



ANNUAL REPORT 2018

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Vision, Mission, and Values and Principles

Vision

A Quality National University, raising standards of education and applied research in the Pacific Region.

Mission

Championing the pursuit of knowledge, skills, academic enquiry and applied research to transform lives through higher education and training, inclusive of diverse communities, while providing relevant solutions for the Solomon Islands.

Values and Principles

Excellence and Quality: SINU is committed to providing excellent and high-quality teaching, learning, skills training, and research.

Innovativeness: SINU encourages and promotes creative ideas and solutions to existing and new challenges.

Relevance: SINU is committed to providing relevant teaching, learning, skills, training and research that meets diverse community needs at present and in the future

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

Collegiality: SINU values mutual respect that encourages a sense of community

Leadership: SINU creates and empowers future leaders

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

Pro Chancellor's Foreword

It is with great pleasure that I present to you the progress report for SINU in the year 2018. The report covers the **schools'** and **departments'** achievements and progress on their work programs for 2018. It also highlighted some of the challenges that schools and departments are faced with in carrying out their respective responsibilities and their planned activities during the year.



Hon. Dr. Culwick Togamana
[MP]

SINU as the only National Tertiary Institution **continues** to carry out its mandate in the training of Human Resources and contributing to the national development of the country. The year 2018 has been one of the difficult and challenging times for SINU administration and management. The three top positions (VC, PROVCC, and PROVCA) were filled on **an** acting basis at the start of the year and this has affected some of the management decisions. For most of the staff, their three years contracts with SINU expired in March and the renewal of most contracts after a three months delay is a major achievement. The students' protest at the start of the semester had caused disruption to some of the classes but SINU management **was** able to address the students' protest professionally.

SINU is now in its fifth year of attaining its university status and despite all the challenges that it has encountered in 2018, SINU **continues** to strive to make improvements **and** achieve better results. The university continues to expand in its academic programs and physical infrastructure developments and this is evident from the increase in the number of courses offered and student enrolment. The student enrolment has grown by 53.7% from 2015 to 2018 and in total numbers from 4,884 students in 2015 to 7,507 in 2018, and now offering 17 new courses in 2018.

SINU acknowledges and values the continuous support from the government through the Ministry of Education and Human Resources Development and with other various government ministries. The SINU faces the problem of meeting its ongoing contractual agreements in 2018 and this is because of the 80% reduction in the development budget allocation this year. SINU has taken measures to address the shortage of **funds** by not committing to any new projects and **managing** to keep two major infrastructure projects operational for the year. The Council and the Senior Management of SINU have discussed options and **the** possibility of seeking assistance and support from national and international financial institutions to make **funds** available to SINU for **the** development of its major infrastructure projects. Since the establishment of the SINU business arm BICS, improvements are seen in the student accommodation services and student **dining** services and other commercial activities that generate revenue for the university.

The SINU Council and its Council Committees are committed to achieving excellence and effective governance and to **ensuring** that SINU strives to be transparent, open and fair in its reporting on its core business and operations and to communicate regularly with its key stakeholders. The University continues to establish links and collaborations with other universities abroad and government ministries through signed MOUs. The MOUs are critical for the growth of SINU in pursuit of exchange in research, teaching and learning as a new and growing tertiary institution. SINU values and is committed to **cooperating** with its key stakeholders to explore opportunities in research, teaching and learning that will support and enhance quality teaching and learning outcomes.

I would like to thank and congratulate SINU staff for **the** successful implementation of key activities and programs of the university in 2018. As the Chairman of SINU Council, I take this opportunity to thank my colleagues Council Members, the management team and all key stakeholders and supporters for **the** assistance rendered to SINU in 2018.

Hon Dr. Culwick Togamana MP

Vice Chancellor's Overview

This annual report provides insight into the tasks carried out by the schools and the departments in the year 2018 and the achievements and challenges that the university has experienced. The year did not start smoothly as SINU encountered the problem of student protest and boycott of classes, key management positions were not filled and financial constraints continued because of budget cut by the government on the development grants. Despite all the problems and the challenges, the university has successfully completed the academic programs and its operational activities.

Achievements

The annual work program of the SINU is guided by the Strategic Plan 2016 – 2020. It identified six priority areas as the strategic goals for SINU to achieve;

1. **Academic Programs** – All schools have undertaken a review of existing courses and programs and developed new ones. A total of 33 certificate courses, 38 diploma courses and 12 bachelor courses were offered at SINU and this year the University has added 17 new courses to its academic program that including four certificate courses, seven diploma courses and six bachelor courses. The University also conducted a successful graduation ceremony where 1,572 students graduated with certificates, diplomas and degrees.
2. **Teaching and Learning** – The student orientation program was implemented by all schools at the start of the semester, and the development of the use of online and distance flexible learning is progressing. The Distance Flexible Learning Centre has signed formal agreements with four provinces to expand its learning Centres at the provincial level.
3. **Staff and Staffing** – Although faced with the challenge of not being able to fill in the Vice-Chancellor position, the university managed to fill some of its senior positions that have been left vacant for a long period. SINU aims to upgrade the qualifications of its academic staff to Master's and Doctorate levels and this year the university enrolled two lecturers from the SNRAS to pursue their doctorate qualifications by research within SINU.
4. **Research and Scholarship** – The establishment of the Research Office is now completed and the research activities are still at the initial phase stage. In the first half of 2018, the Office of Research faced the challenge of some key senior staff vacating their positions; although faced with this challenge the Office continued to facilitate some of its planned activities. The Research Office program on SINU Talks has been successful and well appreciated.
5. **Resources and Infrastructure** – The University continues to implement the two major infrastructure projects from SOEH and SNRAS despite the 80% budget cut from the national government support. The construction work on these two major projects has progressed well during the year. The completion of the projects within the scheduled time frame will not only increase the classroom and office spaces but provide a good and safe environment for the students and staff who are going to use the facilities. Some of the new facilities will also generate income for the university if hired by individuals and organizations.
6. **Financial Sustainability** – One of the notable achievements in SINU finance is the completion of the audit reports from 2013 – 2016. The audit report recommendations provide the way forward for the university to make improvements on financial compliance and reporting. The conduct and the completion of the audit exercise is a step taken by the SINU Council and Management to improve the university finance management and reporting processes. The qualified audit reports for 2013 – 2016 are a very big challenge for SINU to address.

The Business Investment and Commercial Services (BICS) of the University is progressing well. Some notable achievements by BICS are; the Roll of COLLC Short Courses, the Hosting of National U16 & U19 Soccer Teams, the Signing of MOA with the MACFESTNOC, the New Registration Process for Boarding & Lunch Only Students, and 100% Occupation of Hostels. BICS as a newly-established division has made some impact in the generation of needed revenues for SINU.

Challenges

SINU as a developing tertiary institution has faced challenges just like most universities in developing countries. The delay in the recruitment of key management positions, the high staff turnover, financial constraints and students protest are some of the main challenges that SINU has encountered in the first semester of 2018. The Vice-Chancellor's Office has been vacant since early November 2016 and the university had the difficulty in identifying the right candidate to fill in the position permanently since that date. SINU faces financial constraints due to delay or non-payment of school fees and grants from the national government, other organizations and individuals that sponsored students studying at the national university. The key issue that led to students' protests and boycott of classes at the start of the semester was that SINUSA executives were not happy with the management decision on the disqualification of the SINUSA election results in 2017. Students' leaders demanded among others the resignation of the Pro-Vice chancellor corporate but their demand was not conceded. Despite all the challenges, the SINU has completed all the academic programs and activities for 2018.

Priority Tasks and Way Forward

1. **Staffing** – SINU needs to fill current management positions that are vacant. The vice-chancellor's office has been vacant for more than 18 months now and the priority for the SINU Council is to ensure that Vice-Chancellor and two Pro – Vice-Chancellor positions are filled.
2. **Finance and Development Projects** - The SINU management will need to plan ways to address the shortage of funds to meet the 2018 capital budget. The funding gap for the development of actual contractual agreements is more than \$64 million and SINU will engage in consultation with possible donors to provide the much-needed fund to get its major infrastructure projects completed within the scheduled timeframe.
3. **Academic Programs and Reorganization of the Schools** – The schools will continue with the implementation and review of their current courses where necessary and the development of new courses for 2019 and the future. The SINU needs to review its existing academic plans to accommodate new areas of study and to adapt to new changes in the use of technology to deliver its courses.

SINU currently offers over 35 certificate-level programs many of which are important and necessary to Solomon Islands. However, universities by design and functions are not the ideal institutions to offer certificate, trade-related and vocational programs. Universities are expected to make a contribution to society through the pursuit, dissemination, and application of knowledge and expertise by equipping students with higher qualifications, training and skills. SINU needs to work out a plan to gradually phase out all certificate programs over a period of time, and concentrate on consolidating bachelor and diploma level programs, and instituting postgraduate programs as well. A good number of certificate programs can be delivered by distance mode or placed in technical and/or vocational colleges (TVET) outside the SINU. This is the only way SINU can emerge as a true tertiary institution mandated to produce skilled and capable human resources for the nation.

There is a felt need to establish a separate School of Basic Studies or School of Foundation Studies in the university to service common courses such as communication skills, mathematics, introduction to computers, etc. across all disciplines within SINU. Most of these courses are serviced by part-time lecturers with poor outcomes. For example, responding to growing concerns that school leavers admitted to SINU are deficient in both written and spoken English, almost all academic programs have introduced communication skills course units in their course curricula. A total of 2,947 students were enrolled in communication skills courses this year. A similar case exists for mathematics and computer literacy courses. It makes sense to consider restructuring academic programs and creating a separate school to teach common courses.

4. **Audit Report** – The Finance Division will need to establish a task force to implement the recommendations of the audit reports. The SINU has qualified audit reports for 2013 – 2016 and there is a great need for improvements in the areas of compliance and reporting.
5. **Planning and Budgeting** – The Schools and departments will develop detailed work programs for 2019 that are properly budgeted to help proper use and management of the university's limited financial resources.

EXECUTIVE SUMMARY

The year 2018 is the 5th year of SINU becoming a university. It is another challenging year for the Solomon Islands National University. The three key positions (Vice-Chancellor, Pro-Vice Chancellor-Corporate, and Pro- Vice Chancellor-Academic) were filled on an acting basis at the start of the year and these three positions are still yet to be filled permanently. This has affected some of the management decisions. The student protest has as well caused disruption to some classes but was later addressed professionally by SINU management. The budget cut by the government on the development grants as well affects the university since it is at its development stage and needs to develop its infrastructural side.

The 2018 annual report will offer insights into various tasks implemented by the Solomon Islands National University. It will precisely highlight the key achievements and challenges of the university in 2018.

There seems to be a steady increase in the number of academic programs. There was a total of 5 new programs being approved by the senate namely Diploma of Pharmacy Technology, Certificate of Pharmacy Practice, Postgraduate Diploma in Health and Leadership Management, Postgraduate Diploma in Emergency Medicine, and Certificate IV in Refrigeration and Air Conditioning.

The five schools of the Solomon Islands National University have offered a total of 77 programs in 2018 which imply an increase of 15% from 2017. Most of the programs offered were under the certificate level and diploma level. 36.4% of the total programmes offered in 2018 were under certificate level while 33.8% were under Diploma level. The four levels offered only 29.8% of the total programs. No programmes were offered under Postgraduate Certificate and Postgraduate Diploma in 2018.

There has been a 4.1% increase in the number of student graduands from SINU from 2017 to 2018. There was a total graduand of 1864 from the Solomon Islands National University in which male graduands outnumber female graduands by 80. 52% of total graduands were male whereas only 48% were female.

The university has experienced an increasing number of student enrolments at SINU over the years. In 2018 the total enrolment at SINU reached 7507 which implied a steady increase from the previous years. School of Education and Humanities is known throughout the years to be a school that has the highest enrolment rate compared to the other schools. It enrolled nearly 50% of students in 2018 whilst the School of Technology and Maritime Studies has the least number of enrolments (8.8%). The school with the highest number of student enrolments in 2018 was the School of Business and Management. SINU is male-dominated in 2018 in which males made up 54% of the total enrolment whilst females made up only 46%.

The two key development projects in progress are the Panatina Building Complex and the SNRAS New Science Research & Teaching Complex which would be completed soon. SINU has faced a budget cut on development grants by the government.

The main staffing issue for this reporting period is the renewal of contracts and the filling of some of the key management positions. The major financial issues are the delay in the payments of school fees by fee payers resulting in the high outstanding fee. There was also a major reduction in development grants by

the national government. Despite the existing financial constraints, the university remains operational and able to complete the academic year successfully.

INTRODUCTION

This year's report is the third annual report under the Strategic Plan 2016-2020. It highlights the key achievements and challenges against the University's six strategic goals. The six strategic goals include the academic programmes, teaching and learning, staff and staffing, research and scholarship, resources and infrastructure and financial sustainability.

Thou challenging, SINU do persistently aspire to offer attractive and quality academic programmes, providing quality teaching and learning, recruiting qualified staff, research and scholarship are capacitated, resources and infrastructure are to the best to meet operational demands of SINU and financial sustainability for SINU is effective and efficient.

In particular, the report pointed out the progress in 2018 with programmes reviewed and new programmes, a number of high-demand programmes converted to DFL and new academic policies approved by the council. There are also achievements stated concerning new developments in Online and Distance learning and the improvements in Library facilities.

The report further looked at progress with research and scholarship with respect to internally funded research projects, conferences, and Workshops, Forums, Talks and Seminars and Research Policy. In relation to resources and infrastructure, the report shows the state of improvements on ICT facilities and New and ongoing capital projects implemented during the year.

In addition, the report as well highlights the achievements in revenue sources and collection and new financial policies developed. These are the foundational elements that signify the institution's financial strength and sustainability.

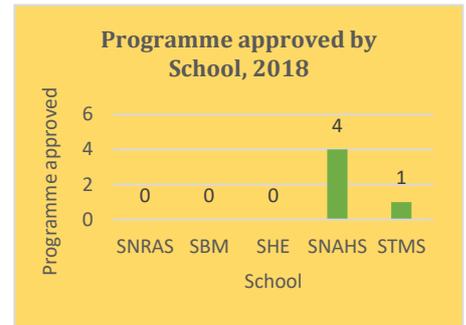
The 2018 Academic Year has not started smoothly and SINU encountered the problem of student protest and boycott of classes, key management positions were not filled and financial constraints because of budget cut by the government on the development grants. Despite all the problems and the challenges, the university has successfully completed the 2018 academic programs and all its operational activities.

1. ACADEMIC PROGRAMMES

1.1 Programmes Reviewed and New Programmes

The Solomon Islands National University gained university status in 2013 and began offering programmes that are in demand within the country. SINU continue to offer new programmes every year and engage in reviewing existing programmes to meet quality standard. The year 2018 has been one of the most difficult year for the SINU administration and management. The three top positions (VC, PROVCC, and PROVCA) were remain vacant and filled on acting basis. This has really affected some of the management decisions. The students’ protest at the start of the semester had caused disruption to some of the classes but SINU management was able to address the students’ protest professionally and there was no major disturbance to the semester one classes and programs. Though these challenges were faced SINU is optimistic and has able to develop and approve few new programmes in 2018. Fig.1 shows that there was a total of 5 new programmes being approved by the Senate and proposed to be offered in 2019 & 2020. Four of the approved programmes were from the School of Nursing and Allied Health Sciences whilst 1 was from the School of Technology and Maritime Studies. This indicated that there was a progress made in review and development of new programmes at the school level.

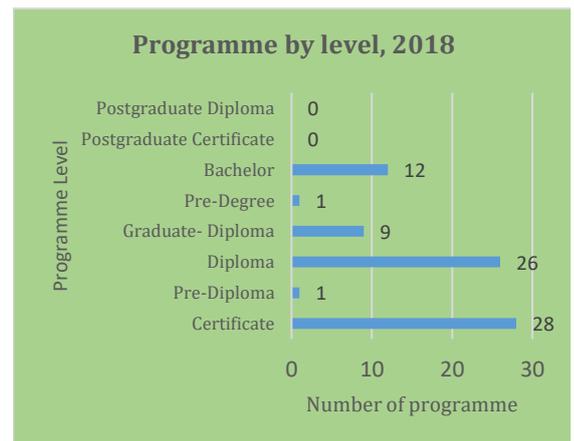
Figure 1: Programmes Approved 2018



1.2 Total Programmes offered by Level in 2018

The university offered the total of 77 programmes in 2018 through its five schools. The number of programmes offered differs according to level. Certificate level offered a total of 28 programmes followed by Diploma level with 26 programmes. Fig.2 portrays that programme levels at SINU in 2018 include Certificate, Pre-Diploma, Diploma, Graduate-Diploma, Pre-degree, Bachelor, Postgraduate Certificate, and Postgraduate Diploma. 36.4% of the total programmes offered in 2018 were under certificate level while 33.8% were under Diploma level. Bachelor level comprised of only 15.6% of the total programmes followed by Graduate diploma with 11.7%. Pre-diploma & Pre-degree comprised only 1.3% each. No programmes were offered under Postgraduate Certificate and Postgraduate Diploma.

Figure 2: SINU Programmes by Level, 2018

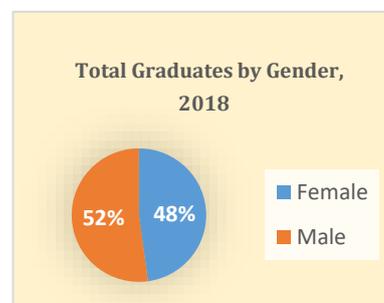


From 2017 to 2018 there had been an overall increase of 15% regarding the programme offered by level. The increase mainly due to rise in certificate, diploma, and bachelor programmes whilst the other levels remained the same from 2017. In overall there were a total of 77 programmes offered in 2018 whilst in 2017 it totalled to only 67 programmes.

1.3 SINU Graduands

SINU has produced an increasing number of graduands every year. In 2018, there was a total of 1864 students graduated from the Solomon Islands National University. This implied a steady growth in the number of students who graduated from the previous years. Figure 3 shows student graduates by gender in 2018. Of the total graduates in 2018, 52% are male whilst 48% are female. The percentage increase in student graduands from 2017 to 2018 was 4.1%. This implies a steady increase in a year. In absolute numbers, female graduands sum up to 892 and male with 972. Hence, male graduands outnumber female graduands in 2018 by a difference of 80.

Figure 3: 2018 Graduands by Gender



Depicted in Figure 4 are the SINU total graduands by Faculty in 2018. The university has a total of 5 schools which were distributed within the 3 SINU campuses namely the Kukum Campus, the Ranadi Campus, and the Panatina Campus. SEH comprised of most student compared to the rest of the other schools. SEH graduands comprised 38.5% of the total graduands in 2018 followed by the School of Business and Management with 24.1%. The other three schools have made up only 37.4% of the total graduands which is still less compared to SEH graduands. Hence, overall

Figure 4: Total Graduands by School, 2018

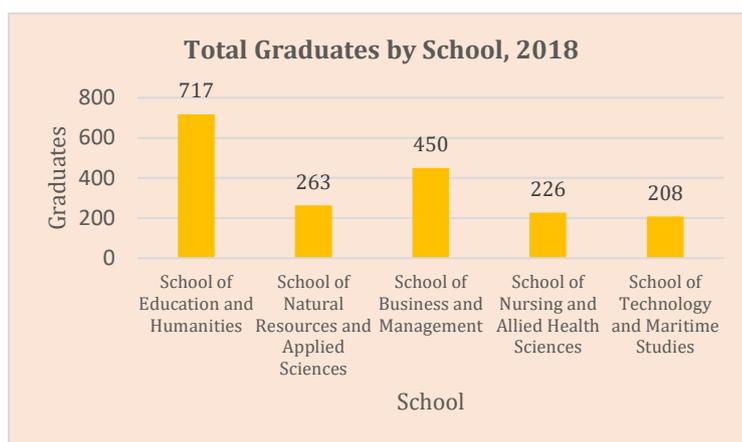


Figure 5: Graduates by Gender, 2018

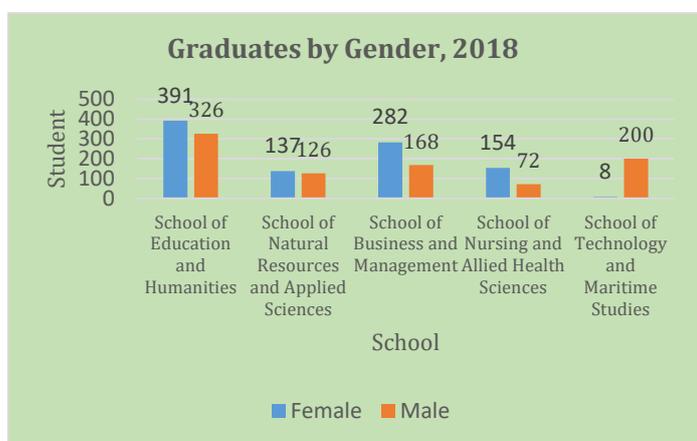
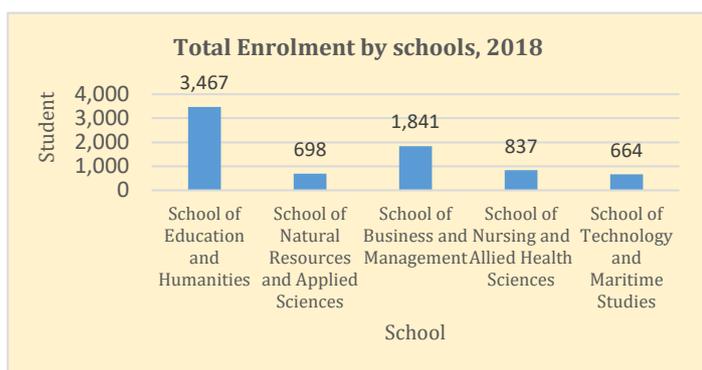


Fig.5 shows SINU graduands by gender in 2018. The (4) schools out of 5 schools in SINU namely the School of Education & Humanities, School of Natural Resources & Applied Science, School of Business & Management, and School of Nursing & Allied Health Sciences have experienced a higher number of female graduates while School of Technology and Maritime Studies is the opposite in which it has a high graduand than female. There was a total of 208 graduands from the school of Technology and Marine Studies, however, only 8 females graduated from this school while the rest are male graduands.

Solomon Islands National University has been experiencing a slight increase in the number of student enrolments over the past years since it gains university status in 2013.

Figure 6: Total student enrolment by Schools

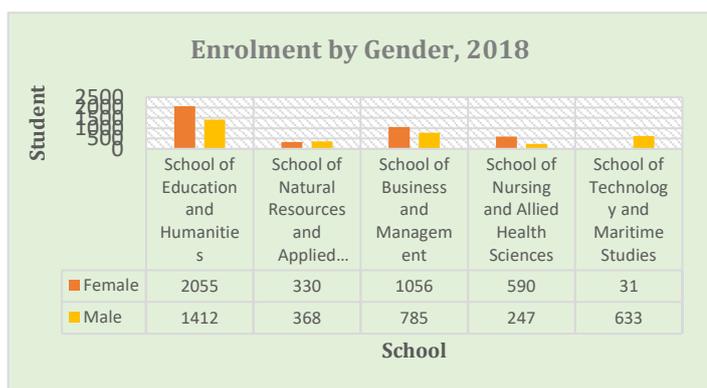


In 2018 SINU enrolled a total of 7507 students which shows a slight increase from 2017 total enrolment. Fig. 6 shows that the School of Education and Humanities has the highest enrolment followed by the School of Business and Management.

Nearly 50% of the total SINU enrolment were enrolled under the School of Education and Humanities. The least number of student (8.8%) has been enrolled at the School of Technology and Maritime Studies. The second highest enrolment were under the school of Business & Management

which comprised of 24.5% of the total enrolment. The trend on student enrolment at these schools may indicate mix scenarios which range from student's interest at the offered programmes as well as the availability of learning facilities and the number of students to be enrolled under each school due to lack of learning spaces.

Figure 7: Student Enrolment by Gender



There seem to be gender disparity in regards to student enrolment rate at the university in 2018. The total number of female students enrolled at SINU in 2018 was 3445 while male was 4062. There was a big gap regarding enrolment at the School of Technology and Maritime Studies in which it was male dominated. Hence, male made up of 54% of the total enrolment whilst 46% of the total enrolment were under female.

1.4 Convert High-Demand Programmes to DFL

The Centre provides the support and deliver the courses from the five (5) Schools of the University by distance mode. As such, it is purposed to reach the unreachable population who cannot come to on-campus due to various personal reasons. It is also response to train the population that has not done any formal education in their life. The major achievement for the Centre is successful signing of MOU with United Church, Malaita, Choiseul and Western Provinces for the partnership in the delivery of the Learning Pathway Certificates. The Centre is offering the Certificate of Primary from the School of Education and the Bachelor's in Business Entrepreneurship from the School of Business Management and is trying to consolidate the BBE program. For the off-shore campus, the Centre is working with HR to prepare for any positive outcome when the establishment paper reaches the Council.

Program Title		Total Enrolment	
		Males	Females
Certificate in Teaching Primary	Cohort 1	132	258
	Cohort 2	62	199
	Cohort 3	63	147
	Cohort 4	128	299
	Cohort 5	282	421

2. TEACHING AND LEARNING

2.1 New developments in Online and Distance Learning

The second goal of the SINU Strategic Plan is the focus on teaching and learning. The objective is to provide quality teaching and learning experiences and support for students. The strategies here relate to online learning, library resources, and support to generally support student learning.

The main activities and achievements under this goal include the following:

- the development of the use of online and distance flexible learning to improve access and equity of access to higher education progressed well during the year.
- the acquiring of the technology to enable online learning. Moodle has now been made possible and staff and students need to learn how to make use of it.
- the establishment of learning centres in four Provinces. This will enable access to SINU courses by students residing in the Provinces.
- SINU has acquired 278 books at the cost of \$327,102, and another 351 books are on order awaiting payment. Additionally, 323 electronic copies of research papers were added to the Digital Repository.

2.2 Improvements in Library Facilities

The Library services of SINU operate 3 branch libraries on 3 campuses of the university. SOEH Library at Panatina, Institute of Marine Studies Library and School of Fisheries Library at Ranadi Campus and the Main Library at Kukum Campus which serves schools of Nursing and Allied Health Science, Natural Resources and Applied Sciences, Business and Management Studies and Industrial Technology.

Key achievements for the period

Program	Activities
New Student Orientation Program	Following areas were covered during library orientation and skills classes in both semesters 1: <ul style="list-style-type: none">• How the library resources are organized• How to locate materials in the library• How to use e-databases• How to access library's e-databases through the library's webpage
Improve Reference Services	This service is provided on daily basis in the following areas: <ul style="list-style-type: none">• Assist students in finding the answers to specific reference questions• Instruction on how to use the library and its resources• Orientation to the library tours, tutorials sessions and subject specific workshop
Acquisition of Books	278 books were received valued at SBD372,102.00 351 books are on order awaiting payment
Digital Repository	323 electronic copies of research papers were added to the Digital Repository
Staff ID Cards	152 Staff ID Cards have been printed. All staff ID Cards will be printed when we receive all details from HR

3 STAFF AND STAFFING

3.1 New Written Policies and Procedures

During this reporting period, there is no policy presented to the SMC's meeting for endorsement and implementation. HR is continuing with the implementation of the approved policies by the Council such as Staff Recruitment, Selection and Appointment Policy, Staff Establishment Policy, Time Keeping and etc

3.2 Total Number of Staff by Faculty and Departments

In 2018 there was a total of 392 full-time staff which include academic and support staff. Fig.8 depicts SINU staff by the school. School of Education & Humanities and School of Technology & Maritime Studies have 47 staff each school while the other 3 schools have fewer staff compared to these two. School staff is comprised of both the academic and support staff whilst at department/division level it comprises only the supporting staff.

Figure 8: Staffing by School

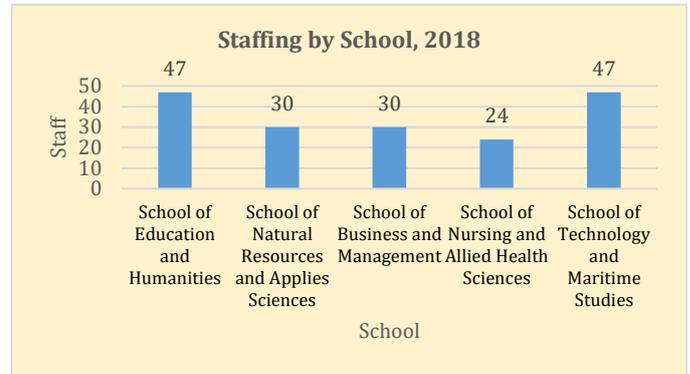
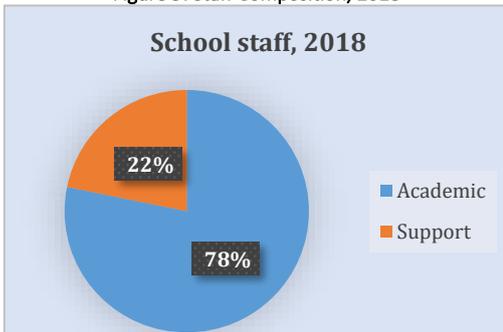


Fig.9 shows that there were academic and support staff that made up the school staff. Regarding school staff in 2018, there were 140 academic staff and 39 support staff that keep the five schools running efficiently.

Figure 9: Staff Composition, 2018



The pie graph indicates that for the schools at SINU majority of staff are academic staff. In 2018, 78% of staff at school are categorised under academic staff and the remaining 22% are support staff. These exclude the number of staff under departments/divisions.

Figure 10 illustrates SINU staff composition by department/division. There was a total of 213 staff working at various departments/divisions. Many vital departments seem to have few staff. This involve Marketing & Promotion Dept., Institutional Planning & Development Dept., Pro Vice Chancellor- Corporate, and Pro Vice Chancellor- Academic with one staff each. This imply these departments are understaff and can really affect work.

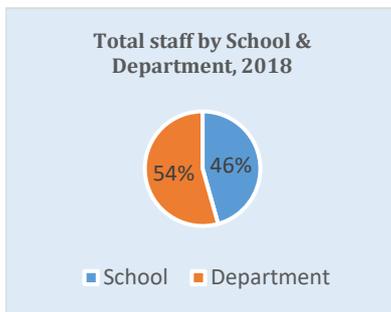
Figure 10: Department Staff, 2018



Institutional Planning & Development is the main department that work closely with all the faculties and departments to produce important reports and seek funds for the university, however,

having only one staff in this department will lead to many works being half done and not of great quality. This is also the case for the Marketing and Promotion Department. Property & Campus Management and Business, Investment and Commercial have the highest number of staff with 63 staff and 41 staff respectively. Of all the staff working in these departments, female staff outnumber male staff.

Figure 11: SINU Staff, 2018



Concerning schools' staff males outnumber female staff in which male staff comprised 68% of the total school staff while females comprised of only 32%. This is the opposite of department/division staff in which females outnumber males whereby females sum up to 57% of the total department staff and males made up only 43% of all departments. Overall, in 2018 male staff comprised 54% of the total SINU staff whilst female staff made up only 46% of the total staff. Hence, male staff outnumber female staff in 2018.

Fig.11 categorised SINU staff by school and department/division staff. In 2018 department staff number is higher compared to school staff. 54% of the total staff work in various departments at SINU whereas only 46% of the total staff work under five different schools at the Solomon Islands National University.

3.3 Staff Development and Training Activities

There was a total of 66 staff both academic and support staff is currently on part-time and full-time studies in various universities in the region and as well in our University (Solomon Islands National University).

Staff Development is a challenge. Many staff is applying for either full-time or part-time studies. SINU cannot afford to have too many staff on training at one time due to costs and the loss of service by staff which can affect service delivery.

4. RESEARCH AND SCHOLARSHIP

In 2018, the Office of Research experienced many challenges and issues with staff movement, however, the department has been able to organize and participate in research activities. These include:

- Organising the eight SINU Talks at the University. This is a strategy for sharing knowledge through interaction with academic scholars and institutions both local and abroad
- Awarding seven research projects to staff. The aim is to enable staff to develop their skills and knowledge in research by doing actual research activities
- Collaborating with external stakeholders to undertake research activities. SINU has collaborated with three stakeholders – the Ministry of National Unity, the Ministry of Health and Medical Services, and the Australian Department of Foreign Affairs and Trade – on three separate research activities

4.1 Internally Funded Research Projects

There are seven internally funded projects undertaken in 2018 and they are as follows:

- Efficiency and economic welfare: An investigation into small-scale fishing in Guadalcanal Artisanal fishing: The environmental impact in Guadalcanal Province.
- Clinical Practice Nurses as clinical mentors for nursing students: Evaluation of the pre-mentors training program in the Solomon Islands.

- Awareness, community participation, and dengue fever household prevention and control practices in Honiara, Solomon Islands.
- Aedes survey following the dengue fever outbreak in Honiara, Solomon Islands
- Behavioural risk factor for non-communicable disease among rural adults of North Guadalcanal, Solomon Islands, 2017.
- Variation of decomposition rates of mangrove leaves in Guadalcanal, Solomon Islands with respect to ambient temperature, humidity and other factors.
- Solid and hazardous waste management: An environmental and socio-economic impact assessment of selected peri-urban communities in Honiara

4.2 Conference and Workshops

Research Office has been working in collaboration and Networking with National and International stakeholders.

1. National collaborative research activities- The Ministry of National Unity Peace and Reconciliation (MNUPR) project - successfully completed the first phase of the MNUPR project by submitting the Research Committee “White Paper” document to the MNUPR.
2. International research collaborations- The SINU’s Office of Research and the SNAHS have joined international institutions in a project funded by DFAT. The title of the project is “Progressing inclusive, resilient and sustainable SDG6 and WASH outcomes in rural Pacific: approaches to enable effective community – based water management”.
3. Collaboration and participation in Tropical Partners project- SINU joined the MHMS and James Cook University in the implementation of the Tropical Partners project. The project is about people and partnerships for health security: Networking stronger health systems in the Western Pacific region through individual, institutional and **systems-level** capacity strengthening.

4.3 SINU Forums, Talks and Seminars

Regarding the dissemination of vital information, the research office has undertaken (8) SINU Talks in 2018. They are as **follows**:

1. Walking on a **clothesline**: A tok stori about safeguarding leader’s integrity.
2. Disease Patterns and Trends in the South Pacific.
3. Tulagi: Pacific Outpost of British Empire.
4. Contested Grounds: Customary land and economic development in the Solomon Islands.
5. Coconut Rhinoceros Beetle: A threat to livelihoods.
6. Foreign Policy White Paper.
7. Doublet earthquake triggering for the April 2014 events in the Solomon Islands.
8. State Formation, State Building and the Unfinished Task of Nation Building in The Solomon Islands

5 RESOURCES AND INFRASTRUCTURE

5.1. Improvements in ICT Facilities

There are few notable improvements in ICT facilities in 2018. The priority for the ICT support in 2018 is to improve access to better and cost-effective ICT Facilities and services for all staff and students and the achievements made are as follows;

- Phase 1 - Fibre Reticulations (Kukum Campus) - Improve internet/intranet speed in VC's office, SNAHS, ITH, SBM, BICS, Students General Computer Lab/Research Department, SNRAS, Properties Dept., STMS and Survey Department office.
- Training – TechnologyOne SMS - Onsite training for ICT, SAS and Finance staff by TechOne consultant.
- Regional IT Training Workshop - Improving knowledge and skills in IT.
- Attaché' Training, Australia - Backend Attaché training. Improve knowledge and skills to better assist front-end users (finance & HR staff)

5.2. New and Ongoing Capital Projects

SINU's fifth goal is the focus on resources and infrastructure. The accompanying objective is to provide the best facilities possible to meet the operational demands of the University. The following are activities and achievements recorded:

- Ongoing construction work at the Panatina Complex Project with the aim to complete the project in early 2019
- Ongoing construction work at the SNRAS Science Building Project
- Renovation and upgrading of Kukum and Panatina Kitchen and Dining Facilities
- Repair & Maintenance works to all Student Hostels at Kukum and Panatina Campuses in collaboration with BICS.
- Initial Rehabilitation of the Ex-FOPA village facilities, services and site in Preparation for MACFEST 2018.
- Completion of new Classroom and Office Building for SNRAS at Kukum Campus inclusive of concreted Footpaths
- Completion of Renovation works to ex – CYP Office (now DFL Office)
- Completion of Repair and Maintenance works to at least two staff houses on Kukum Campus.
- Completion of phase 1 and 80% of phase 2 of the Ranadi Campus road access and carpark works
- Completion of Student Leaf hut for ITH

6 FINANCIAL SUSTAINABILITY

6.1 Revenue Sources and Collection

One of SINU's strategic priorities through the years is to diversify funding sources. However, SINU revenue sources remain largely on student fees and government grants. There are also other means through other fees to which SINU gains its revenue on campus. Unfortunately, collection of fees remains a huge challenge for the University. The trend of SINU outstanding fees has sharply increased from 2017 to 2018. This weakens the financial strength of the institution which would affect further operations and development of the institution.

6.2 Audited Financial Report

Achievements and Highlights

a. Annual Financial Statement and Audit

The annual financial statements for 2013 - 2016 were prepared and completed by Deloitte in 2017, and audited by the Office of the Auditor-General and completed in the 1st quarter of 2018.

The Audit Reports 2013 – 2016 were presented to FIC and Council in May and June 2018 and were endorsed to appoint a Management Audit Task Force to look into Audit Findings and Recommendations, as the current status is a qualified audit opinion which means that there are some issues with the accounting records, and to improve the current status to reach the unqualified audit opinion which means that the auditors are satisfied with the accounting records

b. Advanced Attache Training

The Financial Accountant, Management Accountant and Project Finance Manager attended the Advanced Attache Training at Cebu, the Philippines in April 2018, and also the Director of Finance, Director of Human Resources (Acting), two Senior Human Resources Officers and one ICT Support Officer also attended the Advanced Attache Training in Brisbane, Australia, in June 2018.

The training covers Theft and Fraud, Report Designer and Fixed Asset Management in attaché software. The Officers gained some knowledge from this training, and it will assist them in improving their skills and performance

Financial Performance – January – June 2018

Details	2018 Original Budget	2018 June YTD Actual	Variance	2018 Revised Budget
Bank Balances as at 01st January 2018				
BSP Main Account - 9088870401		668,646		
BSP School Fees - 9088870419		13,263,436		
BSP DFL Account - 2000625968		102,855		
ANZ Development - 4628566		680,537		
Add: Revenue				
Government Grants	72,000,000	16,000,000	56,000,000	72,000,000
Fees & Charges	77,643,710	84,279,884	(6,636,174)	77,643,710
Total Revenue	149,643,710	114,995,357	49,363,826	149,643,710
Expenditure				
Recurent Expenditure	153,412,589	81,248,656	72,163,933	153,412,589
Capital Expenditure	54,500,000	23,421,769	31,078,231	74,500,000
Total Expenditure	207,912,589	104,670,425	103,242,164	227,912,589
Total Surplus/(Deficit)	(58,268,879)	10,324,932	(53,878,338)	(78,268,879)
This is represented by:				
BSP Main Account - 9088870401		472,753.74		
BSP School Fees - 9088870419		9,703,722.76		
BSP DFL Account - 2000625968		130,735.18		
ANZ Development - 4628566		17,720.56		
Total Bank Balances as at 30th June 2018		10,324,932.24		

Corporate Sponsors Balances as at 30th June 2018

Details	Amount SBD
Members of Parliament (Constituency Development Office)	7,364,412
National Training Unit – MEHRD	1,740,052
National Trade Testing – Ministry of Commerce	1,599,170
MACFEST – Ministry of Culture & Tourism	1,584,000
Guadalcanal Provincial Government	4,403,640
Others	782,327
Total	17,473,601

Suppliers/Creditors/Contractors Balances as at 30th June 2018

Details	Amount SBD
Overseas Creditors	4,642,807
Utilities Suppliers	3,527,186
Contractors	19,338,429
Rations Suppliers	1,038,916
Payroll Deductions Payable	2,663,738
Stationery Supplies/ICT Suppliers	922,314
Hardware Materials Suppliers	539,243
Total	32,672,633