategy 1: Economic Growth and Stability Strategy 2: Food and Nutrition Security; Strategy 3: Governance; Strategy 4: Moving the Economy up the Value Chain & Structural Transformation; Strategy 5: Human Capital Development; Strategy 6: Environmental Protection, Climate Resilience and Natural Resource Management; Strategy 7: Digital Economy; Strategy 8: Health and Well-being; Strategy 9: Infrastructure & Utilities; Strategy 10: Image Building and International Engagement and Re-engagement Strategy 11: Social Protection; Strategy 12: Youth, Sport and Culture; Strategy 13: Devolution.</p>	<p>Goal 1: Education 5.0: A Higher & Tertiary Education System that produces goods and services in order to achieve societal impact, disruptive innovative capabilities, strengthen learning and application of science, develop ICTs, industrialization and modernization Goal 2: Strong Educational Programmes supported by modern physical and financial infrastructure to achieve: Strong academic qualifications, Strong employability skills, Standardized academic competences and harmonized academic promotion procedures, conducive teaching, learning and living environment of staff and students, improve students access to HTEI, To be preferred international higher education destination Goal 3: Innovation, Science and Technology Development Goal 4: Innovation and Industrialization: develop and register intellectual property and patents, interact with industry and create strong partnerships Goal 5: Robust Governance and Public Relations structures which meet the needs of the 21st Century, recruit and retain competent staff.</p>

Strategic Objectives

TABLE 2: KEY RESULT AREAS, STRATEGIC OBJECTIVES AND ACTIONS

STRATEGIC OBJECTIVES	ACTIONS
KRA 1: EXCELLENCE IN TEACHING AND LEARNING	
1. To mainstream Education 5.0 into existing and new programmes. 2. To introduce modular teaching across all programmes	a) Mainstreaming Education 5.0 into existing and new programmes. a) Mainstreaming modular teaching methods across all Schools, Departments and Units which foster fusion of theory and having practicals every day as a way of producing competent graduates.
3. To mainstream online and virtual teaching and learning.	a) Developing higher level self-learning skills among students
4. To enhance content delivery and effective assessment	a) Increase access and utilisation of advanced knowledge and technology. b) Acquiring modern equipment for teaching purposes
5. To conduct curriculum review end of every cycle.	a) Subjecting curriculum to review at the end of every cycle.
6. To obtain accreditation with national and international associations.	a) Subjecting programmes to relevant regulatory and accreditation reviews by national and international professional associations.
7. To develop and maintain a well-resourced blended library anchored on e-resources.	a) Expanding e-resources portfolio through patron driven acquisition, open educational resources, and subscriptions. b) Engaging local authorship of library resources.
8. To strengthen monitoring and evaluation of staff and students performance	a) Establishing quality assurance mechanisms. b) Enhancing peer and student evaluation of staff performance.
9. To attract, develop and retain high quality staff and students.	a) Providing tenure to academic staff expeditiously. b) Offering staff development opportunities. c) Soliciting for funding for professorial chairs and post-doctoral fellows. d) Funding contact and sabbatical leave. e) Offering competitive salaries and allowances.
10. When vacancies arise, to recruit at least two appropriately qualified academic members per degree programme who have industry experience in order to infuse relevance in teaching and learning of Education 5.0, especially the aspects of research, innovation and industrialisation.	a. Recruiting appropriately qualified members of staff with Industry experience for each degree programme as vacancies arise. b. Where this is difficult, to consider adjunct appointments or part-time appointments of such staff.

STRATEGIC OBJECTIVES

ACTIONS

KRA 2: RESEARCH, INNOVATION AND INDUSTRIALIZATION

1. To enhance research support and publishing services.	<ul style="list-style-type: none">a) Developing and populating the CUT institutional repository.b) Increasing visibility of CUT journals onlinec) Promoting research which leads to publications with each academic member publishing at least one paper per semester.d) Promoting research and innovation with each School or Institute registering at least one patent, copyright or IP per semester.e) Promoting industrialisation and commercialisation with each School or Institute having at least one start-up/ spin-off per semester.
2. To enhance impactful research output.	<ul style="list-style-type: none">a) Increasing budget for research.b) Developing competitive research proposals to attract funding.c) Encouraging interdisciplinary and collaborative research.d) Creating research opportunities for students.
3. To develop research skills in early career researchers.	<ul style="list-style-type: none">a) Training early career researchers among students and staff through creation of research teamsb) Promoting training in creative art for new technology
4. To increase ground-breaking and patentable innovation	<ul style="list-style-type: none">a) Encouraging interdisciplinary and collaborative research.b) Focusing research on industry and community problems.c) Producing prototypes, products and services.d) Increasing the number of registered patents, copy rights and IPs.
5. To enhance access to modern equipment and other resources.	<ul style="list-style-type: none">a) Creating partnerships with other institutions and innovators.
6. To establish Start-ups from research and potential Innovations	<ul style="list-style-type: none">a) Creating industries for import substitution.b) Setting up production units for product development and marketing
7. To align innovations with national priorities and NDS1 imperatives	<ul style="list-style-type: none">a) Prioritising research that addresses national problems.b) Registering patents, utility models, copyrights and intellectual property rights.
8. To establish a commercial software development unit.	<ul style="list-style-type: none">a) Establishing the commercial software development unit.b) Sourcing relevant skills for the development of commercial software

STRATEGIC OBJECTIVES

ACTIONS

KRA 3: OUTREACH AND COMMUNITY ENGAGEMENT

1. To engage in community and endeavour to solve societal problems throughout the continuum of teaching/ learning, research, innovation and industrialisation.	a) Needs assessment and problem solving of community challenges b) Involving community experts. c) Visiting industrial, historical and heritage sites. d) Developing new tourism attractions based on culture and heritage.
2. To develop students and staff competencies to adapt to community environments and needs	a) Providing training and development induction workshops. b) Establishing community demonstration facilities
3. To develop community driven programmes and projects	a) Establishing community needs b) Initiating and championing community programmes and projects.
4. To offer advisory/ extension services and consultancy work	a) Seeking opportunities for consultancy in the community.
5. To create partnerships with various stakeholders in solving community problems	a) Partnering with local authorities in developing waste management, recycling, and e-technologies. b) Developing an institutional community engagement framework
6. To create platforms for university-industry interface for student work related training and placement.	a) Establishing through MOUs and MOAs, tangible university-industry student training programmes.

KRA 4: QUALITY ASSURANCE SYSTEMS

1. To support quality teaching and learning	a) Reviewing documentation and examination processes. b) Providing quality assurance training to university staff.
2. To improve University ranking from current Position 3 to Position 2	a) Publicise the good work of the University b) Increase the University's visibility on positive things. c) Increase publications in high impact factor journals d) Have centres of excellence in Schools and Institutes e) Improve on internationalisation by attracting international students and faculty
3. To facilitate the development of academic programmes that are fit for-purpose.	a) Advising academic departments on a regular basis. b) Establishing assessment models relevant for Education 5.0 c) Liaising with regulatory bodies.
4. To align quality management systems with ISO 21001:2018 standards	a) Checking adherence to standard operating procedures to incorporate new approaches. b) Reviewing documentation and conformity with practice

STRATEGIC OBJECTIVES	ACTIONS
5. To promote quality of institutional facilities in line with national and international standards	<ul style="list-style-type: none"> a) Providing compliance standards. b) Monitoring adherence to discipline standards and ensure national and international harmonization. c) Raising the university ranking nationally, regionally, and internationally.
6. To promote quality of support services	<ul style="list-style-type: none"> a) Periodic evaluation of departmental action plans.

KRA 5: INFORMATION AND COMMUNICATION TECHNOLOGIES

1. To strengthen the ICT infrastructure backbone	<ul style="list-style-type: none"> a) Increasing bandwidth. b) Advising on the acquisition of ICT equipment. c) Maintaining hardware
2. To develop effective and integrated data management systems.	<ul style="list-style-type: none"> a) Creating a database for effective management of information. b) Developing, acquiring and customizing data management software. c) Training of users and ICT personnel for effective utilisation of the ICT system.
3. To establish robust cyber environment.	<ul style="list-style-type: none"> a) Providing adequate ICT infrastructure. b) Providing conducive user-interface systems. c) Formulating and implementing ICT policy
4. To continuously review cyber security.	<ul style="list-style-type: none"> a) Creating well defined security, privacy standards and best practices. b) Monitoring and evaluating cyber security measures.

KRA 6: INVESTMENT AND RESOURCE MOBILISATION

1. To spearhead the adoption of the business model for all activities in the university	<ul style="list-style-type: none"> a) Creating a suitable business model for the university. b) Training users to adopt the business model. c) Offering trainings in the Stage-Gate Process
2. To establish a viable investment vehicle for the university	<ul style="list-style-type: none"> a) Creating business units for each department. b) Growing existing business ventures. c) Seeking opportunities for partnerships and collaborations for greenfield investments. d) Exploiting mineral wealth through mining venture. e) Using Capstone Model to promote industry-student relationships.
3. To create platforms for funding potential business investments	<ul style="list-style-type: none"> a) Creating joint ventures b) Engaging in Public Private Partnerships
4. To register, commercialize and industrialise patents	<ul style="list-style-type: none"> a) Each School and Institute registering at least one patent, copy right or IP per semester. b) Each School and Institute registering start-ups and spin-offs c) Ensuring that all University projects, programmes and SBUs including the Agro Industrial Park are operating at a profit.
5. To ensure prudent financial management.	<ul style="list-style-type: none"> a) Implementing best financial and operational practices in running business

STRATEGIC OBJECTIVES

ACTIONS

KRA 7: INFRASTRUCTURE AND ACCESSORIES

1. To improve building functionality through regular monitored maintenance	a) Refurbishment of existing infrastructure. b) Completion of Innovation hub c) Continuous development of the Agro-Industrial Park
2. To develop modern infrastructure	a) Constructing standard need-driven infrastructure for the university. b) Constructing a modern administration block, c) Constructing teaching and learning venues and laboratories. d) Construct the Agro Industrial Park

KRA 8: CORPORATE GOVERNANCE AND ORGANISATIONAL STEWARDSHIP

1. To ensure the University is operating in line with corporate governance best practice.	a) Ensuring that the University is running in line with the laws applicable in higher education: University Act, Public Entities Corporate Governance Act, Procurement Regulatory Authority, Manpower Development Amendment Act, Financial Management Act, ZIMCHE Act etc. b) Ensuring an effective University Council and Senate and their respective committees c) Ensuring accountability, transparency of roles and responsibilities. Exemplary leadership and observance of ethics
2. To establish effective policies, administrative procedures and support systems.	a) Documenting policies and procedures b) Producing periodic Administrative Circulars, Communiques, Memoranda and Policies to guide operations and communicate strategies as and when needed.
3) To produce effective and efficient monitoring and evaluation systems	a) Enhancing compliance levels among all units in the university b) Developing a performance management system. c) Periodic evaluation of this Strategic Plan
4) To promote a service oriented culture throughout the University.	a) Creating awareness of the service charter. b) Monitoring adherence to the service charter.
5) To prepare a Risk Register for all University Operations.	a) Monitoring the management of responses on risks. b) Developing a disaster preparedness and management policy.
6) To improve implementation of e-governance.	a) Obtaining appropriate infrastructure. b) Integration of information and technology. c) Achieving paperless meetings and offices

STRATEGIC OBJECTIVES

ACTIONS

KRA 9: DISTINCT INSTITUTIONAL BRAND

1. To enhance the University's corporate image, reputation and visibility.	a) Enhancing media relations activities. b) Appealing for Hunhu/Ubuntu among students and staff on or out of campus c) Creating a desire to help and serve for free and community service among students and staff as part of the curriculum.
2. To diversify corporate identity features.	a) Promoting the university pillars of excellence.
3. To internationalise the university.	a) Engaging with foreign agencies to seek international relations and collaborations.

KRA 10: WELL-ROUNDED GRADUATE

1. To provide psycho-social support services	a) Providing services, programmes and facilities which enhance student development. b) Developing skilled and intellectually articulate graduate
2. To inculcate Hunhu/Ubuntu and patriotism among the students	a) Promoting respect of each other and staff b) Promote decent attire and behaviour among students and staff. c) As staff, leading by example in dress, punctuality and being etiquettes



Student Statistics

TABLE 3: SITUATION AS AT 31 DECEMBER 2020

SCHOOL OF ENGINEERING SCIENCES AND TECHNOLOGY

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Engineering (Hons) in Mechatronics Engineering Degree	533	114	647	18
Bachelor of Engineering (Hons) in Information Technology Degree	445	182	627	29
Bachelor of Engineering (Hons) in Fuels and Energy Degree	139	49	188	26
Bachelor of Engineering (Hons) in Production Engineering Degree	88	17	105	16
Bachelor of Engineering (Hons) in Environmental Science Degree	70	48	118	41
Bachelor of Engineering (Hons) in Computer Engineering Degree	46	7	53	13
Bachelor of Engineering (Hons) in Industrial Electronics Degree	63	15	78	19
Master of Science in Project Management Degree	23	10	33	30
Master of Philosophy Degrees	1	0	1	0
Doctor of Philosophy Degrees	1	0	1	0
TOTAL	1409	442	1851	24

SCHOOL OF AGRICULTURAL SCIENCES AND TECHNOLOGY

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Environmental Science and Technology Degree	76	65	141	46
Bachelor of Science (Hons) in Agricultural Engineering Degree	192	51	243	21
Bachelor of Science (Hons) in Food Science and Technology Degree	29	100	129	78
Bachelor of Science (Hons) in Animal Production Technology Degree	55	39	94	41
Bachelor of Science (Hons) in Crop Science Technology Degree	110	89	199	45
Master of Science in Post-Harvest Technology Degree	2	2	4	50
Master of Philosophy Degrees	5	5	10	50
Doctor of Philosophy Degrees	10	9	19	47
TOTAL	479	361	840	43

SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Biological Sciences Degree	20	27	47	57
Bachelor of Science (Hons) in Mathematics Degree	30	12	42	29
Bachelor of Science (Hons) in Physics Degree	2	0	2	0
Bachelor of Science (Hons) in Chemistry Degree	16	19	35	54
Master of Philosophy Degrees	4	5	9	56
Doctor of Philosophy Degrees	2	0	2	0
TOTAL	74	63	137	46

SCHOOL OF WILDLIFE ECOLOGY AND CONSERVATION

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Wildlife Ecology and Conservation Degree	39	39	78	50
Bachelor of Science (Hons) in Fresh Water and Fishery Sciences Degree	2	0	2	0
Bachelor of Science (Hons) in Environmental Conservation and Geo-Informatics Degree	9	1	10	10
Master of Science (Hons) in Biodiversity Conservation Degree	63	49	112	44
Master of Philosophy Degrees	1	3	4	75
Doctor of Philosophy Degrees	10	1	11	9
TOTAL	124	93	217	43

SCHOOL OF ART AND DESIGN

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Creative Art and Design Degree	3	3	6	50
Bachelor of Science (Hons) in Clothing Fashion Design Degree	15	197	212	93
Bachelor of Science (Hons) in Fine art and Animation Degree	10	6	16	38
Bachelor of Science (Hons) in Visual Communication and Multi-Media Design Degree	187	211	398	53
Bachelor of Science (Hons) in Creative and Industrial Design Degree	100	57	157	36
Master of Philosophy Degrees	1	5	6	83
Doctor of Philosophy Degrees	1	2	3	67
TOTAL	317	481	798	60

SCHOOL OF HEALTH SCIENCES AND TECHNOLOGY

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Biotechnology Degree	71	98	169	58
Bachelor of Science (Hons) in Environmental Health Degree	16	7	23	30
Post Graduate Certificate in Biomedical Laboratory Technology	0	0	0	0
Master of Science in Pharmaceutical Biotechnology Degree	13	9	22	41
Master of Philosophy Degrees	3	3	6	50
Doctor of Philosophy Degrees	2	1	3	33
TOTAL	105	117	223	53

INSTITUTE OF MATERIAL SCIENCE, PROCESSING AND ENGINEERING TECHNOLOGY

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Material Science and Engineering Degree	6	4	10	40
Master of Philosophy Degrees	1	0	1	0
Doctor of Philosophy Degrees	1	0	1	0
TOTAL	8	4	12	33

SCHOOL OF HOSPITALITY AND TOURISM

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Hospitality and Tourism Degree	115	373	488	76
Bachelor of Science (Hons) in Travel Leisure and Recreation Degree	39	120	159	75
Bachelor of Science (Hons) in Events Management Degree	3	12	15	80
Bachelor of Science (Hons) in Events Design Degree	1	2	3	67
Master of Science in Hospitality and Tourism Degree	4	14	18	78
Master of Philosophy Degrees	1	1	2	50
Doctor of Philosophy Degrees	2	6	8	75
TOTAL	165	528	693	76

SCHOOL OF ENTREPRENEURSHIP AND BUSINESS SCIENCES

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Bachelor of Science (Hons) in Accountancy Degree	740	975	1715	57
Bachelor of Science (Hons) in Entrepreneurship and Business Management Degree	496	566	1062	53
Bachelor of Science (Hons) in International Marketing Degree	275	361	636	57
Bachelor of Science (Hons) in Supply Chain Management Degree	797	932	1729	54
Bachelor of Science (Hons) in Retail Management and Consumer Science Degree	66	92	158	58
Bachelor of Science (Hons) in Defence Logistics Degree	33	5	38	13
Bachelor of Science (Hons) in Purchasing Logistics and Transport Degree		0	1	0
Master of Science in Strategic Management Degree	124	104	228	46
Master of Science in Applied Entrepreneurship Degree	14	23	37	62
Master of Science in Supply Chain Management Degree	223	113	336	34
Master of Science in Data Analytics Degree	273	92	365	25
Master of Philosophy Degrees	5	5	10	50
Doctor of Philosophy Degrees	45	17	62	27
TOTAL	3092	3285	6377	52

ACADEMY OF TEACHING AND LEARNING

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Post Graduate Diploma in Higher Education	9	4	13	31
TOTAL	9	4	13	31

INSTITUTE OF LIFELONG LEARNING AND DEVELOPMENT STUDIES

PROGRAMME	MALE	FEMALE	TOTAL	FEMALE %
Master of Science in Sustainable Technologies and Livelihoods Degree	13	9	22	41
Master of Philosophy Degrees	2	2	4	50
Doctor of Philosophy Degrees	6	12	18	67
TOTAL	21	23	44	52

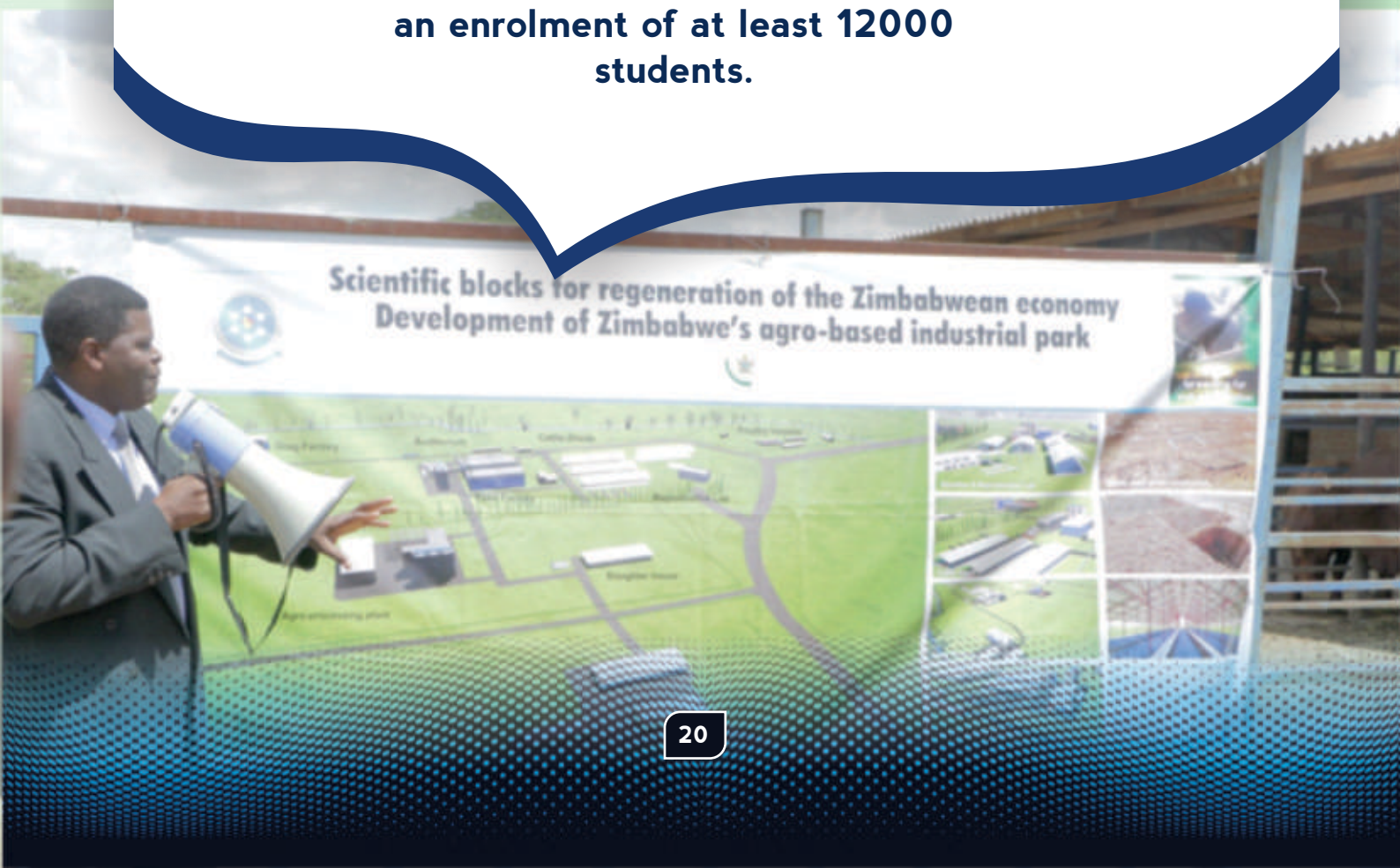
Organisational Analysis

TABLE 4: ORGANISATIONAL ANALYSIS

The University has grown both quantitatively and qualitatively. The table below shows the situation in 2016 as compared to the situation as at 31 December 2020.

DESCRIPTION OF THE QUALITATIVE	SITUATION IN 2016	SITUATION IN 2020	PERCENTAGE
Total undergraduate students	6556	10094	54%
Total postgraduate students	378	1230	225%
Total students by research	54	137	154%
Staff with PhD	69	106	54%
Publications in refereed journals	225	117	-48%
International students	5	22	340%

The University will strive to continue registering both qualitative and quantitative growth in the next five years up to 2025 targeting an enrolment of at least 12000 students.



Product Portfolio

Analysis

TABLE 5: PRODUCT PORTFOLIO ANALYSIS

The University's eight Schools, two Institutes, and an academy will be expected to forge synergies and strategic alliances with industry and commerce through their respective areas of specialisation spelt out as follows: -

NAME OF SCHOOL	PROGRAMME	NICHE AREA
SCHOOL OF ENGINEERING SCIENCES AND TECHNOLOGY	<ul style="list-style-type: none"> • Bachelor of Engineering (Hons) in Mechatronics Engineering Degree • Bachelor of Engineering (Hons) in Information Technology Degree • Bachelor of Engineering (Hons) in Fuels and Energy Degree • Bachelor of Engineering (Hons) in Production Engineering Degree • Bachelor of Engineering (Hons) in Environmental Science Degree. • Bachelor of Engineering (Hons) in Computer Engineering Degree • Bachelor of Engineering (Hons) in Industrial Electronics Degree • Master of Science in Project Management Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Information and Communication Technology • Sustainable Energy Technology Development and management • Application of Nanotechnology • Systems Development • Mechatronic Engineering Systems for Automation and control technologies • Production and Processes Technology Development • Development of Green Technology • Innovative Technology for Environmental Protection • Innovative Technology for Environmental Protection • Innovative Technology for Agriculture
SCHOOL OF AGRICULTURAL SCIENCES AND TECHNOLOGY	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Agricultural Science and Engineering Degree • Bachelor of Science (Hons) in Food Science and Technology Degree • Bachelor of Science (Hons) in Animal Production Technology Degree • Bachelor of Science (Hons) in Crop Science Technology Degree • Master of Science in Post-Harvest Technology Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Climate Change • Sustainable Energy • Crop Production • Environmental Management • Food Security • Post-Harvest Technology and value addition • Irrigation and Water Technology • Animal Production and Technology • Food Science and Technology • Nanotechnology • Veterinary medicine

NAME OF SCHOOL	PROGRAMME	NICHE AREA
<p>SCHOOL OF NATURAL SCIENCES AND MATHEMATICS</p>	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Biological Sciences Degree • Bachelor of Science (Hons) in Mathematics Degree • Bachelor of Science (Hons) in Physics Degree • Bachelor of Science (Hons) in Chemistry Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) Degrees 	<ul style="list-style-type: none"> • Bio Photonics • Nano-science • Geophysics • Environmental Biology • Plant Science/Invasion Biology • Tropical Disease Biology • Molecular Biology and Genetics • Water Chemistry • Medicinal Chemistry • Polymer Chemistry • Computational Chemistry • Environmental Chemistry • Fluid Dynamics • Operational Research • Dynamical Systems • Statistics
<p>SCHOOL OF ART AND DESIGN</p>	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Creative Art and Design Degree • Bachelor of Science (Hons) in Clothing Fashion Design Degree • Bachelor of Science (Hons) in Fine Art and Animation Degree • Bachelor of Science (Hons) in Visual Communication and Multi-Media Design Degree • Bachelor of Science (Hons) in Creative and Industrial Design Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) • Bachelor of Science (Hons) in Wildlife Ecology and Conservation Degree • Bachelor of Science (Hons) in Wildlife Safari Management Degree 	<ul style="list-style-type: none"> • Traditional Arts and Crafts • Design and Production of Functional Objects and Materials • Materials Technology in Art and Design • Traditional and Modern Ceramic Technology • Indigenous Dyeing and Printing Methods • Mixed Media Expressionist Art • Indigenous Sizing Systems • Modern and Indigenous Textiles Knowledge Systems • Rangeland Management • Biodiversity Conservation • Natural Resource Management • Aquatic Ecology and Fisheries Management
<p>SCHOOL OF WILDLIFE ECOLOGY AND CONSERVATION</p>	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Fresh Water and Fishery Sciences Degree • Bachelor of Science (Hons) in Biodiversity Conservation Degree • Bachelor of Science (Hons) in Environmental Conservation and Geo-Informatics Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Safari Management • Human and Wildlife conflict • Indigenous Knowledge Systems of Conservation • Wildlife forensics • Geo-information Science

NAME OF SCHOOL	PROGRAMME	NICHE AREA
SCHOOL OF HEALTH SCIENCES AND TECHNOLOGY	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Environmental Health Degree • Post Graduate Certificate in Biomedical Laboratory Technology • Master of Science in Pharmaceutical Biotechnology Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Biotechnology • Pharmaceuticals • Ethno-medicinal drug discovery • Medical diagnostics • Precision medicine • Genomics • Environmental health • Biomedical engineering
SCHOOL OF ENTREPRENEURSHIP AND BUSINESS SCIENCES	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Accountancy Degree • Bachelor of Science (Hons) in Entrepreneurship and Business Management Degree • Bachelor of Science (Hons) in International Marketing Degree • Bachelor of Science (Hons) in Supply Chain Management Degree • Bachelor of Science (Hons) in Retail Management and Consumer Science Degree • Bachelor of Science (Hons) in Defence Logistics Degree • Bachelor of Science (Hons) in Purchasing Logistics and Transport Degree • Master of Science in Strategic Management Degree • Master of Science in Applied Entrepreneurship Degree • Master of Science in Supply Chain Management Degree • Master of Science in Data Analytics Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Entrepreneurship • Supply Chain Management analytics • Organizational e-Behaviour • Strategic Thinking and Management • Accounting • Financial Analysis • International Business Strategies • Risk Evaluations and Analysis • Consumer Markets Analysis • Corporate Governance and Ethics • E-Business • Economic Analysis Business Metrics Development and Analysis • New Product Development and Conceptualisation • Data analytics, modelling, simulation and trend analysis
INSTITUTE OF MATERIAL SCIENCE, PROCESSING AND ENGINEERING TECHNOLOGY	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Material Science and Engineering Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Material science • Electronics • Instrumentation • Mineral processing • Material development

NAME OF SCHOOL	PROGRAMME	NICHE AREA
SCHOOL OF HOSPITALITY AND TOURISM	<ul style="list-style-type: none"> • Bachelor of Science (Hons) in Hospitality and Tourism Degree • Bachelor of Science (Hons) in Travel Leisure and Recreation Degree • Master of Science in Hospitality and Tourism Degree • Bachelor of Science (Hons) in Events Management Degree • Bachelor of Science (Hons) in Events Design Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Innovation in Culinary Arts • Innovation in Hospitality and Tourism Products Development • Sustainable tourism development • Travel and Recreation Management • Events management • Hospitality and Tourism • Entrepreneurship and management
INSTITUTE OF LIFELONG LEARNING AND DEVELOPMENT STUDIES	<ul style="list-style-type: none"> • Master of Science in Sustainable Technologies and Livelihoods Degree • Master of Philosophy Degrees (MPhil) • Doctor of Philosophy Degrees (DPhil) 	<ul style="list-style-type: none"> • Community development • Lifelong learning • Professional development • Indigenous knowledge systems • Language and communication skills • Human language technologies
ACADEMY OF TEACHING AND LEARNING	<ul style="list-style-type: none"> • Post Graduate Diploma in Higher Education 	<ul style="list-style-type: none"> • Professional development



FUNDING

**Business Development Ventures,
Patented Projects and Royalties
from Schools.**

**The introduction of Education 5.0 has
increased these revenue streams with
business enterprise start-ups.**



FUNDING

FUNDING SOURCES

The University funding sources are: -

a) Government Support

Chinhoyi University of Technology receives a significant portion of its funding for recurrent expenditure and infrastructure development. It also receives funds for research grants and contracts from government.

b) Tuition and Fees

Students in tertiary institutions pay tuition and other fees. This helps to augment government support.

c) Other Sources of Funding

Ancillary Services

- Chinhoyi University of Technology receives supplementary revenue from ancillary services that include rentals of its infrastructure and food catering service.

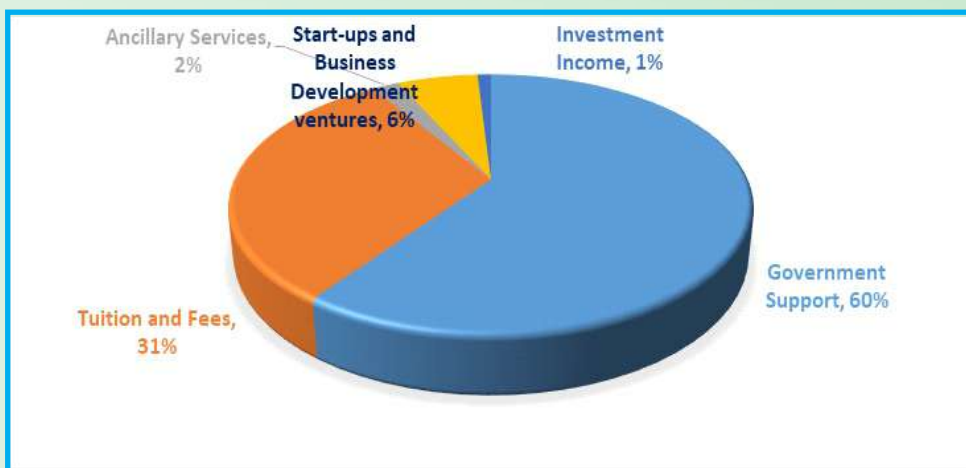
Start-ups and Business Development ventures

- Chinhoyi University of Technology receives other funds from start-ups, Business Development ventures, patented projects and royalties from Schools. The SBUs are mainly the farm and the CUT hotels. The introduction of Education 5.0 has increased these revenue streams with business enterprise start-ups that are envisaged to lead to the establishment of industries.

Investment Income

- Chinhoyi University of Technology also receives revenue from investment returns on institutional cash balances and other income. These are usually restricted and often minimal when compared to other income streams.

Figure1: Funding sources and relative contribution as a percentage.



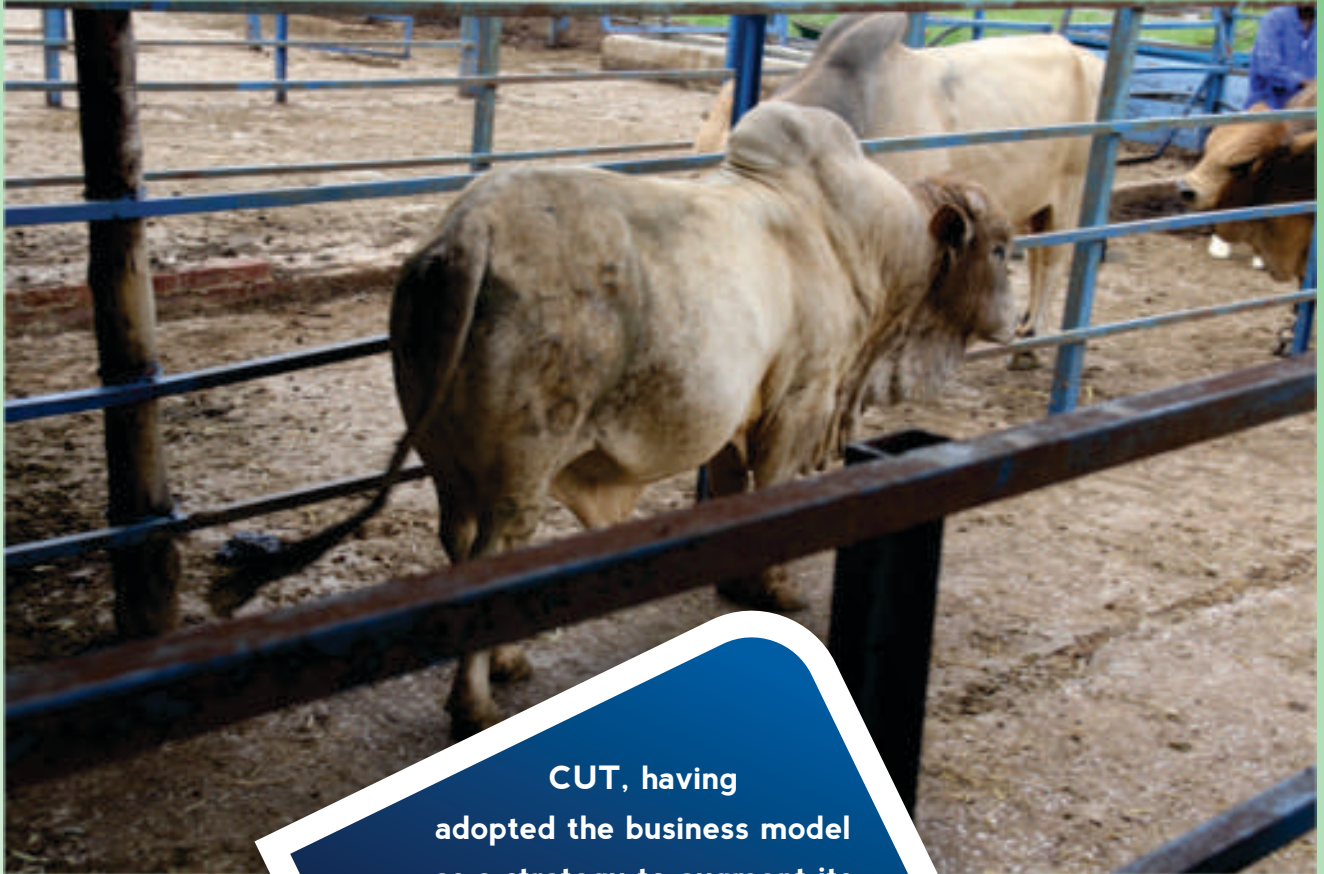
HUMAN RESOURCES ANALYSIS

Chinhoyi University of Technology is fully aware that human capital is its most important asset as all University programmes are driven by people. The University continues to consolidate the core staff that drives teaching, research, community engagement, innovation and industrialisation. Chinhoyi University of Technology is persistent in its drive to recruit highly skilled staff. There is in addition a robust staff development scheme through which the staff undertakes programmes of study in relevant disciplines so as to maintain a stimulating environment. The University also has highly qualified support staff to complement the academe. The University also continues to develop support staff so that they remain abreast of new technology and are able to provide quality service. Chinhoyi University of Technology is cognisant of the need to attract and safeguard its human capital and will do so by:

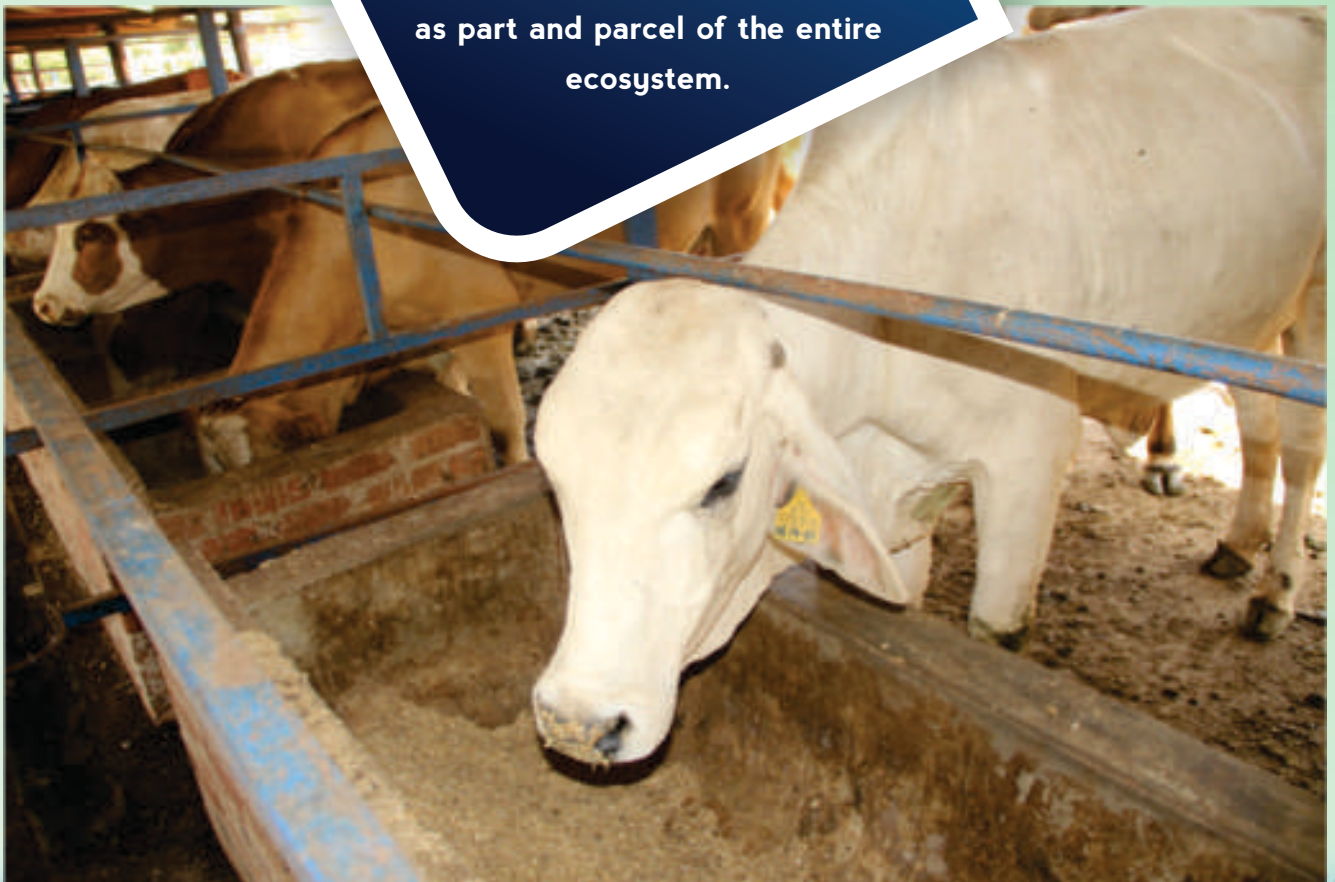
- a. Rewarding academic excellence and innovation as part of the broad staff attraction and retention efforts.
- b. Providing an environment which promotes the productivity in all staff.

Improving its performance management framework.

SCHOOL/INSTITUTE	NO. OF POSTS	IN POST	QUALIFICATIONS			MALE	FEMALE	VACANT	VACANCY RATE
			PHD	MASTERS	BACHELORS				
School of Agricultural Sciences & Technology	84	52	19	26	0	38	11	32	38%
School of Entrepreneurship and Business Sciences	78	58	26	36	0	43	15	20	26%
School of Engineering Sciences and Technology	62	43	7	36	0	35	8	19	31%
Institute of Lifelong Learning and Development Studies	23	14	7	9	0	9	5	9	39%
Institute of Material Science Processing Engineering Technology	11	2	2	1	0	2	0	9	82%
School of Hospitality and Tourism	24	20	9	14	0	8	12	4	17%
School of Wildlife, Ecology and Conservation	24	18	13	12	0	15	4	6	21%
School of Art & Design	24	23	8	15	0	10	13	1	4%
School of Natural Sciences & Mathematics	45	26	8	20	0	20	6	19	42%
School of Health Sciences and Technology	33	14	5	9	0	9	5	19	58%
TOTAL	397	270	103	178	0	199	67	127	32%
Teaching & Research Assistants	0	8	0	8	0	6	2	-8	0%
Non-teaching Staff	694	616	3	74	0	400	216	78	11%
GRAND TOTAL	1091	882	106	186	0	599	283	209	19%



CUT, having adopted the business model as a strategy to augment its operational resources, has also included its business enterprises as part and parcel of the entire ecosystem.



ENVIRONMENTAL SCANNING



“ To configure a learning environment that discovers and identifies talent and has capacity to nurture the creative academic potential inherent in the culture and heritage pillars of the nation's education architecture. ”



INTERNAL ENVIRONMENT ANALYSIS

The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was employed to gain useful insights into the internal environment regarding CUT's Strengths and Weaknesses. The Opportunities and Threats will be covered below under External Environmental Analysis.

Strengths

1. The University has highly qualified academic and administrative staff. The number of senior academics continues to rise. The University has a culture of continuous professional development with 54 additional staff Development Fellows as of 2021.
2. The University has state of the art retrofitted laboratories and continues to equip these laboratories to support research.
3. The University has robust ICT infrastructure that supports a growing student and staff population.
4. The University has a unique niche and culture of success/ excellence, hard work, unity, and respect for one another.
5. The University has a strong culture of team work among its staff and tolerance which creates a strong bond with students, University Management, staff, council, ministry and other stakeholders.
6. The University offers unique degree programmes which attract students and employers.
7. The University is strategically positioned with respect to programmes on offer (productive and services skills training).
8. The University owns two fully fledged hotels which are centres of excellence in tourism and hospitality training nationally and regionally.
9. The University has a farm which is being utilised for teaching, research, and commercial farming activities.
10. The University has established presence in the resort town of Kariba with the intention to stimulate research in tourism, hospitality, wildlife, art and agriculture.
11. The University established an Innovation hub and Industrial Park which continue to grow as centres of excellence in nurturing of innovation and industrialisation.
12. The University has a firm corporate brand, image and reputation among its peers. The national ranking as of 2020 was 3 out of 20 universities.

Weaknesses

1. The University inherited a thin infrastructural base from the former Chinhoyi Technical Teachers' College. This is not suitable for most University undertakings and is an impediment to the pursuit for excellence in many practical programmes.
2. The University has inadequate funds for capital projects.
3. The University is located in a town with limited student accommodation.
4. The Joint Venture at the University Farm is limiting.

EXTERNAL ENVIRONMENT ANALYSIS

Opportunities

1. The country's political environment is peaceful and conducive for teaching, learning, research and community engagement.
2. The University is located in a rich agricultural and mining region of Zimbabwe and this gives the University an opportunity to become a regional centre of excellence in agricultural and mining research.
3. There are high opportunities for the University to raise third stream income through Strategic 4 Business Units, Patents and Consultancy.
4. The University has an opportunity to use its properties as collateral.
5. The University has opportunities to develop appropriate residential accommodation for students.
6. Internationalisation of university programmes.
7. The University is on the route to premier tourist resort destinations in the country that include Kariba, Chinhoyi Caves, Mana Pools, Zambezi Valley and Mazvikadei.
8. The economic environment is fertile ground for innovation.
9. Proximity to the Chinhoyi Provincial hospital facilitates the establishment of the School of Health Sciences and Technology.

Threats

1. The dwindling industrial base has reduced the capacity for student attachment and support to the institution.
2. Zimbabwe being under sanctions makes it difficult to attract research funds and foreign investment.
3. Increased competition for STEM students and staff from other State, Private and International Universities.
4. Parents and guardians are continuously finding it difficult to raise fees due to the harsh macro-economic environment.
5. Pandemics and natural disasters continue to threaten the growth of the industry and creation of the stable learning environment.
6. The macro-economic environment in the country does not make it easy for staff retention.
7. There is a national shortage of students doing sciences at A-Level.
8. The Joint Venture at the farm is limiting it terms of what the University can do.

STAKEHOLDER EXPECTATION ANALYSIS

The Chinhoyi University of Technology constitutes of the following stakeholders: -

Students

The students are the most important stakeholder. They have different needs and these should be addressed. Students expect adequate and appropriate facilities that include teaching and learning resources, accommodation, transport services, health facilities, sporting facilities, good canteen services and good corporate governance.

Staff

University staff comprises of three categories that is, administrative, teaching and other employees. Their expectations include timeous and competitive remuneration, fair treatment by the employer, conducive working environment and fulfilment of basic needs such as transport services, ICT services, laboratory space, teaching venues among others.

University Council

The University Council expects the University to be a cut above the rest and above the best as espoused in high standards, quality teaching and learning, cutting-edge research, innovation and industrialisation which provides solutions to societal problems and good corporate governance in pursuit of the University mandate.

Government

Being a State University, Government is the sole shareholder and through the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MHTEISTD) it expects the University to stick to its mandate and to take a leading role in providing education which is not only bookish but practical and relevant to Zimbabwe. An education which leads to production of goods and services through adopting and adapting to Doctrine Education 5.0. It expects

patriotic focused students and staff who appreciate the great financial sacrifice from public taxes used in running higher education. Government expects the University's effectiveness to be measured through teaching, learning and heritage-based research by highly innovative students and staff who produce and register patents, copyrights, IPs, trademarks which improve the lives, as well as start-ups and spin-offs which lead to industrialisation and employment creation'

Commerce and Industry

Commerce and industry expects collaboration with the University in research which provides solutions to economic challenges and in producing innovative graduates who are grounded in both theory and practice, strategic thinker-doers with relevant requisite skills, who espouse the principles loyalty and hard work.

Community

The Community expects that the University becomes a beacon of quality education and proffers solutions to societal problems, a consultative approach in the search for solutions to community problems. A University which, produces well-groomed graduates with Hunhu/Ubuntu. Entrepreneurial graduates who can be self-employed and who know the history of their country and value the liberation ethos to the extent of defending the country's sovereignty through working hard to achieve economic independence'.

Alumni

The Alumni expects to continue being associated with a nationally highly ranked University which involves them in its activities, which also conducts tracer studies to determine their employability. A University which offers credible degree programmes, refresher courses and scholarships and maintains a good reputation.

IMPLEMENTATION OF THE STRATEGIC PLAN

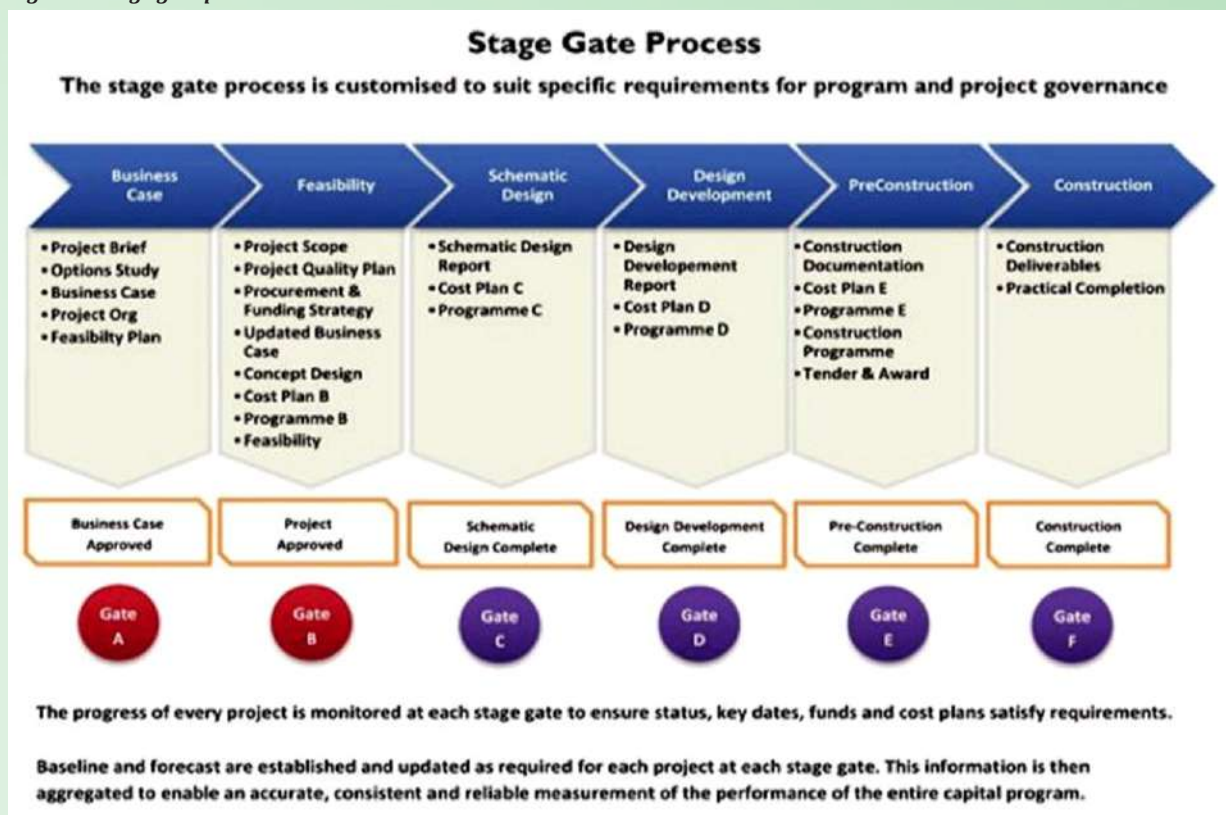
For the proper implementation of the 2021-2025 Strategic Plan Schools/Institute, Departments/Centres and their Strategic Business Units are expected to draw up their Business and Operating Plans as extracted from the strategic plan framework. The key drivers and the implementers are expected to show ownership and full commitment to the success of the strategic plan in their respective areas.

STAGE GATE PROCESS OF PROJECT MANAGEMENT

The most critical feature of any strategic plan implementation process is the execution, monitoring and evaluation. The University shall adopt the Stage Gate Process in monitoring, evaluation and team building. The Stage Gate Process was embraced because it encompasses accountability, teambuilding and efficient resource utilisation. It has in-built monitoring and formative self-evaluation features.

The diagram below gives a summary and simplified overview of the Stage Gate Process:

Figure 2: Stage gate process



MONITORING AND EVALUATION

For successful implementation of the strategic plan, the importance of both formative and summative evaluation need be emphasised. Schools/Institute, Departments/Centres and SBUs shall review their Business Plans and Operation Plans bi-annually to remain focused and achieve the deliverables. Strategic plan review workshops shall be held from time to time. The reviewers shall meet twice a year, that is, in January and July. The use of Gantt Charts to track project implementation stage by stage is recommended.

MARKETING OF THE STRATEGIC PLAN

The full text of the strategic plan shall be available on the University website on www.cut.ac.zw or can be obtained from the Marketing and Public Relations Office.



EXPECTED PERFORMANCE LOG FRAME AND MATRIX

TABLE 7: APPENDICES

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
EXCELLENCE IN TEACHING AND LEARNING					
1. Attract, develop and retain high quality staff	<ul style="list-style-type: none"> a) 75% of academic staff with doctoral qualifications. b) Each department to have a professorial chair. c) Staff retention incentives in place. d) Contact and sabbatical leave to be offered when due. 	22,800,000	PVC Academic/ Registrar/ Deans of Schools/ Institute	Adequate funding	On going
2. Enhanced content delivery and effective assessment	<ul style="list-style-type: none"> a) 100% access and utilisation of advanced knowledge and technology. b) 100% student satisfaction index. c) All equipment bought for teaching purposes d) 100% use of the VLE and online platforms for lecture delivery e) 1 teaching and learning module for each course f) All teaching learning materials on the website 	192,000	ICT Director/ Deans/ Directors Heads of departments	Adequate funding	On going
3. Monitoring and evaluation of staff performance strengthened	<ul style="list-style-type: none"> a) Improved monitoring and evaluation mechanisms tools in place. b) 7 quality assurance reports produced per year. c) 1 peer and 1 student evaluation per semester of teaching and learning. d) 1 external and 1 internal moderation of examination papers per semester. 	162,000	PVC Academic/ Deans/ Director/ Registrar	Adequate funding	On going
4. Accreditation with national and international bodies achieved	<ul style="list-style-type: none"> a) All programmes and laboratories ISO certified b) All programs approved by relevant regulatory bodies. 	390,000	PVCs/ Director of Quality Assurance/ Deans/ Directors	Programme regulations	Dec 2021
5. Education 5.0 mainstreamed into existing and new degree programmes	<ul style="list-style-type: none"> a) Evidence of Education 5.0 to reflect culture and heritage in each course outlines. b) Documented experiential learning 	31,200	PVC Academic/ Deans of Schools/ Institute/ Heads of Departments	Skilled workforce	Dec 2021
6. Curriculum review conducted for end of every cycle.	<ul style="list-style-type: none"> a) Reviewed programme regulations per each cycle. b) Adherence to the National Qualification Framework 	162,500	PVC Academic/ Deans/ Director	Adequate funding	On going
7. A well-resourced hybrid library developed and maintained.	<ul style="list-style-type: none"> a) E-resources portfolio expanded by 50% through use of Open educational resources, and subscriptions. 	120,000	Librarian/ ICT Director/ Academics	Adequate funding	On going

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
8. To strengthen monitoring and evaluation of staff and students performance	a) Performance management in place. b) Student evaluation in place c) Peer Evaluation in place d) Monitoring and evaluation by the Quality Assurance Directorate e) Pass rates of over 80% in semester examinations	60,000	PVC Academic/ Deans/Chairpersons/ Quality Assurance/ Directorate/ Academics	Honest peers and students	On- going
9. To attract, develop and retain high quality staff and students.	a) Advert for staff recruitments and student admissions posts b) Staff development Programmes in place c) Tenure provided expeditiously	1,2 million	Deans/Academics	-Fair remuneration -Stable macro-economic environment	On- going
10. To recruit at least two appropriately qualified academic members per degree programme who have industry experience in order to infuse relevance in teaching and learning of Education 5.0, especially the aspects of research, innovation and industrialisation when vacancies arise.	a) Advert for staff with industry experience b) Policy for Adjunct appointments in place c) Establishing quality assurance mechanisms. d) Enhancing peer and student evaluation of staff performance e) Providing tenure to academic staff expeditiously. f) Offering staff development opportunities. g) Soliciting for funding for professorial chairs and post-doctoral fellows. h) Funding contact and sabbatical leave. i) Offering competitive salaries and allowances.	20,000	Deans/ Chairpersons	-Skilled supervisors -Willing staff with industry experience	On- going

RESEARCH, INNOVATION AND INDUSTRIALISATION

1. Research support and publishing services enhanced.	a) At least one funded research proposal per school per year. b) 2 publications per lecturer per year. c) Developing and populating the CUT institutional repository. d) 3 CUT journals hosted online	12,500	Director innovation/ Director research/ Deans/Heads of dept	Availability of funding	Dec 2021
2. Enhanced research outcomes.	a) 50% increase on online publications in the Open access or high impact factor journals. b) Hosting at least 1 university sponsored national/regional/international conference . c) Exhibits at all research platforms. d) 1 research project in partnership with industry and public sector per school per year. e) 1 conference attended and 1 paper presented by a researcher per year	260,000	PVCs, Librarian/ Directors/ Deans/ Heads of Departments	Availability of funding Research culture Availability of funding	On going
3. Research skills in early career researchers developed.	a) 2 research skills trainings per year. b) 1 publication per year per early career researcher. c) At least 1 collaboration with industry per school per year.	30,000	Director innovation/ Director research/ Deans/Heads of departments	Research culture	On going
4. Increased ground-breaking innovation	a) 1 Interdisciplinary collaborative research per school. b) Increased innovation for industrialisation. c) 1 Prototype/Products/ Service arising from innovations per school. d) 1 patent produced per school per year. e) Import substitution arising from innovation. f) Export earnings arising from Innovations. g) 1 research uptake activity sponsored and completed per school per year.	237,600	Director innovation/ Director research/ Deans/Heads of departments	Availability of funding Research culture	On going

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
	<ul style="list-style-type: none"> h) Research in bio-fuel to ameliorate the problem of electricity demand; water supply, and waste management done. i) At least 1 new brand/product on the market. j) Evidence of 1 industrial unit/product developed by students per school per year 				
5. Improved access to equipment and other resources.	<ul style="list-style-type: none"> a) 1 institution with which collaborations are established per school per year. b) 2 visits of innovators and researches to partner institutions c) Evidence of access to equipment and other resources. 	21,000	Director innovation/ Director research/ Deans/Heads of departments	Availability of partners to enter into agreements	On going
6. Start-ups established from potential Innovations.	<ul style="list-style-type: none"> a) At least 1 start-up created per year. b) Evidence of employees in new start-ups. c) Annual Revenue of new start-up. d) Resource mobilization increased by 50% 	21,000	Director innovation/ Director research/ Deans/Heads of departments	Adequate funding	On going
7. Innovations aligned with national priorities and NDS1 imperatives	<ul style="list-style-type: none"> a) 2 publications per researcher per year, b) 1 registered patent per school per year, c) 1 utility model per school per year. d) 1 start-up industry per year 	240,000	PVCs/ Director Innovation and business incubation/ Academics	Innovative staff. Adequate resources	On going

OUTREACH AND COMMUNITY ENGAGEMENT

1. Community resources engaged in teaching and learning processes	<ul style="list-style-type: none"> a) At least 1 community expert per school. b) 1 visit to historical and heritage sites per school per year. 	15,000	Deans/ Director	Adequate resources Enabling environment Innovative Staff Adequate resources	On going
2. Developed competencies that enable students and staff adapt to community environments	<ul style="list-style-type: none"> a) 2 staff trainings per year. b) Induction for all new staff members with attendance registers and evaluations 	9,000	Deans/ Director	Enabling environment Innovative Staff Adequate resources	On going
3. Community driven programmes and projects established	<ul style="list-style-type: none"> a) 1 Community driven programme initiated per school per year. b) 1 community engagement activity per department per year. c) At least 1 mentorship programme conducted per school per year. 	29,000	Deans/ Directors/ Librarian/ Registrar/ Bursar	Enabling environment Innovative Staff	On going
4. Advisory/ extension services and consultancy work offered	<ul style="list-style-type: none"> a) 1 service and consultancy per department per year. 	9,000	Deans/ Director	Adequate resources	On going

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
5. Partnerships created with various stakeholders in solving community problems	<ul style="list-style-type: none"> a) 1 partnership created per school per year. b) 1 community problem tackled per school per semester. c) 1 Partnership with local authority in projects such as waste management, recycling, and e-technologies in place. 	30,000	Deans/ Director	Stakeholders commitment	On going
6. Platforms created for university-industry interface for student work placement	<ul style="list-style-type: none"> a) 5 physical or digital platforms created per year. b) 1 MOUs / MOAs created per school per year. c) All students benefiting from the platforms. d) New organisations joining the platforms 	39,000	Deans/ Director	Adequate resources	On going

QUALITY ASSURANCE

1. Quality of teaching and learning supported	<ul style="list-style-type: none"> a) ISO certification obtained b) 95% student pass rate. c) 100% customer satisfaction levels. d) Evidence of accreditation of academic programmes by national and international bodies. 	15,000	Director Quality Assurance/ Deans/Directors/ Registrar/Librarian	Skilled workforce	On going
2. Academic programmes that are fit-for-purpose developed.	<ul style="list-style-type: none"> a) Evidence of accreditation of graduates by professional bodies. b) 100% employability of graduates c) 50% graduates that form own businesses 	72,000	PVCs/Registrar/ Deans/Directors/ Director Quality Assurance	Skilled workforce	On going
3. Quality management system aligned with ISO 21001:2018 standard	<ul style="list-style-type: none"> a) ISO 21001:2018 certification done. a) State of bibliometric indicators available. b) Checking adherence to standard operating procedures. c) Reviewed documentation done. 	25,000.000	PVCs/ Registrar/ Director Quality Assurance/ Librarian/Deans/Directors	Adequate funding Skilled manpower	On going
4. Quality of institutional facilities promoted in line with national and international standards	<ul style="list-style-type: none"> a) 6 internal facilities audits carried out. b) Number 1 in university ranking in the country 	90,000.00	Director Quality Assurance/ Registrar/ Deans/Directors/ Librarian/PVCs	Skilled workforce	On going
5. Quality of support services promoted	<ul style="list-style-type: none"> a) Annual evaluation of departmental action plans. 	15,000.00	PVCs/ Deans/Directors/ Librarian	Adequate funding. Skilled workforce	On going

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
INFORMATION AND COMMUNICATION TECHNOLOGIES					
1 ICT Backbone strengthened	<ul style="list-style-type: none"> a) Increased bandwidth to 5GB. b) Acquisition of customised software. c) Acquisition of ICT the needed equipment. d) Consistent availability of secure internet services. e) Paperless offices and meetings. 	1,500,000	ICT Director/ Bursar/ Librarian	Adequate funding	
2. Effective and Integrated Data Management Systems developed	<ul style="list-style-type: none"> a) Student Registry Data Management System online b) Integrated information management system in place. c) Integrated research management portal in place. d) Analytics enabled systems environment (e.g. learning analytics tools, administration analytics tools) in use. e) Existence of e-administration and student evaluation tools 	750,000	ICT Director/ Registrar/Deans/ Directors	Adequate funding Skilled manpower.	
3. Robust cyber environment established	<ul style="list-style-type: none"> a) ICT Network, Programming and Project Management Certification b) 100% E-Learning (Assessments, Content Generation) in place. c) e-business infrastructure in place d) Data Analytics for administrators established. e) All systems user manual in place. 	150,000	ICT Director	Adequate funding	On going
4. Cyber security reviewed continuously	<ul style="list-style-type: none"> a) Well defined security, privacy standards and best practices in place. 	75,000	ICT Director	Skilled manpower	On going

INVESTMENT AND RESOURCE MOBILISATION

1.A viable investment vehicle for the university established.	<ul style="list-style-type: none"> a) Each School with creating a Profit-making Business Unit per year. b) Evidence of positive return on investment. c) Evidence of growth in existing business ventures. d) At least 1 partnership and collaboration for greenfield investments. e) At least one productive mining venture for the university. 	3,500,000	PVCs/ Deans/ Directors/ Bursar	Adequate funding	On going
2.Platforms for funding high potential business investments created.	<ul style="list-style-type: none"> a) 1 Joint venture in place per school per year. b) 1 Public Private Partnerships created per school per year.. 	10,000	PVCs/ Directors/ Bursar	Competent human resources	On going

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
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INFRASTRUCTURE AND ACCESSORIES

1. Modern infrastructure developed	<ul style="list-style-type: none"> a) Construction of the administration block b) Construction of the teaching and learning complex c) Construction of the University Chapel d) Completion of the canteen extension project e) Construction of laboratories. f) Development of the Agro-Industrial Park <ul style="list-style-type: none"> i) Cattle pens ii) Feed production factory iii) Dairy Facilities iv) Hay storage shed v) Drug production factory g) Development of the Innovation Hub Facilities <ul style="list-style-type: none"> i) Science and Technology Block h) Water supply system for the University in place i) Phase 2 and phase 3 of the Engineering Workshop completed. j) Standard sporting facilities in place 	10,075,000	PVCs/ Director Works and Estates/ Deans/ Directors	Adequate funding Partners are willing to enter into BOT/BOOT arrangements	
2. Building functionality improved through regular monitored maintenance	<ul style="list-style-type: none"> a) renovated b) Kariba Campus repaired and renovated c) Refurbishment of laboratories. d) Refurbished plumbing systems in hostels. e) Library spaces redesigned and repurposed by establishing collaborative rooms and a multimedia centre. 	255,000	Works and Estates PVCs/ Directors/ Deans/ Librarian	Adequate funding	Dec 2022

DISTINCT INSTITUTIONAL BRAND

1. The University's corporate image and reputation and visibility enhanced	<ul style="list-style-type: none"> a) Enhanced Media relations activities in place. b) 95% Customer satisfaction 	15,000	PVCs/Director Marketing	Adequate funding	On going
2. Diversified corporate identity features	<ul style="list-style-type: none"> a) 50% increase of product portfolio of corporate merchandise for recognition b) Electronic billboards utilized c) 100% utilisations of social digital media platforms. d) 1 Annual Alumni meeting. e) Regional and international exhibitions and shows attended 	65,000	PVCs/ Deans/ Directors/ Registrar/Dire ctor	-Adequate funding -Adequate infrastructure -Cooperating alumni	On going
3. University internationalized	<ul style="list-style-type: none"> a) Increased enrolment of foreign students by 500%. b) At least 50% of foreign agencies engaged c) University programmes internationalized d) At least 5 foreign staff recruited. e) At least 1 foreign exchange programme established per school per year 	200,000	Director marketing/ PVCs/ Deans/ Directors	Adequate funding	On going

RESULTS/ OUTPUT	MILESTONES (INDICATORS)	RESOURCES AMOUNTS IN USD\$	LEADER/ INITIATOR	IMPORTANT ASSUMPTIONS	TIME FRAME
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CORPORATE GOVERNANCE AND ORGANISATIONAL STEWARDSHIP

1. Compliance to statutes, ordinances and Diary Guidelines	Evidence of compliance to: a) University Act and Ministry Policy Direction, b) Constitution of Zimbabwe, c) Public Entities Corporate Governance Act (PECGA), d) Procurement Regulatory Authority of Zimbabwe (PRAZ), e) ZIMCHE Act and f) Labour Act	100,000	PVC academic & Administration /Registrar/ Procurement manager	That there is ethical and competent leadership and managers in all Units across the University	On going
2. Established effective Policies, administrative procedures and support systems	a) Academic and administrative policies and circulars in place	35,000	PVCs/ Registrar	That there will be compliance to policy	On going
3. Monitoring and evaluation reports timeously produced.	a) Strategic Plan, Business Plans and Operational Plans in place b) Annual Reports in place c) Performance Management Reports in place d) Evaluation Reports in place	120,000	Bursar/Deans/ Director Quality Assurance	That there will be unity of purpose	On going
4. A service excellence culture promoted throughout the University.	a) Client Charters and Service Charters monitored b) Council Charter implemented c) Feedback mechanism for clients reports produced	75,000	PVCs, Deans, Directors, Registrar, Bursar, Librarian	That all staff will work under the principle, 'Customer is king'	On going
5. Enhance e-administration systems	a) Use of digital systems in recruitment, leave, promotion, filing, e-reporting and promotion of paperless offices b) Academic and administrative reports circulated c) Compliance to Human Resource Management best practices	450,000	PVCs/Registrar/ Deans and Directors	That staff at all levels will embrace a paperless office principle	On going
6. Sound financial and audit management systems developed	a) Evidence of financial prudence b) Reduce students' debtors by 5% c) Internal and external audit recommendations implemented.	450,000	Bursar/Chief Internal Auditor/ Deans and Directors	That there will be prudence in collection of revenue and expenditure	On going

WELL-ROUNDED GRADUATE

1. Psycho-social support services provided	a) Adequate facilities for students in place b) Wellness programmes in place c) Modern student halls of residence, chapel, student service centre, and clinic. d) Standard sporting facilities	30,000	Dean of Students/ Director of works and estates	Adequate funding	On going
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