

Le Iunivesite Aoao o Samoa
The National University of Samoa



IA AO SAMOA



Corporate Plan

2021/22 - 2024/25

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Acronyms

AQU	Academic Quality Unit
CAC	Curriculum Advisory Committee
Centres	Refers to all centres (CSS, LRC, OCPDCE)
CMP	Campus Master Plan
COL	Commonwealth of Learning
COVID-19	Coronavirus Disease
Chancellor	Office of the Vice Chancellor and President
CSS	Centre of Samoan Studies
EFTS	Equivalent Full Time Student
Faculties	Refers to all faculties
FK	Fa'atonuga mai le Kapeneta (Cabinet Directive)
FOA	Faculty of Arts
FOBE	Faculty of Business and Entrepreneurship
FOE	Faculty of Education
FOHS	Faculty of Health Science
FOS	Faculty of Science
FOTE	Faculty of Technical Education
FS	Financial Services
FY	Financial Year
GDP	Gross Domestic Product
GPP	Governance, Policy and Planning
IAC	Industry Advisory Committee
ICT	Information, Communications, and Technology
ICTP	In-country Training Programme
KPI	Key Performance Indicators
JICA	Japan International Corporation Agency
LRC	Learning Resource Centre (Library)
M&E	Monitoring and Evaluation
MESC	Ministry of Education, Sports and Culture
MPE	Ministry for Public Enterprises
NUS	National University of Samoa
NUSSA	National University of Samoa Student Association
ODL	Online Distance Learning
OCPDCE	Oloāmanu Centre for Professional Development and Continuing Education
PM	Property Maintenance
SAT	Samoan Tala currency
SDS	Strategy for the Development of Samoa
SQA	Samoa Qualifications Authority
SOM	School of Medicine
SOMT	School of Maritime Training
SS	Student Services
SWOT	Strength, Weakness, Opportunities and Threats
TEL	Technology Enabled Learning
TVET	Technical and Vocational Education and Training
UD	Universal Design

Foreword

Hon. Seu'ula Ioane

FA'ATUATUA I LE ATUA SAMOA UA TASI (FAST) was established in July of 2020 and was elected to government in 2021. I am honored to be the first or inaugural FAST Minister for Education, Sports and Culture.

I bring to my responsibilities a personal commitment to lifelong learning as a recent graduate from the National University of Samoa. The National University of Samoa has been an important part of my life long journey in education. I therefore wish to commend this Corporate Plan of the National University of Samoa to you as a lifelong learner, graduate and Minister.

This Corporate Plan complements FAST's Strategic Development Plan which places a priority on Education.

As it is now my responsibility, as Minister, to oversee the National University of Samoa, it is my greatest pleasure to present this Corporate Plan for 2021/22-2024/25 as it represents the detail of FAST's commitment and priority on Education to and for all Samoans.

This Plan highlights five (5) key priority areas: Samoan Language and Culture, Teaching and Learning, Research and Development Priorities, Community and Stakeholder Engagement, Increase ICT and Infrastructure Support for Teaching, Learning and Research.

Together with the University's *Strategy 2030*, this Corporate Plan is a commitment to all Samoans to seek, prosper and thrive in following their own lifelong learning journey.



[Signature here]

Hon. Seu'ula Ioane
MINISTER OF EDUCATION

“Together with the University’s Strategy 2030, this Corporate Plan is a commitment to all Samoans to seek, prosper and thrive in following their own lifelong learning journey.”

A Message from the Pro Chancellor

“We have much to gain from working together and doing so can only continue to demonstrate the talent, vitality and dedication of the people who are the hearts, minds, hands and feet of the National University of Samoa”



Letuimanu'asina Dr. Emma Kruse Va'ai

This Corporate Plan 2021/22-2024/25 integrates the strategic priorities of the Vision and Mission of the National University of Samoa. It has also drawn significantly on the remarkable experience and challenges of the COVID-19 Pandemic to ensure that our institution remains stable and resilient in the face of changes which are not always predictable in terms of timing and the forms in which they are manifested.

In this Corporate Plan we continue to focus on the quality of our graduates which is highly determined by the calibre of our staff in their teaching, curriculum development, research activities, compliance with quality assurance agents and also their own professionalism and dedication. Moreover our partnerships with government, professions, industry, employers, workplaces, our local and international communities and our many other stakeholders ensure that our programmes are relevant in contributing towards self-development, national development and improved local, regional and global citizenship.

NUS provision of both TVET, Continuing Education and Training Programmes together with traditional university degree programmes also signal current trends and a revolution of values and perceptions which now embrace more readily; a parity of esteem in different educational pathways and associated qualifications which lead to gainful employment and social stability. Subsequently, overall quality is also measured by investment and cost of the infrastructure and resources needed for the efficient operation of our institution and the effective delivery of its many programmes.

Student access has risen steadily since the establishment of the National University of Samoa (1984) despite increased fees over the years. Government and locally sponsored scholarships have enabled many to continue and complete however fees remain a serious barrier to equality in access. COVID-19 made it starkly clear that for sustainability we also need to strengthen our technology mediated approaches to pedagogy thereby enabling blended learning by distance when unforeseen circumstances impact on our mode of delivery. Our students are of the digital age, familiar with mass media and learning for them is no longer necessarily confined to face to face in the classroom. As with other universities the importance of online connectivity is therefore now an essential component of this Corporate Plan to enhance teaching, learning, research and collaboration with other institutions. During lockdown it was also clear that much assistance was forthcoming and provided in admirably good faith via partner institutions, donor countries, local, international and other altruistic organisations. Moreover the positive impact of Open Educational Resources available online together with other free resources further confirmed the need to improve connectivity and continue training and implementation of online use and engagement for both staff and students.

In the next four (4) years we must all individually and collectively see to it that most if not all of our tasks and activities lead to the realisation of our Corporate Plan. Our own duties as Council are also clearly stipulated under our Mandatory Functions and we shall certainly strive to perform to the best of our ability. We have much to gain from working together and doing so can only continue to

demonstrate the talent, vitality and dedication of the people who are the hearts, minds, hands and feet of the National University of Samoa.

May God continue to bless and guide us in our work and our endeavours.

Below are the five (5) strategic pillars of the University:



**SAMOAN LANGUAGE
AND CULTURE**



**TEACHING AND
LEARNING**



**RESEARCH AND
NATIONAL
DEVELOPMENT
PRIORITIES**



**COMMUNITY AND
STAKEHOLDER
ENGAGEMENT**



**INCREASE ICT USERS AND
INFRASTRUCTURE SUPPORT
FOR TEACHING, LEARNING
AND RESEARCH**

In addition to our five (5) strategic pillars, our Corporate Plan 2021/22-2024/25 stipulates the University's vision and mission moving forward.

VISION

“A University of Excellence in Research, Samoan Studies, Quality Education and Training in response to national and regional development needs”

MISSION

“To produce quality graduates from across all disciplines to meet the human resource needs of the nation and region”

Letuimanu'asina Dr. Emma Kruse Va'ai, BA (Hons) DipTchg, DipTESL Well., PhD NSW
PRO CHANCELLOR, THE NATIONAL UNIVERSITY OF SAMOA COUNCIL

Greetings from the Vice Chancellor and President

Aiono Professor Alec Joseph Ekeroma

The 2021/22-2024/25 period has the potential to be the most challenging and exciting four (4) years in our University's history. The world is changing at a breakneck pace, and it is vital that we prepare our students to not only adapt to this change, but also to succeed within it. Evidence-based knowledge, the ability to work collaboratively to solve complex problems, and a passion for innovation will be essential attributes for our students, regardless of the exact future shape of society.



Through excellent teaching, support, and exposure to world-leading research, we will ensure our graduates are capable of making a positive impact on society and collectively building a beneficial global legacy. This goal is integrated to deliver significant solutions. We will continue to strive for greater impact in our research endeavours, responding to external expectations to solve current and future global challenges. We cannot do this on our own; while our research performance is exceedingly strong across a range of disciplines, we must add value through stronger external partnerships and networks that interweave ideas, expertise and resources from across the world. It is therefore not surprising that external engagement is a focus of our Corporate Plan.

As Samoa's only national university, we are proud to serve Samoa's aspirations in areas including employment and economic prosperity, social cohesion and environmental sustainability. By integrating this with a global focus, we attract to the state international investment, talent and recognition. This plan upholds our core values and adheres to both our mission and the vision of knowledge leadership for a better world. It maintains the principles of our Corporate Plan for 2017/18-2020/21, but has some important changes in emphasis. Compared to our previous plan, it has a sharper focus on graduate employability in its broadest sense and collaboration both within our university and externally; diversity and inclusivity among students, staff, partners and communities.

It is with great pleasure that I submit for the consideration and information of the Prime Minister and Cabinet our Corporate Plan 2021/22-2024/25.

A handwritten signature in blue ink, appearing to read 'Alec Ekeroma', written over a horizontal line.

Aiono Professor Alec Joseph Ekeroma, ONZM, MBBS, DipObs, FRANZCOG, FRCOG, MBA, PhD, MInsD
VICE CHANCELLOR AND PRESIDENT

1 EXECUTIVE SUMMARY

The National University of Samoa Corporate Plan 2021/22-2024/25 is a “corporate plan” as required by the *Public Finance Management Act 2001* and the *National University of Samoa Act 2006*. Appendix 1 illustrates the hierarchy of plans which are considered and supported by our corporate planning process.

Refer to [Appendix 1: Hierarchy of Plans](#).

1.1 STRATEGIC ISSUES

Samoa’s Education Sector Plan 2019-2024 has five (5) sector goals:

1. Enhance the quality of education and training for all learners;
2. Provide everyone with access to good quality education and training opportunities;
3. Make education and training more relevant to national needs and the labour market;
4. Improve the effectiveness of sector planning, monitoring and reporting; and
5. Develop ways to manage the education sector’s resources sustainably.

The Education Sector Plan has five (5) priorities:

1. Inclusive Education;
2. Early Childhood Education;
3. Technical and Vocational Education and Training (TVET);
4. Information, Communication and Technology;
5. Capacity development of staff.

Samoa has already settled specific related strategies from the Strategy for the Development of Samoa (SDS) and Education Sector Plan for Post-Secondary Education and Training. These include: implementation and monitoring quality assurance systems; developing a national TVET curriculum and competency standards; developing a competent education workforce; addressing barriers to learner participation and engagement, creating inclusive and safe

training facilities; promoting and delivering relevant programmes; promoting pathways for employment and further study; and, strengthen management and leadership of TVET providers. The National University of Samoa is one of three (3) implementation agencies for Samoa’s Education Sector Plan.

1.2 MAJOR OBJECTIVES

The following five (5) strategic pillars are the major objectives of our Corporate Plan 2021/22–2024/25:

1. Samoan Language and Culture;
2. Teaching and Learning;
3. Research and National Development Priorities;
4. Community and Stakeholder Engagement;
5. Increase Information, Communication and Technology (ICT) and Infrastructure Support for Teaching, Learning and Research.

1.3 FINANCIAL OBJECTIVES

While recognising that the University is, for the foreseeable future, highly dependent on Government grants, we strive to adopt principles founded on achieving key financial objectives of:

1. A strong and sustainable financial base;
2. Overall prudent financial management and financial control;
3. Efficient and effective delivery of financial services.

1.4 MAJOR DEVELOPMENTS ANTICIPATED

Project Particulars	Projected Timeframe
Learning Resource Centre	2022-2024
Salelologa Savaii Campus	2023-2024
Faculty of Health Science Campus (Medical School)	2022-2024
A Solar Powered University	2021-2024
Multipurpose TVET Warehouse	2021-2023
Disability Accessible Campus (Infrastructure Improvement)	2020-2021
Centralised Storage Facility	2020-2021

Table 1: Major Developments

Refer to [SPECIFIC PROJECTS](#)

2 OUR MANDATE

2.1 OUR MANDATORY FUNCTIONS:

2.1.1 ESTABLISHED

The National University is established further to the *National University of Samoa Act 2006*. The University is comprised of its students, academic and non-academic staff, Chancellor, Pro-Chancellor, Council, Vice Chancellor, Deputy Vice Chancellor and the faculties, centres or other bodies established under the Act and such other institutes or bodies as may be established by the Council.

2.1.2 LEGAL STATUS OF THE UNIVERSITY

The University is a body corporate with perpetual succession and a common seal, and is capable of entering into contracts, of acquiring, holding and disposing of real and personal property, of suing and being sued and of doing all other things body corporates may lawfully do.

The University is a public body under Schedule four (4) of the *Public Finance Management Act 2001* and subject to the requirements of that Act.

The University including a fully owned subsidiary of the University, is to be a public body under Schedule one (1) of the *Public Bodies (Performance and Accountability) Act 2001*. The University's income howsoever acquired is not liable to income tax for the purposes of the Income Tax Act 2012.¹

2.1.3 FUNCTIONS OF THE UNIVERSITY

The functions of the University, within the limits of its resources, are:

- The provision of education and training, including academic, TVET and continuing

education at appropriate levels responsive to the needs of the people of Samoa; and

- The establishment of a centre of excellence in the study of the Samoan language and culture and all matters pertaining to Samoa; and
- The acquisition and transmission of knowledge by teaching, consultancy, community learning and research; and
- The encouragement of intellectual independence; and
- The promotion of the economic and social development of Samoa; and
- The realisation of the goals and guiding principles of the University as set out in its Corporate Plan; and
- The recognition of prior learning or competency and providing for flexible transition into University programmes; and
- The establishment and maintenance of connections with public and private workplaces and the Samoan community; and
- The establishment of associations or arrangements with an institution.

2.1.4 UNIVERSITY COUNCIL

The Council is the governing body and board of the University and all acts or things done in the name of, or on behalf of, the University with the authority of, or of a delegate of, the Council is deemed to have been done by the University.

2.1.4.1 Functions of the Council

The functions of the Council are:

- To ensure that the University performs its functions; and
- To approve drafts of the Corporate Plan and submit them for approval under the provisions of the *Public Finance Management Act 2001*; and
- To ensure that the management of the University is directed towards the implementation of its Corporate Plan.

¹ see section 36 of the National University of Samoa Act 2006

2.1.4.2 Duties of the Council

The Council shall, in the performance of its functions:

- Strive to ensure that the University attains the highest standards of excellence in education, training and research and, in particular that the University becomes a centre of excellence in the study of Samoan language and Samoan culture and all matters pertaining to Samoa; and
- Take the steps necessary to ensure that the international academic community accepts the University's standards in education, training and research; and
- Ensure that the principles of academic freedom are preserved and enhanced; and
- Seek to promote the economic and social development of Samoa; and
- Establish systems that ensure the responsible use of public resources; and
- Ensure that the University does not discriminate against a person because of the person's descent, gender, language, religion, political or other opinion, social origin, place of birth or family status; and
- Maintain a concern for and protect the public interest and the well-being of students of the University.

2.1.4.2 Powers of the Council

The Council has all the powers reasonably necessary to enable it to perform its functions effectively including:

- To provide programmes and courses of study or training; and
- To admit students and grant awards; and
- To grant fellowships, scholarships, bursaries, or prizes; and
- To consider any appeals in relation to the termination of the appointment or discipline of academic and other staff by the Vice-Chancellor; and
- To accept gifts and bequests made to the University, whether on trust or otherwise; and

- To raise money and procure contributions to the funds of the University; and
- To authorise the making of grants out of the money of the University to the Vice Chancellor, to the members of staff or students of the University; or to an association of staff or students, on such terms and conditions as the Council thinks fit; and
- To arrange for the provision (whether by sale or otherwise) of goods and services to staff and students of the University or other persons using facilities of the University; and
- To invest any funds belonging to or vested in the University; and
- To establish or participate in such trusts, companies or other incorporated bodies, as it considers appropriate to promote the objects and interests of the University; and
- To engage in the commercial development of a discovery, invention or publication or of intellectual property in which the University has a right or interest; and
- Impose fines, and propose fees and charges; and
- To establish or disestablish and maintain institutes, centres, branches, colleges and other bodies of the University, within the University and elsewhere; and
- To determine the terms and conditions under which an institution or body may affiliate with the University, enter into association or co-operation with the University or be incorporated in the University; and to do anything incidental to the exercise of any of the powers conferred; and
- The amount of a fee or charge proposed is subject to the consideration and approval of the National Revenue Board under the *Public Finance Management Act 2001*.

Refer to Appendix 2: Organisation Structure 2020.

3

ENTITY PROFILE

3.1 OUR STORY

The Government of Samoa initially announced its intentions of establishing a national institution of higher education in 1983. The news of the proposed establishment was surrounded with uncertainty and controversy. The National University of Samoa was established on the 14th of February 1984. The University accepted its first forty-eight (48) students through the University Preparatory Year Programme now referred to as the Foundation Programme. The University offered the Bachelor of Education in 1985, its first degree. A year later the University offered the Bachelor of Arts Programme. The first graduates for both programmes were awarded their degrees in the 1990 graduation. Shortly thereafter, the existing business-related night classes administered by the Samoan Society of Accountants came under the umbrella of the University forming the Faculty of Commerce, now the Faculty of Business and Entrepreneurship. The Faculty of Science was also formed.

The existing School of Nursing of the then National Health Department amalgamated with the University in 1993 as the Faculty of Nursing. By 1997, the University moved to its current location at the Le Papaigalagala Campus at Vaivase as part of its merger with the Western Samoa Teachers College which formed the Faculty of Education. The Institute of Samoan Studies was established in 1999 and was later renamed as the Centre for Samoan Studies. In 2003 with support from Cabinet, the University established the Oloāmanu Centre for Professional Development and Continuing Education. In 2006, the University merged with the Samoa Polytechnic as part of the Le Papaigalagala Campus extension which now houses the Faculty of Technical Education. In

the same year, the University launched the Masters of Samoan Studies Degree programme, a pivotal achievement in the strengthening and preservation of the Samoan culture. By 2011, the University's undergraduate programmes matured and accounted for the majority of its student enrolment numbers. This eventually led to the establishment of the Masters of Education, Masters of Development Studies and Doctorate of Development Studies programmes in 2014. In 2015, our second campus located at Mulinu'u was opened to serve the School of Maritime Training and the Faculty of Science Marine Research Centre. In the same year, the University formed the Faculty of Medicine based at our third campus at Moto'otua. The Faculty of Medicine later joined the School of Nursing to become the Faculty of Health Science (FOHS).

By 2017, the University graduated its first doctorate students, Dr. Ramona Boodoosingh and Dr. Susana Tauaa. In 2018, the Confucius Institute was housed at the University Le Papaigalagala Campus as an outcome of an agreement between the People's Republic of China and Samoa. In 2020, the University welcomed its fifth and current Vice Chancellor Aiono Professor Alec Ekeroma and opened the India-Samoa Centre of Excellence in Information Technology. The Masters of Development Studies programme received international accreditation, becoming the first of our university programmes to be recognised worldwide.

3.2 FINANCIAL STATUS

On January 30, 2020, the World Health Organisation ("WHO") announced a global health emergency because of a new strain of coronavirus originating in Wuhan, China (the "COVID-19 outbreak") and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally.

Since that time, Samoa has imposed restrictions on social gatherings, physical distance requirements, a temporary ban on air travel and other measures imposed to slow the spread of COVID-19. All educational institutions in Samoa including the University were closed from Monday 23 March 2020 to Friday 1 May 2020. On 4th May 2020, educational institutions including the University were allowed to partially reopen while the State of Emergency orders and restrictions on crowd numbers remain enforced. During this period, the University has held 2 virtual graduation ceremonies.

A significant part of the National University of Samoa's revenue relies on students' course fees and hire of its facilities for educational purposes and other events, as well as graduation fees and hire of graduation gowns.

It is impossible to predict the effect and ultimate impact of the COVID-19 outbreak on the University's operations.

While the quarantine, social distancing and other regulatory measures instituted or recommended in response to COVID-19 are expected to be temporary, the duration of the disruptions, and related financial impact, cannot be estimated at this time.

The annual government grant has increased by forty percent (40%) or SAT\$4.5million in FY2020/21. However, based on forward estimates the annual government grant is not expected to continue increasing at a rate of thirteen percent (13%) in the following years. The grant is essential to the operations of our University, contributing to approximately forty-eight percent (48%) of the total income in the financial year 2019/20. In addition to the grant, other revenue generating streams will be utilised over the next four (4) years, such as:

- Tuition fees;
- Rental and Hireage income;
- Gymnasium fees;

- Bookshop Operation;
- Income from consultancy and research;
- Conference and workshops;
- Oloāmanu Centre for Professional Development and Continuing Education fees;
- Education Sector Support Programme funding;
- Donor Funding; and
- Capitalising on internal markets – Utilising our facilities and services where appropriate (Falesamoa, Visions Restaurant, etc.), to funnel expenditures back into the University's accounts.

The University's income howsoever acquired is not liable to income tax for the purposes of the Income Tax Act 2012². The University's financial standing in FY2019/20 was relatively steady with a current ratio of 0.70:1, a decrease from 1.04:1 in FY2018/19. This decrease can be attributed to the significant reduction in 'cash on hand' over the two financial years. Moreover, the Debt-Equity ratio stands firm at 1:1, indicating strong financial leverage.

With a deficit of SAT\$2,423,254 reported in FY2019/20, the University is projected to continue operating at a loss up until FY2024/25. This trend indicates that the accumulated losses (retained earnings) over the next four (4) years will accrue to SAT\$29 million carried forward in FY2024/25 (refer to 6.1 PROFIT AND LOSS STATEMENT).

The University has in previous years increased student fees to ease declining revenue. However, due to the economic impacts of COVID-19, course fees are expected to not increase in 2021/22 to retain a consistent, if not increasing enrolment rate. The extent of the hold on increases, being in effect a reduction in expected revenue, will be at the discretion of the Council.

As a result of the State of Emergency restrictions, other income revenue is expected

² See section 36 of the National University of Samoa Act 2006.

to decrease in 2020/21, for instance, the cancellation of the University's graduation ceremony, venue hire, open days and conference hosting, which would typically earn the University a surplus. Despite these challenges, the University will continue to explore new avenues to assist in generating additional funds and control costs. These measures will include:

- Developing a response strategy as part of our COVID-19 business continuity plan. This involves measures such as cash flow tools including key stakeholders e.g. the Ministry of Finance and Ministry for Public Enterprises;
- New operational and funding models including delivery of programmes online and fee for service on online courses, e.g. Samoan culture and language;
- Reorienting programmes towards stimulating national economic development, societal needs and market demands as well as industry innovation e.g. TVET, hospitality and tourism courses and professional training programmes;
- Promoting knowledge transfer, commercial operations and public/private partnerships including the launch of virtual marketing campaigns to determine services needed by various stakeholder audiences. Hosting virtual conferences and workshops along with online educational courses and professional training programmes for public and business communities; and
- Sponsorship campaigns – corporate, church, professional bodies, etc. Including increasing research funding and investigating such measures as the use of vacant student accommodation for isolation centres as a COVID-19 preventative measure.

The greatest financial cost for the University is staffing. The University as part of its financial strategy will continue to monitor and review salaries and allowances on a monthly basis, and to report quarterly on staffing, salary and allowances expenditure to Council.

4 STRATEGIC ISSUES

4.1 ASSESSMENT OF RESULTS

It is important to note how the majority of the operations and activities of our University are aligned to its academic year, from January to December, except its financial performance. Efforts have been made to illustrate our activities according to financial year timelines and requirements, albeit it is challenging to produce in-depth analyses across two reporting periods. Reporting and planning by financial year time frames, while reviewing and establishing a new four (4) year plan, means our new plan for the period 2021/22-2024/25 must be produced and approved within a timeframe which does not allow us to know of the results of financial year 2020-2021. As a consequence, our achievements from 2020/21 cannot assist us to inform our 2020/21 to 2024/25 plan.

Output Indicators	FY2020/21	FY2019/20	FY2018/19	FY2017/18
Number of enrolments Semester 2 (1st half of Financial Year) ³	3039	2,760	3,057	2,888
Number of Enrolments Semester 1 (2nd half of Financial Year)	n/a	2907	2,779	3,100
Number of Graduates	n/a	1242	1432	1,297
Number of Programmes Accredited	3	6	3	12 ⁴
Quality Review Implemented	1	2	1	2
Number of work published in reputable journals	n/a	177	64	100
Efficiency Indicators	FY2020/21	FY2019/20	FY2018/19	FY2017/18
Government Grant	\$15,949,748	\$11,355,636	\$11,904,915	\$12,586,159
Government Grant as % of Total Revenue	n/a	48%	39%	41%
Salary as % of Government Grant	n/a	159%	143%	126%
Operational Indicators	FY2020/21	FY2019/20	FY2018/19	FY2017/18
Revenue	n/a	\$23,845,512	\$25,263,785	\$25,699,063
Expenses	n/a	\$26,268,766	\$26,869,209	\$25,654,600
Surplus (Deficit)	n/a	(\$2,423,254)	(\$1,605,424)	\$44,463
Surplus as % of Total Revenue	n/a	-10.2%	-6.40%	0.2%
Cash Flow Balance	n/a	(\$68,522)	\$2,080,179	1,750,945
Current Ratio	n/a	0.70:1	1.04:1	1.54:1
Employment Number	n/a	418	400	392

³ Enrolment figures inclusive of students enrolled in NUS Programs, CISCO and OCPDCE

⁴ Inclusive of programmes accredited in second half of FY2016/17

Cash Buffer	n/a	\$46,620	\$44,467	\$1,077,750
Policy Indicators	FY2020/21	FY2019/20	FY2018/19	FY2017/18
Government directive/policy that affected NUS Performance	COVID-19 State of Emergency directives Government directive to cease all capital expenditures	Measles Epidemic National Response	Government approved salary increment for CEOs by 5%, ACEOs by 7% and lower levels by 10% to roll over the next 3 years commencing January 2019.	–

Table 2: Results Assessment FY2017/18-2020/21

4.1.1 ACHIEVEMENTS – CORPORATE PLAN 2017/18-2020/21

Approximately thirty percent (30%) of the activities from the previous Corporate Plan for 2017/18-2020/21 have been rolled over to our Corporate Plan 2020/21–24/2025. Our previous plan has been reviewed annually over a planning period of four (4) years. Reviews have identified the need to carry forward various activities due to multiple restrictions such as time and resources. Based on reports submitted to the University’s Council and the monthly progress reports of faculties, schools and centres of the University, the achievement rate for the Corporate Plan is approximately seventy percent (70%), whereas, thirty percent (30%) of activities have yet to be completed and have been carried over.

Strategic Pillars	Achieved	Not Achieved	Total KPI
1. Safeguarding Samoa's Cultural Heritage	7	0	7
2. Uphold Excellence in Teaching and Learning	9	5	14
3. Strengthen Research Relevant to National Needs	12	3	15
4. Commitment to Partnership and Community Engagement	8	6	14
5. Creating Universal Design for a Digital Environment and Improved Infrastructure	7	4	11
Total	43	18	61

Table 3: Corporate Plan Achievements per Strategic Pillar

Corporate Plan 2017 - 2020 Achievement Percentage

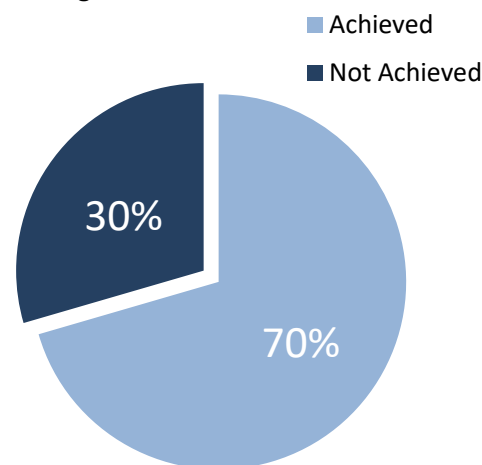


Figure 1: Corporate Plan Achievement Percentage

Refer to [Appendix 3: Integrated Performance Management System](#)

4.2 SWOT ANALYSIS

A SWOT analysis was undertaken with internal and external stakeholders to identify the strengths, weaknesses, opportunities and threats to our University. When conducting the SWOT analysis, the following questions were asked:

STRENGTHS

- What are we doing well?
- In what way is our University unique?
- What are we proud of?
- What is our competitive edge?

WEAKNESSES

- What are we not doing well?
- Where do we not feel confident in doing our work?

OPPORTUNITIES

- What strengths can be utilised to create more opportunities?
- What areas can we improve on to eliminate weaknesses and threats?
- What potentials have we not fully taken advantage of?

THREATS

- What obstacles are in the way?
- What threatens the quality of your work or our institution?

STRENGTHS	
1	Unique excellence in Samoan knowledge;
2	Leading producer of research and publications in Samoa;
3	Government and student support for COVID-19 activities such as the “Clean Hands Saves Lives” campaign;
4	International Accreditation of Master of Development Studies Programme;
5	Main provider of Samoa’s Human Resources;
6	The only national institution of higher education in the country;
7	National leader in ICT training and research;
8	Diverse programmes in all disciplines

	(humanities, science, TVET, medicine, maritime, arts, sports and music);
9	Community engaged and driven institution;
10	University work attachment programme which assists graduates with the transition between study and work;
11	Female dominant student, staff and graduate population; and
12	Growing postgraduate programmes.

WEAKNESS?	
1	Lack of necessary ICT infrastructure to support programmes (regional coverage, cost of data, bandwidth etc.);
2	COVID19 responses with a shift from face-to-face to distance teaching did not come without challenges (access to technical infrastructure, competences and pedagogies for distance learning and the requirements of specific fields of study);
3	Infrastructure is in place to communicate with students and staff about distance/remote learning. Despite this, an immediate challenge is to ensure clear and effective communication streams with staff and students;
4	Effects of COVID-19 pandemic on research, cancellation of international travel and cancellation/postponement of scientific conferences. Moreover, some scientific research has had to be postponed or deferred;
5	Lack of physical space to cater to the increasing student population;
6	Increasing teaching workload affecting staff ability to conduct research and publish;
7	National shortages of teachers in math and science;
8	No funding/discount initiative for staff and immediate family members to study at our University;
9	Lack of Library resources;

- 10 Inconsistent maintenance of facilities;
- 11 Lack of Disability Access on campuses;
- 12 Evident gap between what is taught in the classroom and what is taking place in the workforce;
- 13 Limited number of internationally accredited programmes;
- 14 Lack of private sector involvement in programme review and development;
- 15 Poor application writing from students; and
- 16 Conflicting preference of teaching and learning in either the Samoan or the English language.

OPPORTUNITIES

- 1 Open Distance Learning (ODL) via various platforms – Moodle, NUSTV, NUS Radio etc.;
- 2 International accreditation of all mature programmes;
- 3 Salelologa Campus with preference to teach programmes face to face and ODL modes;
- 4 Increase international student enrolment;
- 5 Increase national and international collaborations and partnerships;
- 6 Online enrollment;
- 7 Provide consultancy and specialist services to the community;
- 8 Increase collaboration and partnerships with the Public Service Commission and other TVET providers in the provision of training;
- 9 Research workforce demand to identify the demand and close the gap between the classroom and the workplace;
- 10 The forced move to distance teaching and learning offers important opportunities to propose more flexible learning possibilities, exploring blended or hybrid learning. This unplanned and unprepared experiment in distance teaching and learning has led to capacity building of staff and faculty who have learned and tested new tools and

systems to enable distance teaching and learning. It is therefore possible that a shift in mindset is happening or that this experience has opened a new horizon of opportunities for teaching and learning. Learning assessment and examination approaches will be reviewed in order to build on the experience; and

- 11 The University may choose to invest further in technical infrastructures to enable this shift from management learning systems to cloud services, to digitalisation of administrative processes and of access of documents, resources and libraries. Ultimately, to also enhance the opportunities for working from a distance and the opportunity for learners to access lifelong learning opportunities.

THREATS

- 1 Fluctuating government funding;
- 2 National and regional competition;
- 3 State influence and intervention;
- 4 Employer preference of overseas graduates;
- 5 Fluctuating student enrollment numbers;
- 6 COVID19 impact on research, teaching and learning, partnerships and infrastructure;
- 7 The current crisis has a significant impact on international mobility and recruitment of international students and staff;
- 8 Planning for the next four years comes with a high level of uncertainty - when or whether it will be possible to resume uninterrupted regular face-to-face teaching or whether distance teaching will be continued. In general, the high degree of uncertainty makes it complicated to plan for the following years and the situation requires additional contingency measures;
- 9 Down turn in student numbers because of risks to Samoa’s GDP and employment due to COVID-19; and
- 10 Increased risk of burnout due to the high level of pressure on staff to work around the clock to find solutions in order to cope with this exceptional situation.

Table 4: SWOT Analysis

4.3 ANALYSIS OF RISKS AND ISSUES

In looking at developing our five (5) priority goals as an organisation we adopted an approach of dialogues, discussion and debate. We asked Council members, staff, students, our community and stakeholders to consider how over the 800 years of the modern university, there have been competing narratives about what the institution is designed to achieve. Each of these has a strong contemporary resonance, and universities today generally reflect a balance – whether explicit or implicit– between the various strands.

A useful summary might conclude how universities have been seen as:

- Communities dedicated to the learning and personal development of their members, especially students (this could be termed the 'liberal' theory);
- Sources of expertise and vocational identity (the 'professional formation' theory);
- Creators, testers, and sites for the evaluation and application of new knowledge (the 'research engine' theory, with an important corollary – the 'business and industry services' theory); and
- Important contributors to society and nations (the 'civic and community engagement' theory).

We sought the opinion of Council members, staff, and students, our community and stakeholders around questions of how:

- Higher education must engage in both debates, on the future of society as well as on the future of education; and
- Education, particularly higher education, is a prerequisite for a fair, inclusive and sustainable democratic society; and
- If a university is detached from society, it can be seen as being contrary, to the ideals

of education. A University's internal, disciplinary focus and emphasis on elite education works against core democratic goals such as diversity, inclusion and equity; and

- The quality and relevance of higher education are to be measured by the extent to which it offers possibilities to all students in accordance with their talents and aspirations; and
- In keeping with the values of democratic and equitable societies, public authorities should ensure that higher education institutions, while exercising their autonomy, can meet society's multiple expectations and fulfill their various and equally important objectives, which might include:
 - Preparation for sustainable employment;
 - Preparation for life as active citizens in democratic societies;
 - Personal development;
 - The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.⁵

We hoped the benefits of taking this approach would be:

- Facilitating the identification and subsequent adoption of opportunities for improvement; and
- Providing a focused forum to identify winning and struggling areas of our endeavours. When winning areas have been identified, best practices can be shared and implemented throughout the organisation.

⁵ Universities must help shape the post-COVID-19 world Ira Harkavy, Sjur Bergan, Tony Gallagher and Hilligje van't Land 18 April 2020 University World News and International Association of Universities Global Survey on the impact of COVID-19 on Higher Education. Giorgio Marinoni, Hilligje van't Land, Trine Jensen 2020.

Conversely, once struggling areas are brought to attention, we can decide if they need additional resources (either financial or human) to alter or invest in their strategy. We can also pair similar endeavours to share best practices and support struggling areas;

- Helping us work collaboratively;

- Improve our transparency and accountability; and
- Align resources and make informed budget decisions. Our discussions highlighted programmes that might need additional funding to be successful

From this exercise the University seeks to employ a robust risk management system to address the external and internal factors that could be detrimental to our five (5) objectives over the next four (4) financial years. The below table summarises the key strategic risks and the proposed mitigation strategies to eliminate or reduce the impacts of these risks.

Risk Area ⁶	Due to	Risk Mitigation
HR Risk	<ul style="list-style-type: none"> • Lack of quality staff • Low productivity of staff • Lack of staff cohesion • Industrial disputes • Lack of leadership to lead the plan 	<ul style="list-style-type: none"> • Improve staff development • Enhance rewards and incentives • Improve recruitment processes • Increase communication • Consult on major decisions affecting staff • Sharpen leadership skills at every level through appropriate training
Sustainable Funding	<ul style="list-style-type: none"> • Declining financial support from development partners • Reduced student numbers 	<ul style="list-style-type: none"> • Enhance reputation • Diversify income • Develop entrepreneurial activity • Develop and implement resource mobilisation strategy covering development partners, private sector and alumni
Students	<ul style="list-style-type: none"> • Reduction in number and dilution of the quality of students 	<ul style="list-style-type: none"> • Work with Education Sector partners in addressing quality issues in schools • Strengthen services through regional campuses • Stronger first year support systems • Increasing marketing efforts
Cabinet Directives	<ul style="list-style-type: none"> • Political and/or economic circumstances 	<ul style="list-style-type: none"> • Ensure the University's vision and mission clearly reflects its intended direction • Transparent communication with stakeholders • Assist national institutions
Market Share and Brand	<ul style="list-style-type: none"> • Competition • Damage to reputation 	<ul style="list-style-type: none"> • Strong focus on reputation through good governance and accountability • Clear demonstration of quality through international accreditation

Table 5: Risk and Mitigation Strategies

⁶ Table extracted from USP Strategic Plan 2013-2018

4.4 MONITORING AND EVALUATION FRAMEWORK

Monitoring and evaluation of the Corporate Plan will be conducted using the existing reporting and review channels:

1. Progress of the Corporate Plan 2021/22–2024/25 will be monitored via the existing reporting avenues:
 - a. Monthly Progress Reports to the Senate and Vice Chancellors Committee;
 - b. Quarterly Reports to the Sector and Government; and
 - c. Annual Reports to the Sector and Government.
2. The Corporate Plan is a live document reviewed on an annual basis by the Governance, Policy and Planning (GPP) division in close collaboration with the Office of the Vice Chancellor and the Vice Chancellor’s Committee to identify activities that have been achieved or are ongoing.

Refer to Appendix 4: Governance Structure

4.5 PLAN METHODOLOGY

4.5.1 Component 1: Consultation Report

Members of the University (staff and students) and the community were consulted through different workshops, dialogues and discussions to identify strengths, weaknesses, opportunities and threats faced by the University.

The following avenues were utilised to inform the development of the Corporate Plan.

- (a) Online Surveys
- (b) Listening Clinics
- (c) Suggestion Boxes
- (d) Questionnaires
- (e) Faculty/Centre/Division Reports
- (f) Management Consultation
- (g) Council Consultation
- (h) Stakeholder/Community Consultation

4.5.2 Component 2: Plan Life Cycle

The Corporate Plan relies on the SWOT analysis to identify our University’s limitations, and opportunities. This analytical tool guides the principles of the University’s vision, mission and values. A crucial element of the planning process is the incorporation of internal and external consultation feedback; which informs the development of our activities to address the identified weaknesses and threats.

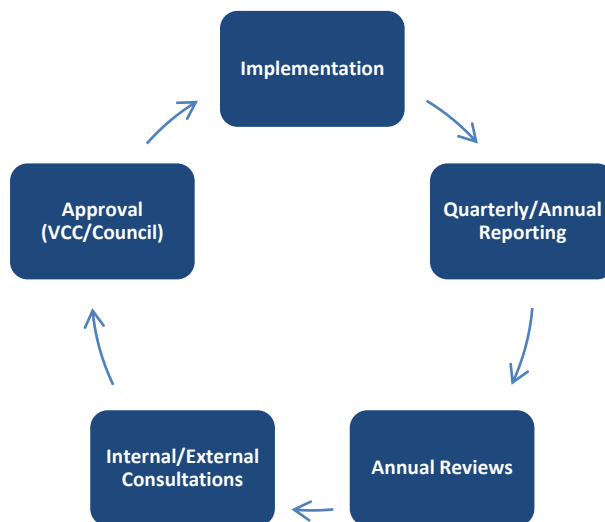


Figure 2: Corporate Plan Life Cycle

4.5.3 Component 3: Working Environment

Figure 3: Working Environment Diagram demonstrates how our University operates in connection to its students and external stakeholders.

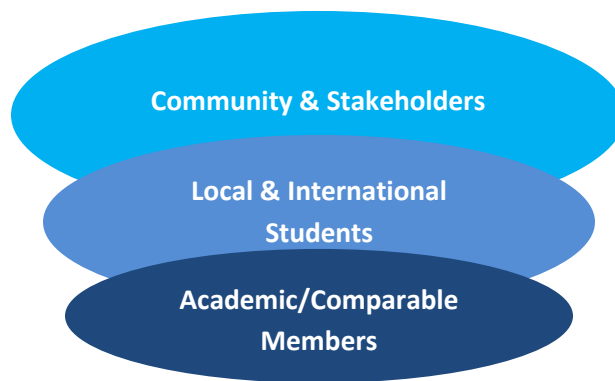


Figure 3: Working Environment Diagram

5

OBJECTIVES, STRATEGIES AND PERFORMANCE

The objectives and strategies of the Corporate Plan is the most important aspect of this document as it lists the intentions of the National University over the next four (4) financial years.

5.1 STRATEGIC GOVERNANCE

In Samoa, “governance”, for a “public beneficial body” such as our University refers to the framework of rules, relationships, systems and processes by which an enterprise is directed, controlled and held to account and whereby authority within an organisation is exercised and maintained. It encompasses authority, accountability, stewardship and leadership, and direction and control exercised in any organisation.⁷

Based on leading research governance plays a pivotal role in the success of institutions of higher learning and is a crucial factor in sustaining and improving quality and performance.⁸ High-quality higher education which commands Samoan public confidence and protects the reputation of Samoa rests on a

⁷ See Directors Handbook, 2019 Independent Selection Committee and Ministry for Public Enterprises, Samoa 2019, [tps://www.mpe.gov.ws/wp-content/uploads/2019/08/DirtrHndbkSam20190815.pdf](https://www.mpe.gov.ws/wp-content/uploads/2019/08/DirtrHndbkSam20190815.pdf)

⁸ See e.g., Gibbs, Knapper and Picinnin 2009; Osseo-Asare, Longbottom and Murphy 2005; Martin, Task Force on Higher Education and Society 2000; Trigwell, Prosser and Ramsden 2003), OECD Chapter 3: Changing Patterns of Governance in Higher Education Education Policy Analysis, OECD 2003 (2003) Online available at: <http://www.oecd.org/education/skills-beyond>

number of our shared values of higher education.

Good governance therefore requires more than the development of processes, since it is built on strong relationships, honest dialogue and mutual respect. The culture of our University is the expression of its values in action. The Council, Vice Chancellor, Deputy Vice Chancellor and University management (Deans, Heads of Schools, Directors, Managers and Supervisors) directly shape and influence that expression. Recognising that it is generally accepted that values drive behaviours, and behaviours drive outcomes, the vision, mission and values in our Corporate Plan expressly recognise that culture is founded on values-based principles, in addition to rules-based compliance.

Our University governance reflects and maintains the integrity of the University’s statutory object while ensuring that the institution is able to respond to changing economic, social and public policy priorities. This includes understanding the expectations of diverse members of the University community, stakeholders and partners in government, business and industry, in Samoa and internationally.

Refer to [Appendix 4: Governance Structure](#).

5.2 VISION, MISSION AND VALUES

The strategic pillars of the University are guided by our Vision, Mission and Values:

VISION
A University of Excellence in Research, Samoan Studies, Quality Education and Training in response to National and Regional Development Needs
MISSION
To produce quality graduates from across all disciplines to meet the needs of the nation and region.

Figure 4: Vision, Mission & Values

5.2.1 OUR EIGHT VALUES

The previous Corporate Plan 2017/18–2020/21 listed three (3) values: Respect, Integrity and Responsiveness. However, the University feels that it is not a true reflection of the atmosphere and drive within the institution. This has resulted in the inclusion of an additional five (5) values (Pursuit of excellence, Professionalism, Equity, Sustainability and Engagement) to better reflect the strategic direction of the University.

RESPECT

We value efforts made in all conduct, operations and affairs for the ongoing development of our University.

INTEGRITY

We value transparency, honesty and ethical conduct in individual and collective actions and decisions.

RESPONSIVENESS

We value prompt response to the needs of Samoa and the region.

PURSUIT OF EXCELLENCE

We strive for excellence, seeking to apply the highest standards to benefit our communities.

PROFESSIONALISM

We value a high level of work ethic, positive workplace conduct, behaviour and attitude.

EQUITY

We promote diversity in the University community — through our people, ideas and cultures. We create a vibrant, inclusive environment in which ideas flourish and future generations, regardless of background, are empowered. We respect our colleagues and work together for shared success.

SUSTAINABILITY

We acknowledge our limitations and strive to deliver and sustain our goals within our available resources.

ENGAGEMENT

We value the voice, opinion and involvement of the community in our initiatives and everyday operation.

Figure 5: Eight Values

5.3 THE PRIMARY ELEMENTS OF OUR GOVERNANCE MODEL

The following are the primary elements of governance which underpin our vision, mission and values:

- The Council is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit;
- The Council protects institutional reputation by being assured that clear regulations, policies and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed;
- The Council ensures institutional sustainability by working with the Vice Chancellor, Deputy Vice Chancellor and senior management of the university to set the institutional mission and strategy. In addition, it needs to be assured that appropriate steps are being taken to deliver them and that there are effective systems of control and risk management;
- The Council receives assurance that academic governance is effective by working with the Senate or others as equivalent as specified in its governing instruments;
- The Council works with the Vice Chancellor, Deputy Vice Chancellor and senior management to be assured that effective control and due diligence take place in relation to institutionally significant external activities;
- The Council must promote equality and diversity throughout the institution, including in relation to its own operation; and
- The Council must ensure that governance structures and processes are fit for purpose by referencing them against recognised standards of good practice.⁹

⁹ See Samoa's National Culture Framework 2018 – 2028 and The Higher Education Code of Governance, UK, December 2014, Committee of University Chairs www.universitychairs.ac.uk

By visibly adopting the statement, the University’s Council demonstrates leadership and stewardship in relation to the governance of its own institution, and in doing so helps to protect institutional reputation and provide a level of assurance to key stakeholders, partners including the student community, and society more widely.

5.2 OUR STRATEGIC PILLARS AND GOALS

The following are our strategic pillars and goals that will support our activities for the next four (4) years. It is however important to note that some of our activities may fall outside the scope of these priorities, but will still be considered and monitored closely.

- **1 SAMOAN LANGUAGE AND CULTURE**
GOAL 1: Strengthen and preserve Samoan language and culture through research, publication and training of the next generation of leaders.
- **2 TEACHING AND LEARNING**
GOAL 2: Improve the experience and quality of learning and promote flexible and inclusive education.
- **3 RESEARCH AND NATIONAL DEVELOPMENT PRIORITIES**
GOAL 3: Provide research and publications in alignment with national and international priorities to inform the general conscious, teaching, policy and decision making.
- **4 COMMUNITY AND STAKEHOLDER ENGAGEMENT**
GOAL 4: Better engage in strategic partnerships with national and international communities.
- **5 INCREASE ICT AND INFRASTRUCTURE SUPPORT FOR TEACHING, LEARNING AND RESEARCH**
GOAL 5: Develop the University infrastructure to better support its teaching, research and community services.

Figure 6: Five Strategic Pillars and Goals

5.3 STRATEGIES, ACTIVITIES AND PERFORMANCE INDICATORS

The following tables provide the strategies, activities and key performance indicators of the National University of Samoa in alignment with its five (5) Strategic Pillars.

1. SAMOAN LANGUAGE AND CULTURE

Strategies	Activities/Initiatives	Key Performance Indicators	Responsible
1.1 A centre of excellence in the study of the Samoan language and culture and all matters pertaining to Samoa	1.1.1 Attract, support and retain a diverse and inclusive promotion and preservation of Samoa's cultural heritage.	1.1.1.1 For each financial year of this plan include the teaching of courses in Samoan language and culture, Samoan history, heritage and archaeology, in all relevant University foundation and undergraduate degree programmes.	CSS, FOE, FS, SS, Office of the VC
		1.1.1.2 All of the University's policies, procedures, guide, planning, quarterly and annual reporting be from FY 21/22 progressively available in the Samoan language.	Office of the VC, HR, FS, GPP, SS, CSS, AQU
		1.1.1.3 From FY 21/22 continue to ensure all non-regulated University signage be in the Samoan language with English language translation.	GPP, PM, HR (Campus Managers) & FS
	1.1.2 Contribute to the goals of the Samoa <i>National Culture Framework 2018-2023</i>	1.1.2.1 Where requested, conduct cultural mapping and planning, in collaboration with the Ministry of Natural Resources and Environment to raise the profile of culture in planning. ¹⁰	CSS, FOS, GPP & FOA
		1.1.2.2 In FY 21/22 develop and provide annual scholarships from FY22/23 specifically for students in the Bachelor of Samoan Studies and Master of Samoan Studies programmes to encourage, drive and sustain the next generation of Samoan language, cultural and heritage experts outside of the University.	Office of the VC, CSS, FOE, FS, Postgraduate Committee, Scholarship Committee & NUSSA
		1.1.2.3 From FY 21/22 develop a postgraduate programme in Archaeology and Cultural Heritage.	CSS & AQU
		1.1.2.4 From FY 21/22 increase staff enrolment in the Master of Samoan Studies (by thesis) and Doctorate in Samoan Studies programmes to further strengthen the University's position as an authority in indigenous Samoan disciplines.	Office of the VC, CSS, FOE, FS, Postgraduate Committee, PDL Committee, Scholarship Committee
	1.1.3 Optimise community access to and engagement	1.1.3.1 From FY 21/22 continue to successfully showcase the latest creations and studies on Samoa via the Measina-A-Samoa and Samoa bi-annual	Office of the VC, Faculties, Centres,

¹⁰ See National Culture in Education Policy 2018 – 2028 at page 9

	with the University's and (Samoa's) archaeological findings, artefacts, collections, performing and expressive arts and spaces.	conferences and the proceedings.	UREC, SOMT
		1.1.3.2 During the life of this plan the results of completed research are recorded, analysed, presented and disseminated to stakeholders through publication. The annual reporting of seminars, workshop and conferences outcomes, being published in the Journal of Samoan Studies, Journal of the Arts Faculty of the National University of Samoa and other publications	Office of the VC, Faculties, Centres, UREC, & SOMT
		1.1.3.3 A conservation and management plan for the University's cultural resources, collections and artefacts, is developed in FY 21/22 and implemented in FY 22/23.	CSS, GPP, ICT, LRC.
		1.1.3.4 From FY 21/22 co-ordinate, facilitate, manage and promote an annual University Samoan Culture Week.	All

Table 6: Strategic Pillar 1 Strategies & Activities

2. TEACHING AND LEARNING

Strategies	Activities/Initiatives	Key Performance Indicators	Responsible
2.1 Provide education and training, including academic, technical and vocational training and continuing education at appropriate levels responsive to the needs of the people of Samoa	2.1.1 Create and support a performance and development culture based on a strongly held and widely shared set of beliefs that are supported by strategy and structure.	2.1.1.1 Human Resource Management and Development Plan is developed in FY 21/22 and implemented from FY 22/23 to address the strategic human resource needs of the University for academic, comparable and auxiliary staff.	HR & Office of the VC
		2.1.1.2 Annual staff satisfaction survey(s) conducted from FY 21/22 with annual analysis reports and between survey action plans implemented for improvement purposes.	HR & Office of the VC
		2.1.1.3 Annual student and client satisfaction surveys conducted from FY 21/22 on experiences, services, facilities and improvements to core University business.	AQU, Faculties, Centres, SS, SOMT & NUSSA
	2.1.2 Identify and address the barriers affecting learner participation and engagement.	2.1.2.1 From FY 21/22 greater access to education for students with a disability as measured by the numbers of students enrolled. The baseline year for measured increases to be FY 20/21	Faculties, Centres, SOMT, AQU, SS, HR, GPP & PM.
		2.1.2.2 Improved support for students with a disability from FY 21/22 as measured by the total number of students with an Inclusive Education Plan.	Faculties, Centres, SOMT, AQU, SS, HR, GPP & PM.
		2.1.2.3 Implement in FY 21/22 and monitor in each successive FY a University inclusive education policy.	Office of the VC, Faculties, Centres, SOMT, AQU, SS, HR, GPP & PM

	2.1.2.4 Contribute to the monitoring and updating of the Education Sector Inclusive Education Implementation Plan	Office of the VC, Faculties, Centres, SOMT, AQU, SS, HR, GPP & PM.
2.1.3 Support new and inclusive pedagogy and innovation in the classroom.	2.1.3.1 From FY 21/22 and over the next four FY's achieve a measured annual increase in the number of University courses available through flexible delivery modes to students.	Faculties, Centres, SOMT, ICT, FS & AQU.
	2.1.3.1 From FY 21/22 increase access to technology enabled learning methods and tools taken from a baseline of access from FY 20/21.	Faculties, Centres, SOMT, ICT & AQU.
	2.1.3.2 From 21/22 assess annually the impacts of technology enabled learning methods on teaching, learning and research.	Faculties, Centres, SOMT, ICT & AQU.
2.1.4 Strengthen student engagement, learning experience and University life.	2.1.4.1 At least one (1) mentorship programme developed and implemented by the academic sections of the National University in the first year of the plan.	Faculties, Centres, AQU & SS
2.1.5 Create and promote pathways for employment and further study.	2.1.5.1 Enhance graduate employability data by conducting one tracer survey at least once every three (3) years.	Office of the VC, SS, AQU, Faculties, Centres, SOMT & NUSSA
	2.1.5.2 Graduate Profiling is available and updated annually. Employment rates for graduates are known by reporting on graduate employment outcomes established each year and implemented.	Office of the VC, SS, AQU, GPP, Faculties, Centres, SOMT & NUSSA
	2.1.5.3 Employer perceptions and graduate employability surveys are conducted annually.	AQU, Centres, Faculties & SOMT
	2.1.5.4 Increase percentage of graduates with knowledge and skills relevant to Samoa's job market as measured by percentage of employers of graduates satisfied with the application of graduates' knowledge and skills in the workplace.	AQU, Centres, Faculties & SOMT
	2.1.5.5 Increased engagement in the Career's Advisory Programme by conducting two (2) Careers Advisory Programmes per year.	AQU, Centres, Faculties, SOMT, SS & NUSSA
2.1.6 Ensure our curriculum provides students with the best possible preparation for lifelong learning,	2.1.6.1 At least five (5) TVET courses accredited by the Samoa Qualification Authority (SQA) every year until completion.	AQU, FOTE, FOS, OCPDCE, FOBE & SOMT
	2.1.6.2 Annual reporting of percentage of TVET lecturers and trainers meeting TVET professional standards.	AQU, FOTE, FOS, OCPDCE, FOBE, SOMT, SS & GPP

	success in their chosen profession, and meaningful contributions to Samoa and the region.	2.1.6.3 From FY year 21/22 a demonstrated increase in the supply of qualified teaching staff expressed as number of NUS graduates qualified to teach at ECE, primary and secondary levels.	AQU, OCPDCE, & FOE
		2.1.6.4 Improve collaboration with Curricula Advisory Committees (CAC), Industry Advisory Panels (IAP) and increase private sector representation.	AQU, Faculties, Centres & SOMT
		2.1.6.5 Minimum of one (1) programme SQA accredited within the life of the plan.	AQU, Faculties, Centres & SOMT
		2.1.6.6 Increase availability of accredited programmes as measured by the number of programmes accredited by SQA.	AQU, Faculties, Centres & SOMT
		2.1.6.7 Increase in the range of suitable programmes available for students including a TVET pilot in secondary schools to be completed.	AQU, FOTE, FOS, OCPDCE, FOBE & SOMT
		2.1.6.8 Contribute to the implementation and monitoring of the National TVET Strategy and Policy Framework.	Office of the VC, AQU, Faculties, Centres, GPP & SOMT

Table 7: Strategic Pillar 2 Strategies & Activities

3. RESEARCH AND NATIONAL DEVELOPMENT PRIORITIES

Strategies	Activities/Initiatives	Key Performance Indicators	Responsible
3.1 The encouragement of intellectual independence; and the promotion of the economic and social development of Samoa	3.1.1 Increase TVET and other research to improve sustainable development.	3.1.1.1 Increase NUS income generated through research by 30% per annum, as well as an annual increase of 5% in applications to UREC.	UREC, Faculties, Office of the VC, Centres & SOMT
		3.1.1.2 Minimum of five (5) workshops/seminars/exhibition annually per academic section.	UREC, Faculties, Office of the VC, Centres & SOMT
3.2 Ensure our research benefits the ongoing development of the University and	3.2.1 Engage in collaborative, consultancy, applied, and commissioned research opportunities including knowledge	3.2.1.1 The University's research portfolio to include at least one research project per annum involving collaborations with industry and partners.	UREC, Faculties, Office of the VC, Centres & SOMT
		3.2.1.2 The University's research projects to assist in identifying and addressing gender disparity in achievement and participation ¹¹	UREC, Faculties, Office of the VC, Centres & SOMT

¹¹ See Education Sector Plan 2019-2024 at page 77 ESP (2103-2018) Review Report Recommendations

contributes to the well-being of society.	exchange partnerships.	3.2.1.3 Monitor and review implementation of Education Sector research strategy and action plan ¹²	UREC, Faculties, Office of the VC, Centres, SOMT & GPP
		3.2.1.4 Improve University data and information management ¹³	UREC, Faculties, Office of the VC, Centres, SOMT, GPP & ICT
		3.2.1.5 A review of the University's use of online distance flexible blended learning to be completed.	UREC, Faculties, Office of the VC, Centres, SOMT & ICT
3.3 The acquisition and transmission of knowledge by teaching, consultancy, community learning and research	3.3.1 Ensure our Research Plan is fulfilled in alignment with the Education Sector Plan and Samoa's Development Strategy.	3.3.1.1 Conduct a minimum of ten (10) research and publication workshops, trainings and consultations annually. 3.3.1.2 Contribute to strengthening Samoa's education sector's research and policy development	UREC, Faculties, Office of the VC, Centres & SOMT UREC, Faculties, Office of the VC, Centres, SOMT & GPP
3.4 Build research capability of staff and students engaged in research.	3.4.1 Increase organisational support, resources and infrastructure enhancing faculty and student research within and beyond the University.	3.3.1.1 Increase student involvement in industry-related research by 5% annually.	UREC, Faculties, Office of the VC, Centres & SOMT
		3.3.1.2 An annual increase of 5% of staff and student utilisation of existing Journal subscriptions.	UREC, Faculties, Centres, SOMT, SS & NUSSA
		3.3.1.3 Improve access to online research and online educational resources for staff and students.	UREC, Faculties, Centres, SOMT & SS
		3.3.1.4 Implement and sustain Open Access research resources via the Digital Library Initiative.	ICT, GPP, FOS, Faculties, Centres & SOMT

Table 8: Strategic Pillar 3 Strategies & Activities

¹² See Education Sector Plan 2019-2024 at page 77 ESP (2103-2018) Review Report Recommendations

¹³ See Education Sector Plan 2019-2024 at page 88 Appendix 4 Medium term Expenditure Framework

4. COMMUNITY AND STAKEHOLDER ENGAGEMENT

Strategies	Activities/Initiatives	Key Performance Indicators	Responsible
4.1 Build relations with the community and stakeholders that assists knowledge co-creation, dissemination, reciprocity and collaboration in learning and research.	4.1.1 Position NUS as a platform for ideas, discussions, debate, and innovations open to all members of the community, stakeholders and students as part of the strategic direction of the University.	4.1.1.1 A minimum of one (1) annual publication and presentation by faculty and students with visible community impacts.	Faculties, Centres, Office of the VC, SOMT, UREC & NUSSA
		4.1.1.2 Enhance the University engagement in relevant committees and roundtables.	All
		4.1.1.3 Maximise existing MOUs and increase new partnerships and sharing of resources with external organisations by a measure of 10%.	All
		4.1.1.4 Student alumni established and actively engaged with the University.	SS, NUSSA, Faculties, Centres, SOMT & Office of the VC
	4.1.2 Enhance marketing and engagement of the NUS to the community, stakeholders and students.	4.1.2.1 Develop a unique University marketing and business strategy before the end of FY 2021/22.	FS & Office of the VC
		4.1.2.2 Develop and revise NUS Service Charters.	All
		4.1.2.3 Increase the marketing of NUS services and facilities on NUS social media platforms by 50%.	All

Table 9: Strategic Pillar 4 Strategies & Activities

5. INCREASE ICT USERS AND INFRASTRUCTURE SUPPORT FOR TEACHING, LEARNING AND RESEARCH

Strategies	Activities/Initiatives	Key Performance Indicators	Responsible
5.1 Apply Universal Design (UD) in educational settings (physical spaces, Information, Communication and Technology (ICT), teaching, corporate governance and student services).	5.1.1 Provide innovative social spaces conducive to learning experience and university life.	5.1.1.1 Campus Master Plan completed in FY20/21 and progressively implemented from FY 21/22.	GPP, PM, FS, Office of the VC
		5.1.1.2 At least two (2) capital projects prioritised with preliminary estimations identified and planning developed each year of this plan.	GPP, PM, ICT, FS, Office of the VC
		5.1.1.3 Ensure priority projects reflect cultural mapping and planning in collaboration to raise the profile of culture in planning ¹⁴	GPP, PM, ICT, FS, Office of the VC
		5.1.1.4 Conduct an annual priority exercise of capital infrastructure projects against teaching and learning priorities through amending the University's Campus Master Plan.	Faculties, Centres, SOMT, AQU, GPP, PM, ICT, FS, Office of the VC
	5.1.2 Upgrade and maintain necessary infrastructure and plans to support academic, learning and administration needs.	5.1.2.3 ICT network and services internally and externally reviewed with inclusive or UD-supported recommendations.	ICT, PM, FS & FOS
		5.1.2.4 ICT Strategy is developed by FY 21/22.	ICT, FOS & GPP
		5.1.2.5 At least two options explored on online Distance Learning and Moodle features	ICT, Faculties, Centres & SOMT
		5.1.2.6 Online enrolment trailed and implemented.	ICT, SS & FS
		5.1.2.7 Multiple means for information and knowledge acquisition supported by UD in technology-enhanced courses.	ICT, Faculties, Centres.
		5.1.2.8 Development and establishment of a NUS Instructional Design Unit	Office of the VC, FOS, AQU, OCPDCE
	5.1.3 Develop online tools and systems to improve educational experience to be more inclusive	5.1.3.1 Programmes and courses are designed and delivered to meet the ICT needs.	AQU, Faculties, Centres & ICT
		5.1.3.2 Increase Monitoring and Evaluation of online management systems.	FS, SS, ICT, LRC
		5.1.3.3 100% of all applicable courses offered on Moodle and other associated tools such as Google Classroom.	ICT, Faculties, Centres, Office of the VC, AQU & SS

¹⁴ National Culture in Education Policy 2018 – 2028 at page 9

	for all NUS stakeholders.	5.1.3.4 Increase access to online databases such as relevant sources and increase library active users by 50%.	Centres, Faculties & ICT
		5.1.3.5 Availability of recorded demonstrations (audio, video clips etc.) promoting culture and language.	ICT, Centres, Faculties, SOMT & NUSSA
	5.1.4 Strengthen financial management, risk management, internal audit and procurement processes.	5.1.4.1 To review and implement financial and procurement guidelines ¹⁵	FS, Audit Unit, Office of the VC & GPP
		5.1.4.2 Implement risk management strategies of audit report recommendations, procurement plans and disaster risk management plans (e.g. climate change and infectious disease).	HR, GPP & Office of VC
	5.1.5 Strengthen management and leadership capability of all staff ¹⁶	5.1.5.1 Annual Human Resources Strategy including a staff development needs analysis to develop a committed and competent workforce at all levels.	HR & Office of the VC
		5.1.5.2 Quarterly assessment of the quality of advice to the responsible Minister(s) and Council of the University.	Office of the VC, VCC & GPP
		5.1.5.3 Implement and monitor quality assurance systems.	AQU, Faculties, Centres & SOMT
	5.1.6 Improve sector data and information management	5.1.6.1 Bring the University Statistical Digest up to date and remain “on time” during life of this plan.	GPP, AQU, SS, ICT, OCPDCE, FS, HR, Faculties, Centres & SOMT
		5.1.6.2 Develop a University data and information management strategy and policy	ICT, FOS & GPP
	5.1.7 Provide and maintain inclusive and safe facilities for teaching, learning and research	5.1.7.1 Ensure all education and training facilities comply with Samoa’s occupational health and safety legislation.	HR, PM & GPP
		5.1.7.2 Annual Occupational Health and Safety Audits to be conducted and reported on.	HR, PM & GPP
		5.1.7.3 Prioritise annual Safety Audit outcomes for annual maintenance planning.	HR, PM, GPP & FS
		5.1.7.4 Ensure all TVET trainers and teachers have current first aid qualifications.	HR, PM, GPP, FS, Faculties, Centres & SOMT

Table 10: Strategic Pillar 5 Strategies & Activities

¹⁵ See Education Sector Plan 2019-2024 at page 78 ESP (2013-2018) Review Report Recommendations and Appendix 3 risk matrix at page 84

¹⁶ See Education Sector Plan 2019-2024 at page 86 Appendix 4 Medium Term Expenditure Framework

6 FINANCIAL STATEMENT

6.1 PROFIT AND LOSS STATEMENT

National University of Samoa
Statement of Financial Performance
For the year ended 30 June 2020

	Notes	2020 \$	2019 \$
Income			
Operating grant - Government local grant		10,550,636	9,822,644
- Education Sector budget support		805,000	2,082,271
Course fees	3	9,871,837	10,185,261
Rental income	6	429,154	668,632
Hire of gowns		600	120,807
Gymnasium fees		56,947	36,817
Amortisation of deferred income	4	1,303,168	1,303,168
Other income	23	514,108	792,465
Surplus from Bookshop operations	5	162,345	147,967
Surplus from conference and workshop funds	7	151,717	103,753
Total income		23,845,512	25,263,785
Expenses			
Administration expenses	8	4,700,805	6,005,870
Audit fees		28,349	35,997
Depreciation	9	3,331,354	3,168,605
Repairs & maintenance		417,264	294,201
Software upgrade/fees		292,703	303,323
Personnel costs	10	17,498,291	16,966,213
Doubtful debts expenses	12	-	95,000
Total expenses		26,268,766	26,869,209
Operating (loss)/surplus		(2,423,254)	(1,605,424)
Other gains/(losses)			
Net finance income	11	20,294	74,305
Total other expenses		20,294	74,305
Net (loss)/surplus for the year		(2,402,960)	(1,531,119)
Accumulated losses b/f		(4,554,486)	(3,023,367)
Accumulated losses c/f		(6,957,446)	(4,554,486)


6.2 BALANCE SHEET

National University of Samoa
Statement of Financial Position
As at 30 June 2020

		2020 \$	2019 \$
ASSETS			
Non Current assets			
Property, plant and equipment	9	<u>79,898,574</u>	<u>82,270,305</u>
Total non current assets		<u>79,898,574</u>	<u>82,270,305</u>
Current Assets			
Other receivables and prepayments	12	1,069,362	1,050,960
Bookshop inventory	13	125,009	85,926
Term deposits	14	1,099,506	1,063,515
Cash on hand and cash equivalent	15	<u>491,943</u>	<u>2,080,179</u>
Total Current Assets		<u>2,785,820</u>	<u>4,280,580</u>
TOTAL ASSETS		<u>82,684,394</u>	<u>86,550,885</u>
EQUITY AND LIABILITIES			
Equity			
Capital		29,997,837	29,997,837
Asset Revaluation Reserve	9	18,366,000	18,366,000
Accumulated losses		<u>(6,957,446)</u>	<u>(4,554,486)</u>
Total net Equity		<u>41,406,391</u>	<u>43,809,351</u>
Non current liabilities			
Deferred income	4	36,821,142	38,124,312
Long service and severance provision	21	<u>500,000</u>	<u>500,000</u>
Total non current liabilities		<u>37,321,142</u>	<u>38,624,312</u>
Current Liabilities			
Bank overdraft	15	560,465	-
Deferred income	4	1,303,168	1,303,168
Annual and sick leave		100,000	100,000
Other Payables and accruals	16	1,106,009	1,846,828
Research, Project funds (donor) and others	17	<u>887,219</u>	<u>867,226</u>
Total Current Liabilities		<u>3,956,861</u>	<u>4,117,222</u>
TOTAL EQUITY AND LIABILITIES		<u>82,684,394</u>	<u>86,550,885</u>

The accompanying notes form an integral part of the above Statement of Financial Position.

Signed on behalf of the Council:

for 
Pro-Chancellor
30/10/20
Dated


Vice-Chancellor
30/10/20
Dated

6.3 STATEMENT OF CHANGES IN FINANCIAL POSITION

National University of Samoa
Statement of Changes in Equity
For the year ended 30 June 2020

	Capital	Accumulated profits/(losses)	Total
Opening balance as at 01 July 2018	29,997,837	(3,023,367)	26,974,470
Excess of expenditure over income		(1,531,119)	(1,531,119)
Asset Revaluation Reserve	18,366,000		18,366,000
Balance as at 30 June 2019	48,363,837	(4,554,486)	43,809,351
Excess of expenditure over income		(2,402,960)	(2,402,960)
Balance as at 30 June 2020	48,363,837	(6,957,446)	41,406,391

6.4 PERFORMANCE FORECAST

The forecast for the Statement of Financial Performance is based on several variables such as historical performance, targets set out for revenue as well as cost control procedures set up to narrow down our operating deficits for the next five (5) years. Additionally, the forecast considers the Central Bank of Samoa’s estimated decrease in GDP of -6.6% for the next 6 months ending December 2020.

Currently, the University is operating at a deficit of SAT\$2.4 million as at FY2019/20. The deficit is due to a variety of reasons, such as the measles epidemic and the COVID-19 pandemic. It is forecasted that the deficit will decrease to approximately eight hundred thousand (800,000.00) in the FY2020/21. However, due to the uncertainty of the global economic environment and data from the World Bank (refer to 3.2 FINANCIAL STATUS), the University predicts continued losses up until FY2024/25.

Refer to

	FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24	FY2024/25
Net (losses)/surplus for the year	(2,402,960)	(886,844)	(3,109,402)	(5,198,978)	(6,204,689)	(6,949,163)
Accumulated losses b/f	(4,554,486)	(6,957,446)	(7,844,290)	(10,953,692)	(16,152,670)	(22,357,359)
Accumulated losses c/f	(6,957,446)	(7,844,290)	(10,953,692)	(16,152,670)	(22,357,359)	(29,306,523)

Table 11: Projected Profit/Loss

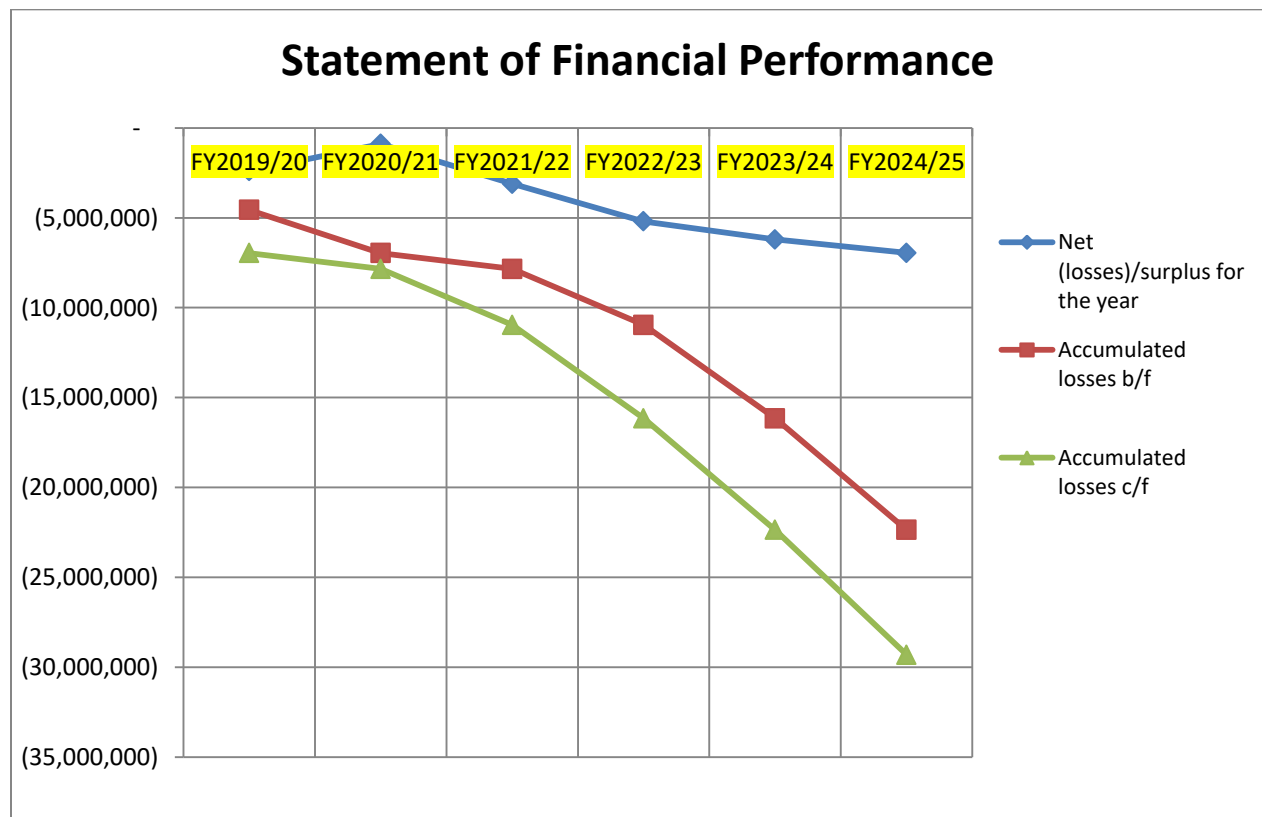


Figure 7: Forecasted Statement of Financial Performance

6.5 Statement of Financial Performance – Forward Estimates for the next five financial years

INCOME	AUDITED					
	FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24	FY2024/25
Operating grant - Government local grant	10,550,636	13,849,748	12,935,665	12,081,911	11,284,505	10,539,727
- Education Sector budget support	805,000	2,100,000	2,000,000	2,000,000	2,000,000	2,000,000
Course fees	9,871,837	9,801,730	9,154,816	8,550,598	9,020,881	9,517,030
Rental income	429,154	300,000	300,000	200,000	200,000	200,000
Hire of gowns	600	1,000	1,000	1,000	1,000	1,000
Gymnasium charges	56,947	36,800	37,500	38,500	39,500	45,000
Amortisation of deferred income	1,303,168	1,303,168	1,303,168	1,303,168	1,303,168	1,303,168
Other income	514,108	65,000	75,000	80,000	80,000	85,000
Surplus from Bookshop operations	162,345	150,000	155,000	175,000	185,000	195,000
Surplus from conference and workshop funds	151,717	151,717	80,000	80,000	150,000	150,000
Total Income	23,845,512	27,687,446	26,042,149	24,580,177	24,264,054	24,035,925
EXPENSES			-6%	-6%	-1%	-1%
Administration expenses	4,700,805	5,024,941	5,099,999	5,200,000	5,400,000	5,400,000
Audit fees	28,349	35,000	35,000	35,000	40,000	40,000
Depreciation	3,331,354	3,331,354	3,331,354	3,331,354	3,400,000	3,400,000
Repairs & maintenance	417,264	458,990	504,889	555,378	555,378	610,916
Software upgrade/fees	292,703	351,244	421,492	505,791	520,000	572,000
Personnel costs	17,498,291	19,402,761	19,790,816	20,186,632	20,590,365	21,002,172
Doubtful debts expenses	-	-	-	-	-	-
Total Expenses	26,268,766	28,604,290	29,183,551	29,814,155	30,505,743	31,025,088
Operating (losses)/surplus	(2,423,254)	(916,844)	(3,141,402)	(5,233,978)	(6,241,689)	(6,989,163)
Other gains/(losses)						
Net finance income	20,294	30,000	32,000	35,000	37,000	40,000
Total other expenses	20,294	30,000	32,000	35,000	37,000	40,000
Net (losses)/surplus for the year	(2,402,960)	(886,844)	(3,109,402)	(5,198,978)	(6,204,689)	(6,949,163)
Accumulated losses b/f	(4,554,486)	(6,957,446)	(7,844,290)	(10,953,692)	(16,152,670)	(22,357,359)
Accumulated losses c/f	(6,957,446)	(7,844,290)	(10,953,692)	(16,152,670)	(22,357,359)	(29,306,523)

Table 12: Financial Performance Forward Estimates

6.5 NUMBER OF EMPLOYEES

Employment Type	Male	Female	Total
Academic	18	51	69
Comparable	25	34	59
General Staff	85	55	140
Part-time General	0	1	1
Part-time Teaching	16	26	42
Professorial	1	5	6
Teaching	53	45	98
Volunteer	2	1	3
Total	200	218	418

Table 13: Employee Type Figures

General staff form thirty-three percent (33%) of our University staff population. General staff include: cleaners, grounds men, security and general officers of the University. However, over half of our University employees consist of full-time and part-time teaching, academic and professorial staff, totalling fifty-one percent (51%) of the overall employee population.

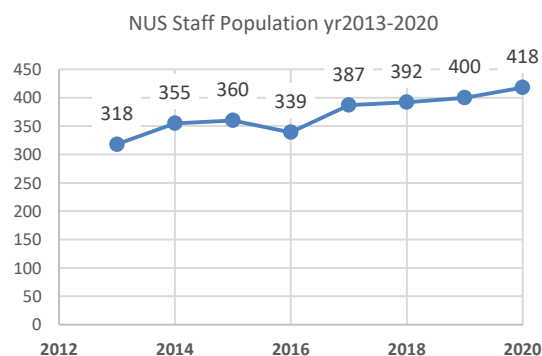


Table 14: NUS Staff Population

The trend in Table 14 shows a constant increase of staff throughout the years; however, year 2016 indicates a six percent (6%) decrease in staff population. With the forecasted increase in student numbers, it is predicted that there will likely be a rise in staff population to accommodate the increasing student enrolment.

Staff population for 2020: **418**

7 SPECIFIC PROJECTS

The Planning Unit under the GPP division was established in 2014 with a core function to develop a Campus Master Plan (CMP) for the University to identify and address future priority developments for our campuses. The CMP is a road map for the future of the University campuses, a physical manifestation of the priorities and aspirations of the Corporate Plan. It provides a framework for consolidated and integrated approach to future development projects, circumventing a piece meal practice that exists with the campus' physical growth.

7.1 LEARNING RESOURCE CENTRE (Library)

Our staff population continues to grow at a rate of two point nine percent (2.9%) annually; already this growth has put a strain on resources, finance and quality of learning and teaching for our students. The proposed development will address, if not mitigate numerous challenges and issues with supply versus demand for resource and space. It is a step towards the sustainable development and growth of our University.

The Learning Resource Centre is proposed to be a three (3) storey building designed to take into account the physical environment of the Le Papaigalagala Campus, the spatial needs, the social atmosphere, the diversity, the technological advances to provide students with the best learning experience; staff to effectively provide excellent service, and the community at large to feel at home on campus. The acquired land for this purpose is

approximately 3.7 acres of mostly gentle topography.

7.2 FACULTY OF HEALTH SCIENCE CAMPUS

The future health, well-being and development of Samoa and the Pacific region is absolutely dependent upon the skills and educational abilities of our people. A research-led Pacific region leader in health sciences will play a pivotal role in enabling this future. Many developing countries, including those in the region, value highly the health sciences and invest heavily in their enhancement. This investment is led by an understanding that health science graduates will go on to have a positive impact in the health status of their communities, their commitment to service, leadership and research prowess will contribute to a healthy nation and people.

Our Council is committed to the ideals and principles of regional leadership in health sciences to produce a community of dedicated health leaders and scholars, upholding Samoan values of 'tautua' and 'alofa' to secure Samoa's health and well-being, which is the foundation of the nation's future innovation and wealth creation. Our University has an ambitious goal to deliver a World Health Organisation approved curriculum and have a quality medical programme that will meet all the requirements for accreditation. In order for a first class programme to be developed, the goal of our University is to attract high-caliber educators and top-of-the-line students and have collaborative mechanisms with health science schools in the Pacific region. One of the certain means to attract top educators, and for learning to flourish, is to invest in appropriate infrastructure.

In 2020, Samoa presented its second voluntary National Review to the United Nations Economic and Social Council, assessing progress on sustainable development goals. The report of the review describes several gaps in the health system and a dire need to invest in human capital. The health sector has been one of government's top priorities in the last two (2) decades. Despite receiving the second largest national budget allocation, the health system still struggles with low numbers of health professionals, limited medical supplies and services, while the rate for physicians has stagnated.

Due to the realities of the FOHS curriculum, the project is split into two (2) components. The 2 components are as follows:

- Preclinical: FOHS Preclinical Complex and Learning Resource Centre – Le Papaigalagala Campus.
- Clinical: FOHS Moto'otua Campus.

The preclinical programmes must be based on our main Le Papaigalagala Campus due to mandatory core and elective papers offered by other faculties that students are required to take in order to graduate. The clinical programmes must be based near the main National Hospital at Moto'otua.

7.3 SALELOLOGA SAVAII CAMPUS

A fourth campus at the big island of Savaii will provide to the growing demand for the University to cater to higher education needs of the Savaii-based population. The Salelologa Campus is envisioned to hold the Agriculture and Horticulture programmes under the Faculty of Science. It will also hold ODL programmes for our University as well as Archeology and Cultural Heritage programmes under the Centre for Samoan Studies. The Government has generously allocated approximately 20 acres

(Lot 4) for this development in Salelologa – As of the publication date of this corporate plan, Lot 4 has yet to be sub-divided by the Samoa Land Corporation.

7.4 DISABILITY ACCESS

A number of buildings on the Le Papaigalagala Campus are without appropriate provisions to accommodate the mobility of people with disabilities. These are mainly the facilities that were built in 1997 when the University moved from its previous location at Malifa. Samoa is a signatory to the ‘Convention on the Rights of People with Disabilities’ (2016) which has seen disability access become a mandatory requirement in buildings that are open to the public. With a growing staff and student population, it is vital that the University take the necessary steps to assure that the physical structure of our facilities cater to ‘inclusive education’ by providing supporting infrastructure for people with disabilities.

7.5 MULTIPURPOSE TVET WAREHOUSE

There has been a high demand for a large warehouse type facility. Such a facility will pave the way to allow our TVET programmes to meet accreditation requirements. Additionally, the Faculty of Technical Education (FOTE) will utilise this work/study space to house multiple large projects carried out by the different programmes.

7.6 SAMOA KNOWLEDGE SOCIETY INITIATIVE

The Samoa Knowledge Society Initiative¹⁷ is a rights-based initiative that acknowledges the right of access to information to all Samoans contributing towards an enabling environment for enhanced digital development. In December

2018 the National University was tasked by Government to implement the Samoa Knowledge Society Initiative project which consists of three components:

- 1 Samoa Digital Library
- 2 Lifelong Learning Lab
- 3 Open Access Research Repository

The project is funded by the Government of India through the South-South Corporation. The University is working collaboratively with the United Nations, Ministries and stakeholders to implement this project.

Additional Projects

Details of all infrastructure developments and projects are outlined in the [Campus Master Plan 2020/21--2024/25](#).

¹⁷ See SKSI website: <https://samoaks.ws/>

8 GOVERNMENT POLICIES

8.1 RESEARCH

Research is one of the University's core functions. It has an integral role in not only promoting but directly supporting the economic and social development of Samoa. It is an agenda that our University directs concerted efforts to support with progress evidenced in the development of the faculties, centres, University publications, research partnership projects, funding incentives and more. As part of the Education Sector, our University is directly involved in developing and implementing an Education Research Strategy. While this represents a significant contribution to education and is one of its key priorities, our University recognises the importance of also developing an encompassing national framework for research; one that further enables our University's contribution to Samoa's economic and social development.

We see the establishment of a National Research Council as a vital step in Samoa's development. A National Research Council is a step towards building the country's research capacity while enhancing the University's role in the "acquisition and transmission of knowledge".

We seeks to progress this initiative over the course of this planning period, recognising that research has the ability to support decision making, public policy and promote knowledge within Samoa and our region.

APPENDICES

Appendix 1: Hierarchy of Plans

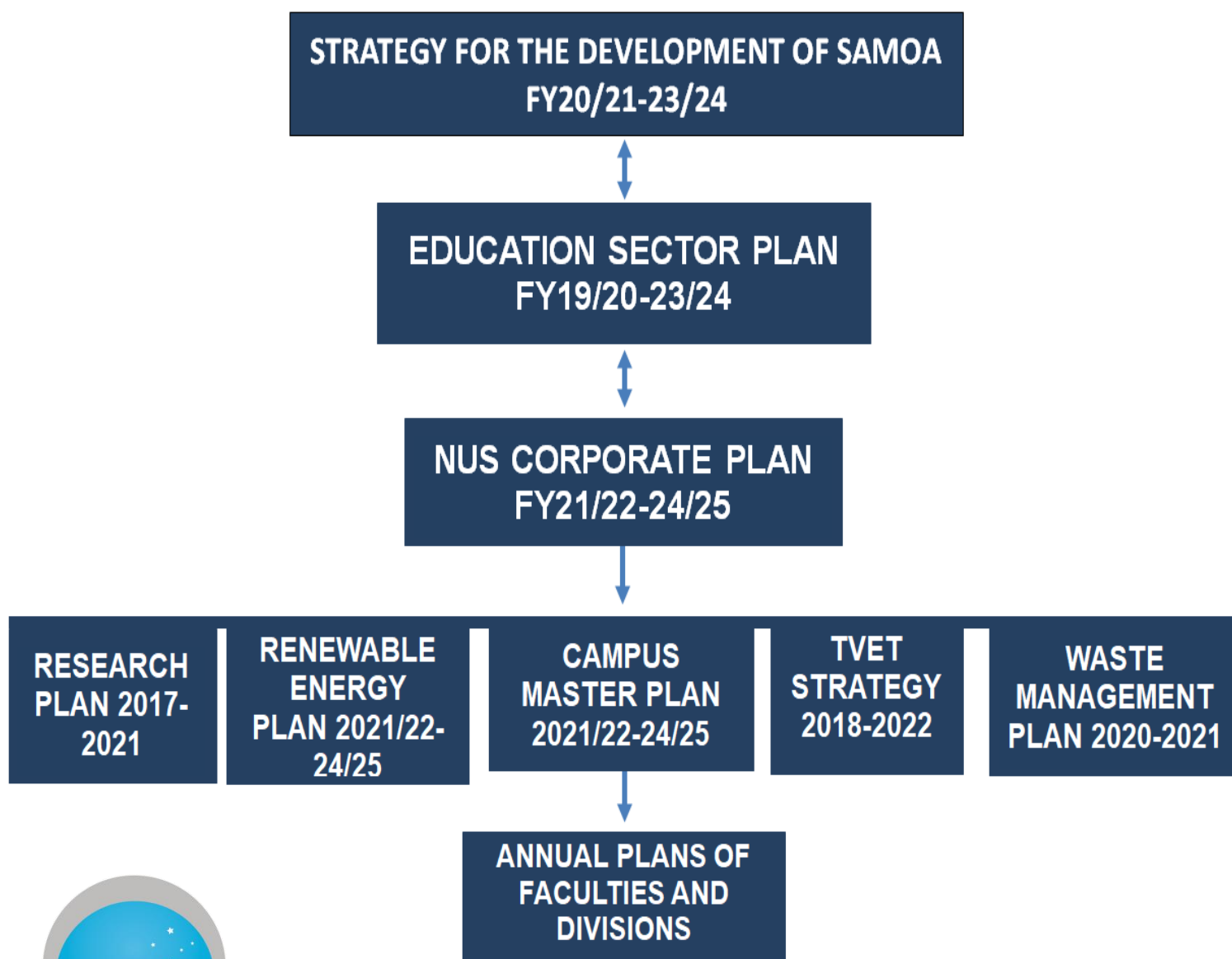


Figure 8: Hierarchy of Plans



National University of
Samoa ©2020

Appendix 2: Organisation Structure 2020

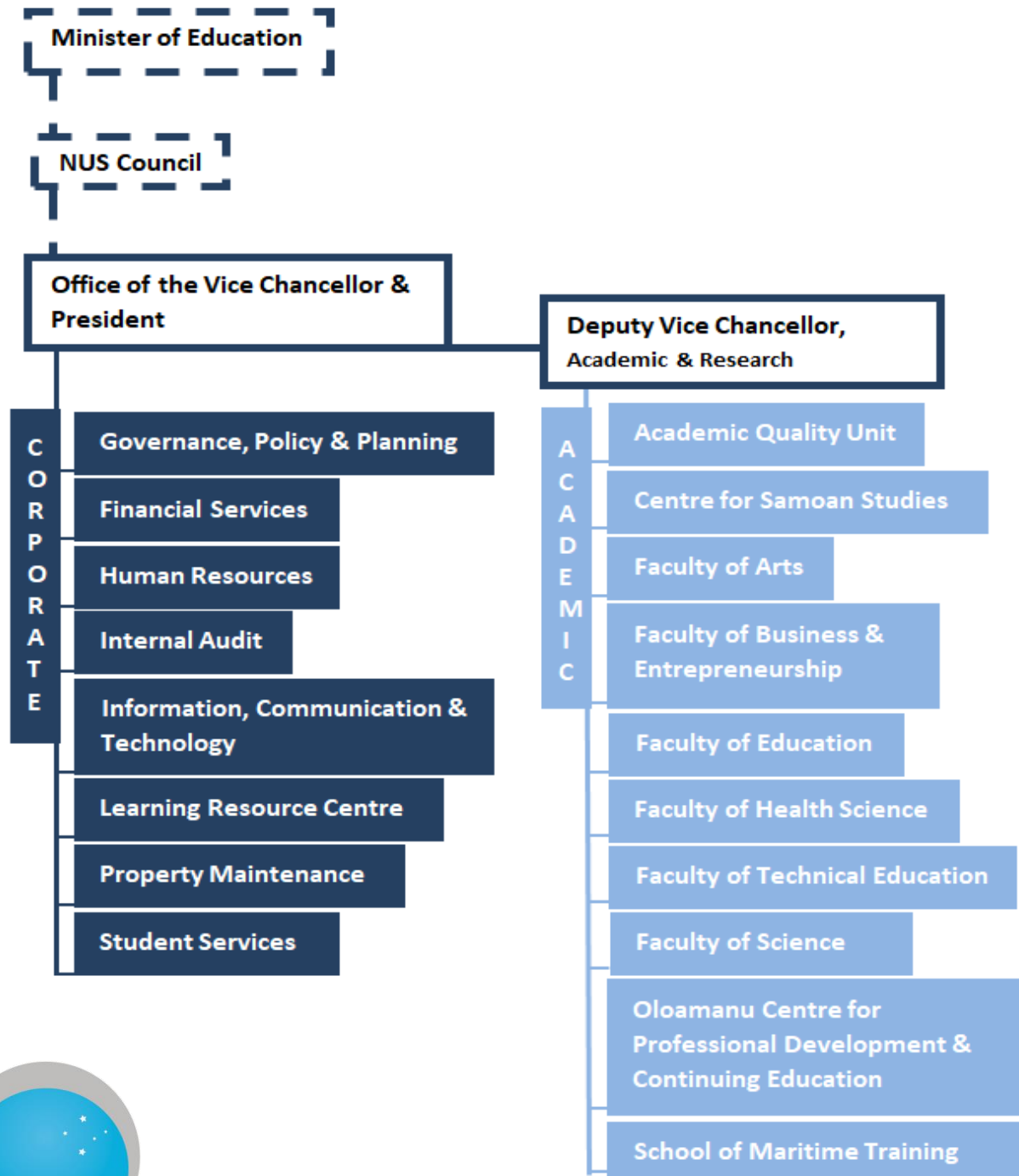


Figure 9: Organisation Structure 2020



National University of Samoa ©2020

Appendix 3: Integrated Performance Management System¹⁸

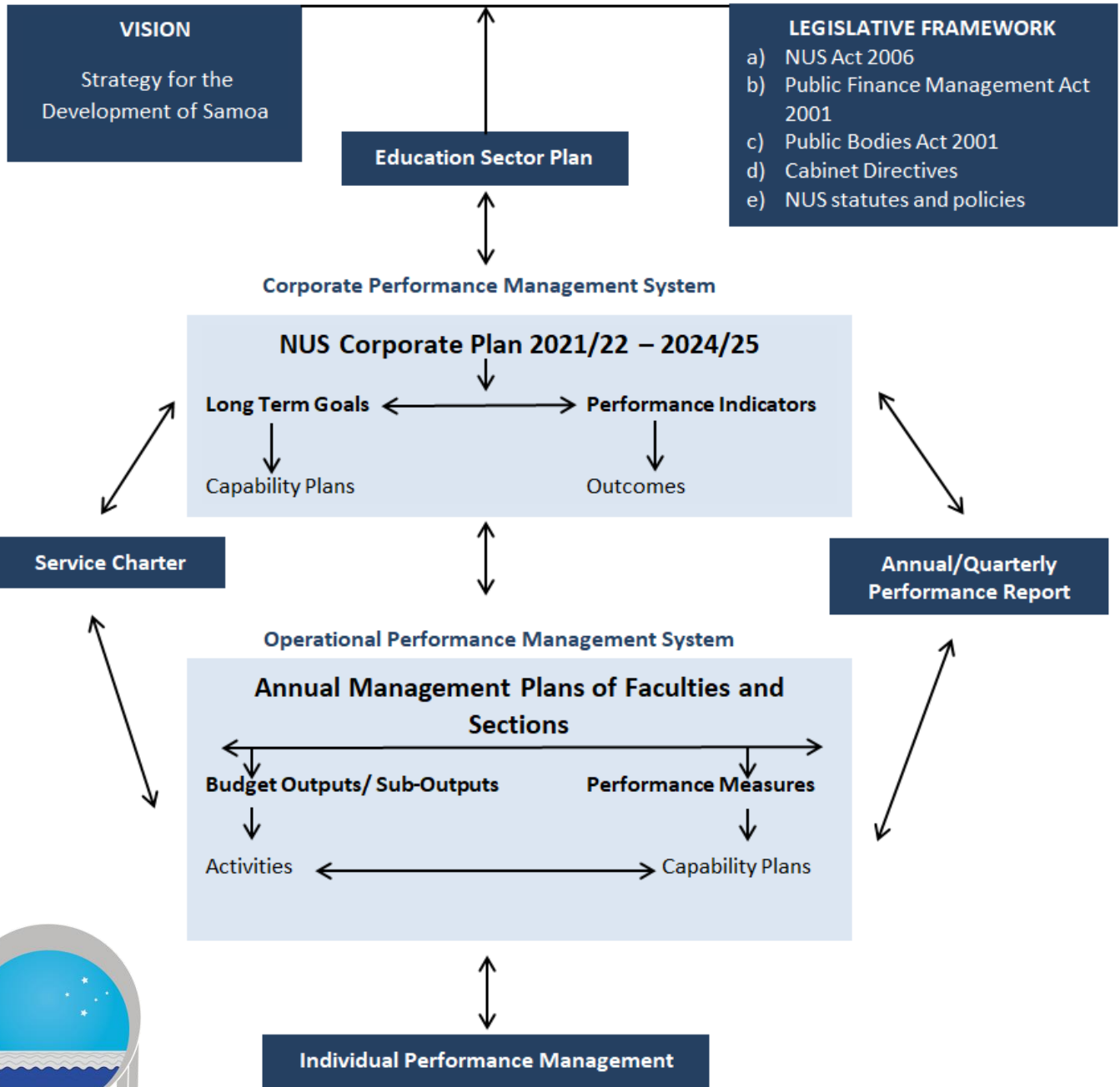
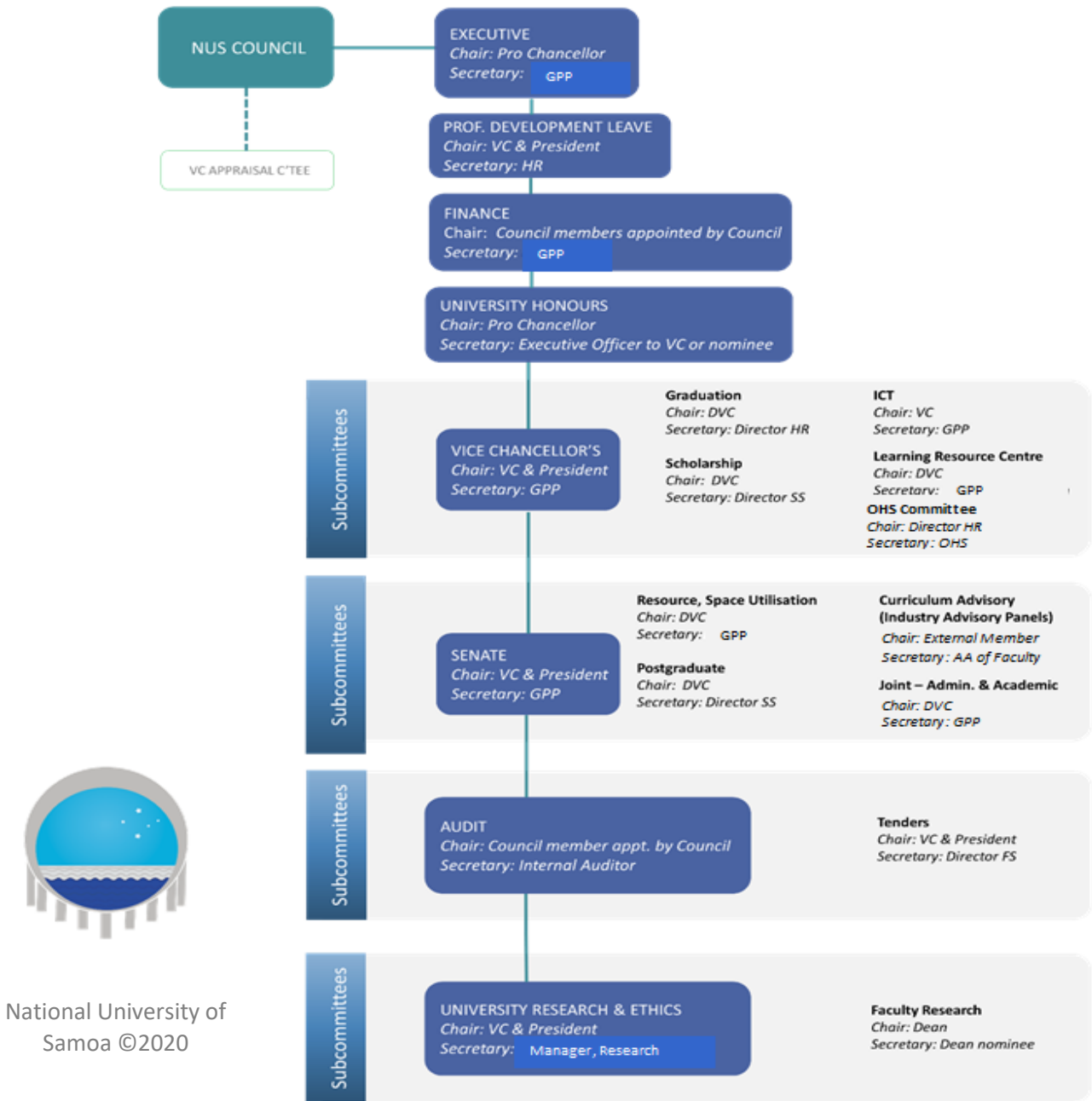


Figure 10: Integrated Performance Management System

¹⁸ Adopted from the Ministry of Finance Corporate Plan 2016-2020 p.25

Appendix 4: Governance Structure

NUS COMMITTEES & SUB-COMMITTEES



National University of Samoa ©2020

Figure 11: Governance Structure

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