

SABARAGAMUWA UNIVERSITY OF SRI LANKA



STRATEGIC MANAGEMENT PLAN 2014-2018

Goals, Objectives, Strategies & Actions

CHAPTER 1: INTRODUCTION

1.1 History of Sabaragamuwa University of Sri Lanka

The relatively short history of Sabaragamuwa University of Sri Lanka (SUSL) was started in 1991 as an affiliated university college to University of Sri Jayewardenepura, located in the former Japanese Expatriate Village of Samanalawewa Project in Belihuloya. Academic programs commenced from 1992, with three study areas namely; Travel and Tourism Management, Accounting & Finance, and English. The first batch of students was limited to 225 and was served by an academic staff of about 10 with several visiting lecturers from other Universities and Institutions. In 1993, during the second year of operation, the Sabaragamuwa Affiliated University College achieved success in many areas. In this year it admitted 166 students covering all ethnic groups; introduced a Department in Travel and Tourism Management; added a separate Computer Centre; laid the foundation stone for the construction of a new Library; and started conducting several Study Programs on English and Japanese languages for the community at large. In 1995, on the recommendation of a Committee appointed to look into the status of Affiliated Universities of the country, the Sabaragamuwa Affiliated University College was converted into a National University, creating the lib National University of Sri Lanka. The Souvenir issued on the occasion of commissioning the University stated that, "in the course of past four years under the Affiliated University College System, it was possible to develop such facilities as Lecture Halls, an Auditorium, Computer and Language Laboratories and Reading Rooms, Welfare and Medical Centers, an Open Air Theatre and a Herbarium. The facilities that existed at the premises when taking over from CEB viz, the housing complex, the residences, offices, Gymnasium, Swimming Pool, Tennis Courts and a pipe borne water supply scheme, have made it possible to fulfill as many of the requisites and basic needs of a University".

Sabaragamuwa University of Sri Lanka was established on November 07, 1995 as a University under the section 21 of the Universities Act No. 16 of 1978 and was ceremonially opened on February 2, 1996, with four faculties. It was subsequently decided to amalgamate the Uva Affiliated University at Rahangala and Buttala Affiliated University as Faculties of Agricultural Sciences and Applied Sciences, respectively. The Faculty of Agricultural Sciences at Rahangala shifted to Belihuloya in 2001. The Faculty of Geomatics was established as the fifth faculty, in 2004. The Faculty of Applied Sciences, which was located in Buttala, was shifted to the main campus in Belihuloya in 2008.

1.2 Present status of Academic Activities

At present, SUSL operates with five Faculties and 19 Departments, offering 27 degree programs as given below.

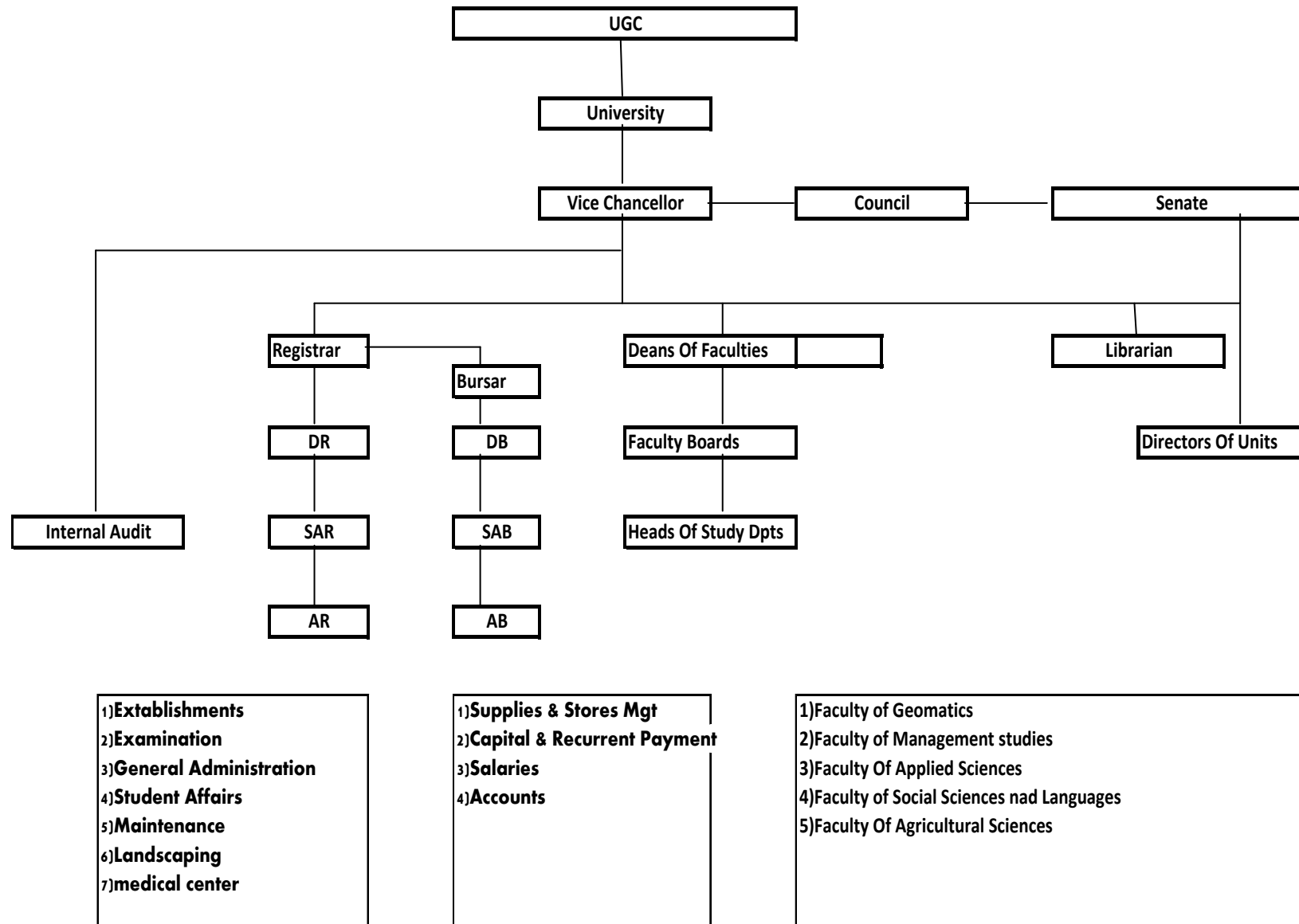


Table 1.1 Degrees offered by SUSL

| Faculty | Departments | Degree Programmes |
|---|--|--|
| 1. Faculty of Agricultural Sciences | Horticulture Plantation Agriculture Livestock Production Agribusiness Management | <ul style="list-style-type: none"> • B.Sc. Agricultural Sciences and Management (Specialized in Horticulture/ Plantation Agriculture/ Livestock Production/ Agribusiness Management) |
| 2. Faculty of Applied Sciences | Food Science and Technology Natural Resources Management Physical Sciences and Technology Computing and Information Systems Sport Sciences and Physical Education | <ul style="list-style-type: none"> • BSc (Applied Sciences) in Environmental Science and Natural Resource Management • BSc. (Applied Sciences) Special degree in Food Science and Technology • BSc. (Applied Sciences) Special degree in Environmental Science and Natural Resource Management • BSc. (Applied Sciences) Special degree in Chemical Technology • BSc. (Applied Sciences) Special degree in Computer Science and Technology) • BSc. (Applied Sciences) Special Degree in Applied Physics • BSc. (Applied Sciences) in Physical Sciences • BSc. Special degree in Sport Sciences and Management • BSc. Special degree in Physical Education • BSc. Special degree in Computing and Information Systems |
| 3. Faculty of Geomatics | Surveying Sciences and Geodesy Photogrammetry and Remote Sensing Cartography, GIS | <ul style="list-style-type: none"> • BSc. Surveying Sciences (Surveying and Geodesy) • BSc. Surveying Sciences (Photogrammetry and Remote Sensing) • BSc. Surveying Sciences (Cartography an GIS) |
| 4. Faculty of Management Studies | <input type="checkbox"/> Accountancy and Finance <input type="checkbox"/> Business Management <input type="checkbox"/> Marketing Management <input type="checkbox"/> Tourism Management | <ul style="list-style-type: none"> • BSc. Financial Management (Special) • BSc. Business Management (Special) • BSc. Marketing Management (Special) • BSc. Eco-Business Management (Special) • BSc. Banking and Insurance (Special) • BSc. Tourism Management (Special) • BSc. Hospitality Management (Special) |
| 5. Faculty of Social and Languages Sciences | <input type="checkbox"/> Languages <input type="checkbox"/> Social Sciences <input type="checkbox"/> Economics and Statistics <input type="checkbox"/> English Language Teaching | <ul style="list-style-type: none"> • BA Special (Languages) • BA Special (Social Sciences) • BA Special (Political Science) • BA Special (Sociology and Anthropology) • BA Special (Geography) • BA Special (Economics) • BA Special (Statistics) |

In addition, SUSL offers BSc. in Military Science degree in affiliation with the Military Academy in Diyathalawa.

Further, post graduate degree and diploma programs are also offered by SUSL as listed below:

Table 1.2 Postgraduate degrees offered by SUSL

| Faculty / Centre | Postgraduate Program |
|---|---|
| Faculty of Management | Master of Science in Ayurvedic Hospital Management |
| Faculty of Applied Sciences | Master of Philosophy in Food Science and Technology Master of Philosophy in Natural Resources and Management Master of Philosophy in Physical Sciences and Technology |
| Centre for Indigenous Community Studies | Postgraduate Diploma in Indigenous Studies Master of Philosophy in Indigenous Studies Doctor of Philosophy in Indigenous Studies |

A Diploma in Ayurvedic Therapy is offered by the Dept. of Tourism Management, Faculty of Management Studies.

The External Degree Programs and Extension Services Unit (EDPESU) of SUSL offer following degree, diploma and certificate courses for external students.

Table 1.3 Degree, diploma and certificate courses offered by the EDPESU of SUSL

| |
|---|
| B.A. General (External) |
| B.B.A. in Agribusiness Management (External) |
| Higher Diploma in Corporative Business Management |
| Higher Diploma in Sabaragamuwa Dancing, Research and Training |
| Diploma in Software Engineering |
| Diploma in Pre-school Teacher Training |
| Diploma in English |
| Diploma in Business Management |
| Diploma in Social Development and Welfare |
| Diploma in Landscaping and Gardening |
| Professional Development Diploma in Agribusiness Management |
| Professional Development Certificate in Agribusiness Management |
| Certificate Course in Computer Applications |

| |
|---|
| Certificate Course in English |
| Short-term Computer Courses (VB 6.0, Web Based Developing, Java Programming, AutoCad2004) |

The Faculty of Management Studies offers a diploma in Ayurvedic Therapy.

Apart from the above courses, the following service-oriented Centers ensure the smooth functioning of the activities of the university.

Table 1.4 Service oriented Departments and Centers at SUSL

| |
|--|
| Department of Physical Education |
| Agribusiness Research and Development Centre (ABRDC) |
| Centre for Computer Studies (CCS) |
| Centre for Research and Knowledge Dissemination (CRKD) |
| Medical Centre |
| Staff Development Centre (SDC) |

1.3 Students and Human Resources

Details about the number of students and the staff of SUSL are as follows:

Table 1.5 The number of students of SUSL per study programme

| Faculty | No. of Students |
|-------------------------------|------------------------|
| Agricultural Sciences | 333 |
| Applied Sciences | 731 |
| Management Studies | 1192 |
| Geomatics | 258 |
| Social Sciences and Languages | 844 |
| Total | 3358 |

Table 1.6 Academic and Academic Supportive staff availability in SUSL

| | | |
|--------------|-------------------------|------------|
| 1 | Professors | 8 |
| 2 | Senior Lecturers | 91 |
| 3 | Lecturers | 15 |
| 4 | Lectures (Probationary) | 74 |
| 5 | Lectures (Temporary) | 19 |
| 6 | Instructors | 21 |
| 7 | Instructors (Temporary) | 2 |
| 9 | Demonstrators | 20 |
| 10 | Librarian | 1 |
| 11 | Senior Asst. Librarians | 3 |
| 12 | Asst. Librarians | 1 |
| Total | | 255 |

Table 1.7 Non-academic staff availability in SUSL

| Grade | Temporary | Permanent |
|------------------------------------|-----------|------------|
| Administrative Grades | 3 | 24 |
| Clerical & Allied Grades | 2 | 129 |
| Technical Grades | 2 | 7 |
| Skilled/Semi-Skilled Grades | 10 | 146 |
| Academic & Academic Support Grades | | 10 |
| Total | 17 | 316 |

1.4 Present status of Infrastructure Facilities

1.4.1 Land Area

The Sabaragamuwa University of Sri Lanka is located about 162 km away from Colombo along the Colombo - Badulla main road. The main campus of Sabaragamuwa University

in Belihuloya possesses sufficient land for future development. It consists of approximately 232 acres as detailed below

- Main university premises transferred by the Ceylon Electricity Board - 66 acres
- Main playground and building complex premises – 56 acres
- University Farm premises – 31 acres
- Non Pareil land – 50 acres
- Other lands – 29 acres (water pumping and purification unit, hostels, nature park and reserve)

1.4.2 Facilities for Academic Development

The lecturing and laboratory facilities required for the Faculty of Management Studies and Faculty of Social Sciences and Languages, Faculty of Applied Sciences and Geomatics have adequately been addressed as new building complexes are either completed or nearly completed. The Faculty of Agricultural Sciences possesses adequate capacity for the present intake of students. However, the need of a new building complex arises with the expected higher student intake and the postgraduate degree programs.

In all five Faculties the available facilities (i.e. lecture rooms, laboratories, classroom furniture and computers) are either manageable or have plans for development as per the present intake. However, with the proposed development plans, the student intake will be increased over time, requiring the expansion of these resources.

There are 31 acres of land in Mungastenna allocated for the development of a Research and Educational Farm for the Faculty of Agricultural Sciences. A state-of-the-art building for in-farm training is already completed in these premises. The present Livestock and Crop Units barely cater to the present intake of students. However, in line with SUSL's objectives of serving the community and the expansion of student intake, these Units need to be further developed. Interactive development programs, such as recently established "Cattle Breeding Unit" in collaboration with Ratnapura District Secretariat clearly show the potential of SUSL in serving the community, and similar developments should commence as well.

Library: SUSL has three Libraries. The main Library serves the Faculties of Social Sciences and Languages, Applied Sciences and Geomatics. The Management Faculty Library and the Agriculture Faculty Library serve the respective faculties. The facilities available in all three libraries are sufficient merely to provide minimal service to the present student population. Yet, libraries should develop in line with the development of the knowledge over time.

External Degree Programs and Extension Services Unit (EDPESU) of SUSL currently conducts more than 14 higher diploma, diploma and certificate courses, accommodating about 2000 students. However, the infrastructure facilities in EDPESU are barely sufficient for the present students, let alone the planned future intake. Hence, the EDPESU needs to be developed to capitalize its potential for future.

Centre for Indigenous Community Studies presently offers three postgraduate programs, yet operates with minimum infrastructure facilities. With the planned

development ahead, its resources need to be improved and the name of the Center should be changed as 'Center for Indigenous Studies' in order to broaden the scope of the post graduate degrees offered by the center.

Centre for Research and Knowledge Dissemination (CRKD) in SUSL was recently established, aiming to promote internationally proclaimed research, disseminate knowledge to the community and to act as a platform for international relations. At its present state, the Centre cannot cater the requirement of the university. In line with the concept of developing Sri Lanka into "Knowledge Hub in Asia", this Centre has to be developed to an extent where its objectives can be achieved.

Agribusiness Research and Development Centre (ABRDC) intends to undertake comprehensive research and consultancy assignments in agribusiness management and allied disciplines. These include feasibility studies, business plans, baseline surveys, market research, and socio economic surveys. It adopts a multidisciplinary approach to examine issues in agribusiness management drawing expertise from a diverse panel of academics and professionals. Future expansion of this will widen the frontiers of agribusiness studies in the university and serve the outside community as well.

The Newly established "**Centre for Biodiversity and Environment studies**", attached to Faculty of Applied Sciences caters to the need for research in natural resources. However, minimum infrastructure facilities in the Centre highlight the need of further improvements.

Centre for Computer Studies (CCS): Currently this centre provides academic support services to some Faculties to manage network services and undertake computer maintenance activities. However, with the establishment of IT faculty, the academic activities of the centre will be taken over. Hence, the futuristic approach should focus more on system development and IT maintenance for the university.

Staff Development Centre (SDC): At present, the SDC operates without dedicated physical space and resources yet offering comprehensive training packages targeting the human resource development of the staff. As its operational capabilities are heavily restrained by insufficient resources, the SDC needs to be expanded both in terms of physical and human resources targeting the future staff capacity.

1.4.3. Other Physical Infrastructure

Administrative Complex: Even though facilities for education has been improved in SUSL, relative development was not evident in the physical infrastructure of Administration Branches (i.e. Examination Division, General Administration, Student Affairs, Establishment, Finance Branch, General Maintenance and Stores) which presently operates with minimum space, which limits the physical potential of the development of SUSL. Therefore, already approved physical facilities for administration should be developed. Further, management information systems are not available at present particularly for the Student affairs, Finance and Examinations branches.

Hostels for Students: SUSL provides hostels for all its nearly three thousand students, even though it owns only two hostels with a mere capacity for 717. The second phase of

Sinharaja boys' hostel which would accommodate approximately 220, is currently under construction. To accommodate the other students, SUSL has rented 47 houses from surrounding area. Considering the present situation and the increased student intake to the university, the need for more hostel complexes is urgent.

Water Supply: One of the challenges faced when implementing the development plans of SUSL is limited water supply. As per the recent data, the required daily water consumption exceeds 300,000 liters, out of which, around 120,000 liters are supplied by ground water wells and also by Hirikatuoya. However, for this year, the extended dry periods can reduce the supply of water from Hirikatuoya to less than 30% of its capacity. Resultant severe water shortage is partly solved by bringing water from sources elsewhere (i.e. Kalupahana area), which are also thinning out in dry periods. As a result, during peak dry seasons, SUSL spends a considerable amount of additional money for supplying required amount of water, yet measures are insufficient. Therefore, even for its present capacity, SUSL needs a reliable water supply and purification scheme. Future expansions of SUSL should therefore be in parallel with the expansion of the water supply.

Housing for Staff: There are 41 houses and 123 single rooms in SUSL allocated for the academic, administrative and non academic staff members of a grand total of 640. Presently these facilities are not sufficient, especially for the academic staff. Being a residential university, more accommodation facilities need to be constructed for future expansions as well.

Internal Road Network: At present, the road network of the main premises is satisfactory. With the completion of Faculty complexes and the playground at the newly developing site, the internal roads and pathways have to be developed. Further, a new road network is needed for Agriculture farm and farm stay sites, as well as to the NonPerial land in which accommodation facilities for administrative staff and the mini-hotel are to be constructed.

Canteens: A newly established main cafeteria with a capacity of about 500 students is centrally located at to the main faculty complex. Apart from these, there are five canteens scattered in the main premises, hostels and Faculties. Even though these facilities are barely enough for the present student population, facilities should be increased in line with the increase of the student intake.

Medical Centre: The Medical Centre of SUSL has insufficient facilities, both human and physical, for the current student population. It is generally used as a preliminary treatment point and patients are transferred to a main hospital when the need arises. The need for upgrading the medical centre for a medical complex with resident facilities is essential.

Sports Facilities: Limited sports facilities (a small gymnasium, a swimming pool, basket ball and tennis courts, and some indoor sports facilities for student hostels) are currently available to cater to the sport needs of the university. These facilities are not sufficient for the current student numbers let alone the planned expansion of future intake of the students and the staff. Being the only university in Sri Lanka to offer "Sports Sciences and Management, Physical Education" degrees, expanded sports facilities such as a playground suitable for track and field events, a gymnasium with a

sufficient capacity and equipments to accommodate the present and future needs are urgently needed. In line with these requirements, the first stage of the university playground is under construction, but the development process still needs to be continued.

Pre-school and daycare centre: One of the unique social services offered by SUSL to the university staff and the wider community is its Pre-school and Daycare centre. At its present location donated to the university by external sources, this service oriented unit accommodates about 90 students. However, most of its physical resources are over used and needs to be replaced. Further, the Day-care Centre has to be expanded from its current state, to accommodate about 25 children from the families of the university staff.

Communication Services: The communication network of SUSL is inadequate, especially due to the recent expansions of Faculty building complexes. For instance, 55 direct phone lines is largely inadequate to cater the needs of a single faculty complex. Therefore, it is a timely need of SUSL to have an expanded communication network. Intercom facility, on the other hand, is not provided for all the new Faculty complexes. Internet facilities are also being extended to almost all Computers in Computer Laboratories of the Faculties and the computers used by the staff members and the Library.

Power Supply: The Ceylon Electricity Board (CEB) has provided a separate power exchange for the University. However the University experiences frequent power failures and therefore alternative sources of power supply are needed.

Motor Vehicles: Presently, SUSL operates with a vehicle fleet consisting of the following and needs replacement at the expiry of effective lifetime of each Motor vehicle. Further, it is a must to expand the fleet with the expansion of other human and physical resources.

| | | |
|-------------------------------|---|------------------|
| Motor Cars | - | 04 nos. |
| Double Cabs | - | 04 |
| Vans, including dual purposes | - | 06 |
| Motor Lorry | - | 02 |
| Motor Coaches | - | 05 |
| Ambulances | - | 01 |
| Tractors/Trailers | - | 03 |
| Three Wheelers | - | 02 |
| Water Bowser | - | 03 |
| Hand Tractors | - | 03 |
| Motor Cycles | - | 04 |
| Total | - | <u>37</u> |

Security Situation: SUSL has an Internal Security System to provide security services to safeguard the assets of the University. In addition, a Police Post of the Sri Lanka Police is also established outside the premises assuring the security of students, staff members and assets. However, the planned expansion of SUSL highlights the need of a modernized security system supported by technological advancements.

Solid waste and sewage disposal: As a residential university, the whole student population of SUSL is provided with hostel facilities in university hostels or rented houses. Night soil accumulated in these hostels is frequently emptied from the septic tank systems. Additionally, loads of solid waste accumulated inside the university has already created hygienic problems as there is no planned way of disposing them. Therefore, proper solid waste and night soil disposal system is a high priority requirement for SUSL. Further, maintaining cleanliness at the university premises is challenge, and with the developmental activities planned for the future, parallel expansion of such facilities is also required.

Recreational facilities: Main recreational facilities available at SUSL are open air theatre, Agrifac Farm-stay, Swimming pool and Uni center. Agrifac Farm Stay is a perfect stopover and a charming and peaceful holiday destination for a much needed get-away. This was developed under the concept of “Agro-tourism” and presently attracts local and foreign tourists of high caliber. Swimming pool was initially built for recreational purposes during the Samanalawewa Project and handed-over to SUSL, hence, its suitability for “sports degree programs conducted by SUSL” is less significant, yet mostly used for such purposes. Recently completed open air theatre holds sufficient facilities to stage drama, musical shows etc.

Printing unit: This facility was acquired by the funds from IRQUE projects. At its current capacity, this can operate as a well established printing unit serving the university and outsiders as well, if other required minor facility such as a binding facility is provided.

Museum: Museum at SUSL shows its greater capacity as evidence storing centre of anthropological significance and as at present plays a vital role as an additional attraction for the university. However, improving its capacity will ensure better service to the university and wider community. This should locate in the same new building complex proposed for the Center for Indigenous Studies.

Future prospects The Demand for the higher education of Sri Lanka has remarkably increased. The higher education institutes need to prepare in advance to cater for this increasing demand. The human, capital and infrastructure facilities also need to be enhanced and necessary changes in study programs are also required to cater to the national and international demands. Therefore the university expects an increase in student population by 1664 students in 2017 including 50 foreign students.

CHAPTER 2: SUMMARY OF ANALYSIS AND IDENTIFIED PROBLEMS

A SWOT (Root Cause Analysis and a Gap analysis) was conducted to identify Strengths, Weaknesses, Opportunities and Threats (SWOT) and to find out the root causes for the existing problems and another Gap analysis aiming how the university intends to shape the productivity of the graduates.

Several methods of data collection were used; structured questionnaires were distributed among various stakeholders (Students, Alumni, Employers, and Administrative Officers, Academic and Non-academic members of staff), interviews and brainstorming sessions were held to collect data to be used in the compilation of the report. Further, phenomenological investigations were adopted to derive required data. Published and unpublished secondary data sources were also used.

2.1 Summary of SWOT Analysis

2.1.1 Strengths

Large Extent of Land: A large extent of land owned by the university is one of the main strengths of SUSL. It has a total extent of about 232 acres. Presently only a fraction of the available land area is utilized, leaving a large expansion potential for future development.

Rich Natural Environment and Socio-Culture: There is a rich natural environment and socio-culture in the area, a conducive teaching and learning environment. On one hand, the university is surrounded by a range of mountains extending from Horton Plains, while one of its borders is the Samanalawewa reservoir. The Main campus is also in close proximity to the anthropologically important sites such as Batadomba Lena, Batathota Lena, Kuragal, Bellanbedipelassa and biodiversity sites such as Sinharaja forest reserve, Horton Plains, Peak Wilderness Sanctuary (Sri Pada forest Reserve), Udawalawa National Park, and Yala National Park. Thus, the location provides a better study sources for most of the programs such as natural resources, anthropology, agriculture, tourism and surveying. This will therefore ensure the maximum use of the planned infrastructure developments for the said areas of studies.

Infrastructure: Buildings and other infrastructure received from the Samalawewa Project are high value assets that enabled the University to develop at a comparatively low cost. Recently established faculty complexes and other supportive infrastructure facilities further enhance the teaching-learning process.

Human Resource: Compared to other young universities, SUSL has a number of post graduate qualified and relatively young academic staff who has a very good potential for development. SUSL has satisfactory staff both administrative and non-academic staff.

Information Technology: SUSL has developed with modern IT facilities and work in line with the government's initiative to promote IT education for all university students. All the academic programs are equipped with IT courses and each faculty has a computer centre, which is connected to a network system with extensive Internet

facilities; the student: computer ratio is currently 3:1. These facilities will facilitate future developments in the IT sector of the university.

Library: SUSL has a developed library with more than 118,000 books and other education facilities. It has access to a few e-journals, an asset for both students and academic staff.

Medium of Instruction: English is the medium of instruction for all degree programs, which results in shaping the students of all disciplines to the trends in the current job market.

Unique Courses Conducted: SUSL has several unique courses leading to specialized degree program: Surveying Science, Sports Sciences and Management, Physical Education, Indigenous studies, Ayurvedic Hospital Management and Tourism Management. These courses attract more students and cater to the current job market due to their uniqueness.

Industry Oriented Updated Courses: Most courses offered by SUSL are directed and developed towards the needs of the industry and the government sector. Further, continuous improvements of these courses are carried out taking into consideration the changes and needs of the relevant sectors, rendering these courses offer up-to-date knowledge, experiences and skills to students. This process of adapting to the changing needs of the relevant sectors is enhanced by the “Industrial Training” program conducted by most of the Faculties during which students are exposed to and trained in relevant specialized industries both in private and government institutions.

External Degree Programs and Extension Services Unit (EDPESU): EDPESU of SUSL caters to the needs of the area by offering modern courses, both as external degrees and certificates/diplomas. The EDPESU’s effort to improve the English knowledge of the students in this area is highly reputed. Further, extended services of EDPESU in areas of IT education, Pre-school education, Business management, Agri-business management, Landscape Horticulture contribute to developing strong links between the outside community and SUSL.

2.1.2 Weaknesses

As against the strengths listed above, SUSL is saddled with several weaknesses, of which some are common to all universities in the country but some are specific to SUSL. The identified weaknesses are given below.

Dearth of experienced staff: The development of higher qualifications in SUSL staff both in academic and non-teaching staff is relatively slow. Hence, as at present, SUSL faces a dearth of experienced staff.

Low employability among graduates: Fifty eight percent of graduates produced by SUSL take more than three months to secure a career. This has a negative impact on student recruitment.

Less research output: Due to the insufficient research facilities and sub-optimal level of research culture in SUSL, the research output both in quality and quantity is low.

Inadequate hostel facilities: Although students are provided with hostel facilities, most of the hostels are rented houses which have minimum facilities.

Inadequate infrastructure facilities: SUSL's competitiveness in producing quality graduates to national and international demands is restrained, due to its limited infrastructure development. SUSL even to date operates in the former Samanlawewa expatriate village which is not meant for a university.

Low ranking among Sri Lankan Universities: SUSL is ranked as an average university in Sri Lanka, the 7th best conventional university as of October 2011. Therefore, SUSL is not qualified for special funding from the government to be able to be a world-class university.

Average satisfaction among students, staff and stakeholders: whilst analyzing the data from the recent past, student satisfaction towards the academic programs and on current facilities ranges respectively between 60-70% and 30-60%. The Staff satisfaction about the service and the available facilities also ranges in a similar level, i.e. 40-60%. Stakeholder view on the graduates from SUSL has, even though at an improving trend, shown a significant room for improvement (40-50%). These figures, however, do not necessarily represent the faculty views, as the resource availability and employability of graduates vary among Faculties. This low level of satisfaction is considered as a weakness of the university.

2.1.3 Opportunities

However, SUSL has a lot of opportunities mainly due to its location advantage and with the courses already available. Main opportunities identified are given below.

Contributing to the concept of "Knowledge Hub in Asia": SUSL has the opportunity to develop its physical and human resource by accommodating a futuristic approach in line with the government's initiative of becoming the knowledge hub in Asia.

Demand for allied health sciences: There are only few allied health sciences courses in the University System in Sri Lanka and there is a high demand for such courses. Therefore, SUSL will have a greater opportunity with regard to the establishment of a Faculty of Allied Health Sciences based at the General Hospital, Ratnapura.

Environmental, Anthropological and Archeological Research: Since located close proximity to the rich biodiversity locations such as Horton Plains, Sinharaja rainforest, Udawalawa National Park, SUSL has got an edge over developing several educational and research fields where attention of foreign universities and research institutions would be very high. This will further strengthen this opportunity and will help SUSL to develop as unique centers of "Environmental Education & Research" and "Anthropological & Archeological Research".

Potential for Research and Skill Development: SUSL is located in the heart of "Gem Land" of the country. Also, it is in close proximity to the centers of tea and rubber plantations, the backbone of the Sri Lankan economy. The climate of the area is suitable for the development of agriculture too. Therefore, the potential for development of knowledge and skills in these fields is high.

2.1.4 Threats

Major Threats encountered by SUSL are summarized below.

Shortage of Water: A Major threat for the future development of SUSL is the shortage of water. Even though excess water is available during the rainy season, all water sources in the area get dried up during the dry season resulting a severe shortage of water.

Location at an area with poorly developed facilities: As SUSL is situated far from developed cities, basic facilities in the area are inadequate especially concerning education, health and other facilities including water. Therefore, the university is at a disadvantage for recruiting and retaining qualified human resource.

2.2 Gap Analysis

2.2.1 Student, staff and stakeholder satisfaction: Average satisfaction towards SUSL's resources by students, staff and employers highlights the need to restructure and upgrade its degree programs and improve the resources. At least the aforementioned satisfaction levels should be increased by 20-25 percent, in order to maintain a healthy employability rate and smooth functioning of "teaching and learning process".

2.2.2 Employability: As per the main employability issues are concerned, even though certain strength is seen in the ethnic cohesion at the university level, the survey shows a low percentage for the expected cohesive model and the non cohesive and the neutral model remains equal. The expectation is to reduce the level of the visible equality of non-cohesive model and to increase the percentage of the cohesive model among students. Even if a common strength is evident in the common computer literacy a gap of 27% is there to be uplifted to achieve the expected model of 80% of ICT skills among existing graduates. Certainly more than 40% of the significant stakeholders, such as employers, academics, non academic and students accept that the graduates and undergraduates have a moderate level of soft skills. However, the survey clearly identifies that the university has to improve the soft skills of the graduates to attain the goals of the university in complying with university vision and mission. Although the university has attempted to develop the soft skills, they are not adequate and have a less weight in the curriculum. Since there is an apparent lack of urban and institutional (off classroom) exposure to use English pragmatically, a mechanism must be developed to bridge the gap between authentic practical usage and the current backwardness and reluctance. It should however be noted that, most of these identified gaps are expected to be filled by the strategies designed in line with university development grant (UDG) under HETC projects.

2.2.3 Ranking among Sri Lankan universities: As a part of a continuous improvement process, SUSL has to accommodate further changes especially targeting to improve the ranking among Sri Lankan universities. At its current position of number 07 among conventional universities, SUSL is not eligible to receive special funding from the government to upgrade itself for international university standards. Hence, there is a gap to be filled to become at least the sixth university in Sri Lanka. Further research

and other strategies would help in improving university ranking, both nationally and internationally.

2.3 Thrust Areas of Development

Based on the findings of SWOT analysis, SUSL has identified following thrust areas for future development.

Agribusiness Management: A timely important discipline, much different from the traditional agriculture. In contrast, the Agribusiness Management emphasizes on the management aspect of agriculture and focuses more on the management of agricultural output from the farm gate to the consumer. The Entrepreneurship development module will undoubtedly enhance knowledge in creating and sustaining new ventures to improve the living standards of farmers.

Natural Resource Science: Based on resources endowed by the nature, SUSL is placed in an advantageous position to establish both undergraduate and postgraduate courses in Natural Resource Sciences. These include Forestry, Wildlife, Mineralogy and Gemology. The University will be in a position, in the near future, to upgrade the proposed Department of Natural Resource Sciences into a Faculty and conduct Postgraduate Courses as well.

Centre for Indigenous Community Studies presently offers three postgraduate programs, yet operates with minimum infrastructure facilities. With the planned development ahead, the center should be established in a separate building with lecture theatre facilities and its other resources need to be improved. The name of the Center should be changed as 'Center for Indigenous Studies' in order to broaden the scope of the post graduate degrees offered by the center.

Tourism, Hospitality Management and Eco-Business Management: The Tourism Management Degree which is a pioneering effort by the University is another thrust area for future development. With the proposed establishment of a Mini Hotel and introduction of facilities for the establishment of this thrust area has the potential to offer variety of courses on Hospitality Management. It is suggested to upgrade the existing Dept. of Tourism Management to the faculty or schools status.

IT Education: The IT education at SUSL could initially commence Undergraduate Degree Courses in IT Management and after a few years of operation it could be extended to conduct Postgraduate degrees.

Faculty of Allied Health Sciences: As identified under opportunities, SUSL will have a unique opportunity to establish a Faculty of Allied Health Sciences based at the General Hospital in Ratnapura.

Physical Education & Sport Sciences and Management: There is a high demand for degree programs in the fields of physical education and sports management locally and internationally. As the only university offering such courses, SUSL has a unique opportunity to develop and sustain this area of study.

Surveying Sciences: The faculty of Geomatics is the only faculty in Sri Lanka to conduct degree programs in surveying sciences. These programs could be further blended with Engineering Science and Land Management. In fact, opportunities are available for the Faculty to establish another Degree Course in Geographical Information Systems.

External Degree Programmes and Extension Services Unit (EDPESU): SUSL has already started offering several high demand Courses and Degree Programs. There are several unique courses being offered externally too. SUSL could use the facilities of the Education sector available in main cities to develop an infrastructure network to carry out these programs. Accordingly, SUSL can further expand this Unit and establish it as the Institute for External Degree Programs and Extension Services of SUSL. Under this unit, community based activities could be further developed to be a community Learning centre.

Postgraduate Education: The need of a postgraduate institute or a Faculty for SUSL is urgent mainly due to unavailability of such an institute for Sabaragamuwa and Uva Provinces, and also the unique degree programs offered by SUSL. Hence, establishing such an institute / Faculty will not only attract graduates from SUSL and other universities, but also provide opportunities for the graduates in and around this area to pursue postgraduate education, for which they now travel to Colombo or further.

Integrated community development: In par with the government initiatives to improve the socio-economic status of the rural poor, mainstream universities such as SUSL which are involved and embedded with national development programs should undertake national development projects. One good example is the university involvement in “Rathnapura District Integrated Development Plan”. As an integral component of this, the university has started a “Cattle Breeding Unit” and successfully developing it with the government funds, providing quality calves for the rural poor as an effort in promoting small-scale livestock farming in the area. Such projects of national and regional importance should be of high priority in expanding the community service of the university.

Concluding Remarks

Sabaragamuwa University of Sri Lanka, in an attempt of addressing its identified problems above, has developed goals, objectives, strategies and actions in line with the vision and the mission of the university. These attempts target several root causes, even though not addressing them all, and would be of paramount importance to improve the employability of its graduates, to improve the status of the university in global and Sri Lankan rankings, to improve its academic excellence and to cater the requirements of the industry and the society, both in national and international arena.

CHAPTER 3: ACTION PLAN

Vision

To be an Internationally Acclaimed Centre of Excellence in Higher Learning and Research.

Mission

To be a centre in the forefront of generation, advancement and dissemination of knowledge while promoting learning, research and training to produce competent human resources possessing knowledge, skills and attitudes to contribute towards sustainable development.

Values and Guiding Principles

Future development of SUSL will be based on the following values and guiding principles.

Innovativeness and Exploration: This will be the main value and the guiding principle for future development of SUSL and means that SUSL will always place its emphasis in innovations related to industry including the higher education and research and explore all possibilities. Accordingly, new ideas and thoughts for development will be supported and encouraged.

Continuous Learning: SUSL will be continuously involved in learning latest Technologies and disseminating such knowledge.

Technological Superiority: SUSL has already commenced several non-traditional but technologically superior Courses. Students as well as Industry will benefit from these Courses and it will be an incentive for SUSL to continue with the same trend to introduce more new technological Courses.

Integrity: SUSL will always perform with integrity. It will operate impeccably in word and actions that will reflect its values. SUSL will treat everyone with respect and honesty.

Ownership, Pride, Commitment and Teamwork: Another important value of SUSL is the ownership, pride, commitment and teamwork. Every member of the staff, both academic and non-academic of SUSL will work as one cohesive Team in delivering its outputs and deliver the commitments as responsible Stewards of University resources.

Futuristic: Finally, SUSL will be responsive to client and employee needs with a futuristic approach. To meet this need, SUSL will continuously adjust its direction and process to accommodate changes.

Table 1.8 Key Performance Indicators of the University**KEY PERFORMANCE INDICATORS (KPI)**

| | KPI | Present | 2014 | 2015 | 2016 | 2017 | 2018 | |
|----|---|-----------------|--|--------|------|-------|------|------|
| 1. | Employability of Graduates | After 2 Months* | 6 Months after releasing the final results | | | | | |
| | All | 41.8% | 87% | 89% | 90% | 93% | 96% | 98% |
| | Agricultural Sciences | 51.4% | 96% | 97% | 98% | 100% | 100% | 100% |
| | Applied Sciences | 72% | 86% | 88% | 90% | 95% | 100% | 100% |
| | Geomatics | 79.5% | 100% | 100% | 100% | 100% | 100% | 100% |
| | Management Studies | 46.4% | 77% | 80% | 82% | 85% | 90% | 95% |
| | Social Sciences & Languages | 14.3% | 78% | 80% | 82% | 85% | 90% | 95% |
| 2. | Student Population | | 3358 | 3612 | 3957 | 4667 | 4955 | 5248 |
| 3. | World Ranking (Webometrics) | | 12210 | 10,000 | 9000 | 7,500 | 6000 | 5000 |
| 4. | Capital Budget Utilization | | 95% | 97% | 100% | 100% | 100% | 100% |
| 5. | Proportion of PhD holders among Academics | | 30% (61/212) | 34% | 38% | 42% | 46% | 50% |
| 6 | No. of Postgraduate Courses | | 7 | 10 | 12 | 15 | 18 | 25 |
| 7. | No. of MOUs with Foreign Universities | | 8 | 10 | 12 | 15 | 20 | 30 |
| 8. | Enterprising Graduates | | 32 | 50 | 75 | 100 | 150 | 200 |
| 9 | No of research papers in Index journals (increment in %) | | 28 | 15% | 20% | 25% | 30% | 35% |
| 10 | Foreign Students Enrollment (number) | | - | 3 | 20 | 20 | 20 | 20 |
| 11 | Hostel facilities for Undergraduates | | 100% | 100% | 100% | 100% | 100% | 100% |
| 12 | Student Centered Teaching | | 40% | 50% | 55% | 60% | 70% | 75% |

* 2 Months after releasing the final examination results (Convocation Date)

CHAPTER 3: ACTION PLAN

GOAL 1

TO ENHANCE THE EMPLOYABILITY OF GRADUATES

Objective 1.1

To increase the employability of graduates from the existing to 98% by 2018.

Strategy 1.1.1: Introduction of innovative & differentiated curricular and update every 5 years.

Actions

- 1.1.1.1 Revision of curricular at faculty/study programs level.
- 1.1.1.2 Synchronize the study programmes in line with the basic benchmark examinations (UTICT and UTEL) of different levels.
- 1.1.1.3 Getting stakeholder views and suggestions prior to curricular revision by conducting workshops/ discussions/ seminars/ forums. Organize mutually beneficial events and programs with the stakeholders.
- 1.1.1.4 Obtain regular feedback from stakeholders in relevant disciplines.
- 1.1.1.5 Invite external expertise in evaluating students' academic activities.
- 1.1.1.6 Establish an information system/database at faculty level by 2015 to collate employer requirements, job market trends and disseminate information of graduates.

Strategy 1.1.2: Embedding supplementary skills (ICT, English and Soft Skills) into all the undergraduate study programs to complement hard skills in their chosen disciplines.

Actions

- 1.1.2.1 Introduce ICT applications into all course units by 2018.
- 1.1.2.2 Make English a compulsory course module for awarding the Degree.
- 1.1.2.3 Introduce soft skills as a part of curricular.

Objective 1.2

To promote the student centered learning from existing 40% to 75% by 2018.

Strategy 1.2.1: Introduce innovative methods in teaching, learning and assessment with upgraded facilities (Please see the Appendix III)

Actions

- 1.2.1.1 Train academics on modern teaching, material development and assessment methods.
- 1.2.1.2 Organize programmes and events to enhance the English language of the students.
- 1.2.1.3 Organize events and programmes to improve the soft skills of undergraduates.
- 1.2.1.4 Introduce student-exchange programs with foreign universities.
- 1.2.1.5 Strengthen the counseling centers.
- 1.2.1.6 Provide funding support to follow the accredited counseling courses for academic staff.
- 1.2.1.7 Train technical staff on handling equipment and technical demonstrations.
- 1.2.1.8 Appropriately design and equip lecture theatres with the state-of-art technology.
- 1.2.1.9 Upgrade virtual communication in teaching and learning.
- 1.2.1.10 Continuous expansion of WIFI zones.

1.2.1.11 Strengthen student feedback system and peer observation.

1.2.1.12 Increase the compulsory reading core-texts in the library to achieve student core-text ratio of 2:1.

Objective 1.3

To provide all undergraduates with opportunities for practical exposure in relevant industries and sectors by 2018.

Strategy 1.3.1: Widen the scope of industrial exposure

Actions

1.3.1.1 Establish/upgrade industrial training placement units at faculty level.

1.3.1.2 Sign MOUs with reputed organizations for the placement of students.

1.3.1.3 Establish the support of alumni in students' industrial placements.

Strategy 1.3.2: Provide opportunities for professional career planning and coaching.

Actions

1.3.2.1 Upgrade the career guidance unit with physical and human resources to create conducive environment for career guidance.

1.3.2.2 Conducting mentoring and counseling programs on a regular basis.

1.3.2.3 Establishment of branches of the career guidance units and appoint faculty career advisors.

Strategy 1.3.3: Embed enterprise education across all disciplines

Actions

- 1.3.3.1 Initiate programmes and events to orient students towards entrepreneurial skill development.
- 1.3.3.2 Introduce / improve enterprise related courses to all the faculties.
- 1.3.3.3 Promote product innovation and launching.

Objective 1.4

To encourage each undergraduate to participate in at least one sport and aesthetic activity at Faculty or University level by 2018.

Strategy 1.4.1: Enhance sports skills of students

Actions

- 1.4.1.1 Introduce activities to enhance fundamental motor skills for all students.
- 1.4.1.2 Introduce keep-fit exercise activities for all the students.
- 1.4.1.3 Establish sports & recreation clubs.
- 1.4.1.4 Extend facilities for sports activities at the university including hostels.
- 1.4.1.5 Organise rewarding and awarding events for university, national and international achievers.

Strategy 1.4.2: Enhance the aesthetic sensibility of students

Actions

- 1.4.2.1 Establish a Center for Performing Arts.
- 1.4.2.2 Improve the existing Arts Circle.
- 1.4.2.3 Organize activities to enhance the aesthetic sense.

Strategy 1.4.3: Provide students with opportunities for interdisciplinary learning

Actions

- 1.4.3.1 Introduce interdisciplinary courses sharing the resources from relevant faculties in the university.
- 1.4.3.2 Provide facilities to follow courses conducted by other faculties via e-learning systems.
- 1.4.3.3 Offer more elective courses based on current demand.
- 1.4.3.4 Promote subject associations to enable students from different disciplines to enrol.

GOAL 2

TO ENHANCE RESEARCH CAPACITY AND ITS IMPACT

Objective 2.1

To increase the number of publications in indexed journals by 10% annually from 38 (2013).

Strategy 2.1.1: Setup an endowed research fund with the help of industry and donors.

Actions

- 2.1.1.1 Form a lobby group to persuade donors.
- 2.1.1.2 Establish a faculty-level research fund to offer research grants for research and publications, undergraduate, postgraduate and postdoctoral studies and conferences (local and foreign).
- 2.1.1.3 allocate 10% of the total capital budget for research endeavours/academic development of the university.
- 2.1.1.4 Allocate a quota from income earned through consultancy or other services to the faculty research funds.

- 2.1.1.5 Get support from government, private, NGOs and INGOs through establishment of links with their research projects.

Strategy 2.1.2: Improve research infrastructure

Actions

- 2.1.2.1 Establish research units at faculty and center levels.
- 2.1.2.2 Upgrade existing research facilities such as laboratories and equipment for relevant disciplines.
- 2.1.2.3 Introduce e-resources and subscriptions to reputed journals and databases.
- 2.1.2.4 Invite local and foreign publishers to conduct workshops for academic staff and introduce subsidized publishing.
- 2.1.2.5 Establish an University publishing house and develop the existing press.
- 2.1.2.6 Establish a university bookshop.

Strategy 2.1.3: Enhance collaborative research and development activities with local and international researchers

Actions

- 2.1.3.1 Develop a database of internal and industry expertise.
- 2.1.3.2 Conduct collaborative research and link programmes between the Faculties and local and foreign research institutes.
- 2.1.3.3 Promote joint publications of staff and students.
- 2.1.3.4 Initiate local and foreign student/staff exchange programmes.
- 2.1.3.5 Facilitate students and staff to participate in conferences and other forums - local and international.

- 2.1.3.6 Facilitate publication of final year students research outcomes.
- 2.1.3.7 Reward students and staff for research excellence.

Strategy 2.1.4: Establish a postgraduate institute

Actions

- 2.1.4.1 Commence at least one postgraduate programme per discipline by 2015.
- 2.1.4.2 Develop the existing postgraduate center with the view of upgrading it into a postgraduate institute by 2018.

Strategy 2.1.5: Widen the knowledge disseminating channels

Actions

- 2.1.5.1 Organize annual symposia at the faculty level.
- 2.1.5.2 Publish at-least one refereed journal from each faculty.
- 2.1.5.3 Promote distance learning for external programmes.
- 2.1.5.4 Publish newsletters and other extension materials.
- 2.1.5.5 Allocate funds to encourage publication of textbooks and supplementary readings.
- 2.1.5.6 Commence information awareness programmes for user community through library.
- 2.1.5.7 Set up an open access digital research data base.

Strategy 2.1.6: Improve the capacity and operations of the library

Actions

- 2.1.6.1 Subscribe and provide access to e-resources including reputed journal data bases.
- 2.1.6.2 Widen the channels of disseminating knowledge through e-publications.
- 2.1.6.3 Skill enhancement of the Library personnel through trainings (workshops, opportunities for higher studies etc.).

- 2.1.6.4 Improve the existing library automation system to ensure efficient service delivery.

Objective 2.2

To initiate at least two (02) collaborative research projects per year to benefit the industry and the community.

Strategy 2.2.1: Close collaboration with industry in identifying research priorities and encouraging industry and/or community oriented collaborative research

Actions

- 2.2.1.1 Identify potential problems and research priorities through industry and community interactions (seminars/ workshops/ conferences/ forums / industrial training of undergraduates).
- 2.2.1.2 Direct the students to engage in research on prioritized research areas with the support of the Industry.

Strategy 2.2.2: Turn research outcomes into economically viable products and services.

Actions

- 2.2.2.1 Organize a faculty day to disseminate industry and community oriented research outcomes.
- 2.2.2.2 Promote outcomes of research to industry and wider community through mass media.
- 2.2.2.3 Organize test-product demonstrations for potential investors and end-users.

Strategy 2.2.3: Encourage academics to acquire industrial exposure and promote national and international contribution of academics as consultants and resource persons.

Actions

- 2.2.3.1. Provide facilities for the staff to obtain relevant foreign and local industrial exposure.
- 2.2.3.2. Promote academics to serve as consultants and resource persons.

GOAL 3

TO EXPAND THE SERVICE DELIVERY ASSURING INCREASED OPPORTUNITIES AND ACCESS

Objective 3.1

To increase the students population from 3358 in 2013 to 5243 by 2018 and there by contribute to the GER of the state university system (see Appendix I for the Faculty breakdown).

Strategy 3.1.1: Maintain the attractiveness and potential expansion of the existing degree courses.

Actions

- 3.1.1.1 Conduct awareness and promotional campaigns on programs offered and strengthen pre-enrollment orientation programs for new intakes with the involvement of their parents.
- 3.1.1.2 Close collaboration with UGC to enroll the full capacity in every academic year.

Objective 3.2

Introduce at least one nationally relevant new study program per Faculty by 2018.

Strategy 3.2.1: Introduce new study programmes and disciplines by establishing new centres, departments and faculties, school and institutes.

Actions

3.2.1.1 Initiate new study programmes and disciplines at Department, Faculty and University level (see Annexure II).

GOAL 4

TO IMPROVE PHYSICAL, INFRA AND SUPER STRUCTURES AND HUMAN CAPITAL

Objective 4.1

To increase the utilization of the capital budget allocation from the existing 95% to 100% by 2015.

Strategy 4.1.1: Accelerate existing and proposed facility development projects

Actions

- 4.1.1.1 Acceleration of construction of internal road network of the university.
- 4.1.1.2 Construction of the Faculty of Health Sciences complex and other buildings for the proposed faculties.
- 4.1.1.3 Establishing a Mini Hotel for the practical use of the Dept. of Tourism Management.
- 4.1.1.4 Design and construct SUSL water project.
- 4.1.1.5 Acceleration of farm constructions and waste recycling plant.
- 4.1.1.6 Acceleration of the construction of other building complexes (Faculty of Agricultural Science, Geomatics- stage II, laboratories, Administrative building, Staff accommodation, wind turbines, health center, water plant, pre- school and day care

center, museum, Library, student hostels, student center, EDPESU, Faculty Club, SCR, SDC, CGU, gymnasium)

- 4.1.1.7 Construction of the Phase II building complexes of the Faculty of Management Studies and the Faculty of Social Sciences and Languages.
- 4.1.1.8 Convert the unused building into staff accommodation units
- 4.1.1.9 Establish a permanent Centre including lecture halls/Seminar rooms, and administrative office with equipment for the CICS
- 4.1.1.10 Expand the existing Language lab and establishment of new language lab and mini library for EDPESU.
- 4.1.1.11 Establish fully equipped lecture halls with modern facilities.
- 4.1.1.12 Increase the vehicle fleet of the university.
- 4.1.1.13 Developing a university supported primary school.
- 4.1.1.14 Construction of a well equipped auditorium/Convocation hall.

Objective 4.2

To increase the proportion of PhD holders among academics from existing 30 % to 50% and increase the opportunities for professional development of university employees by 25% annually by 2018.

Strategy 4.2.1

Acquisition and development of human resources

Actions

- 4.2.1.1 Increase cadre positions depending on student intake (to the accepted student teacher ratio) and other developments of the university.
- 4.2.1.2 Appreciation of achievements of staff members.

- 4.2.1.3 Set up an information office (for trainings, scholarships, seminars etc) for the university.
- 4.2.1.4 Offer financial support for relevant postgraduate and professional courses.
- 4.2.1.5 Providing learning and development opportunities for staff members to uplift their capacity.
- 4.2.1.6 Strengthen the Internal Quality Assurance Unit (IQAU).
- 4.2.1.7 Encourage staff members to attend foreign training and to gain exposure.
- 4.2.1.8 Setup an international affairs office to handle the international academic affairs of the university.

Strategy 4.2.2: Attract and retain senior staff with expertise

Actions

- 4.2.2.1 Negotiate with relevant authorities and local communities to upgrade the infrastructure around the university (Township concept).
- 4.2.2.2 Renovate existing accommodation facilities and convert available buildings into staff accommodation.
- 4.2.2.3 Negotiate with the government to obtain state land and allocate among staff members for housing.
- 4.2.2.4 Build new accommodation units for the staff .
- 4.2.2.5 Construction of a shopping complex (as a PPP project) for the university community (including supermarket, food outlet, tailoring, book shop, beauty salon etc).
- 4.2.2.6

GOAL 5

TO IMPROVE EFFECTIVENESS AND EFFIECIENCY OF THE UNIVERSITY ADMINISTRATION SYSTEM

Objective 5.1

To establish a MIS to facilitate the administrative systems, procedures and practices by 2017.

Strategy 5.1.1: Implement a management information system covering operational and administrative functions of the university.

Actions

- 5.1.1.1 System investigation, analysis.
- 5.1.1.2 Design, and implementation.
- 5.1.1.3 Conduct post implementation reviews and maintenance.

Strategy 5.1.2: Improve existing administrative systems, procedures and practices.

Actions

- 5.1.2.1 Organize quarterly review sessions with all administrators.
- 5.1.2.2 Conduct training/workshops/seminars for administrators.
- 5.1.2.3 Provide opportunities to get exposures in established organizations.
- 5.1.2.4 Introduce job rotation system.
- 5.1.2.5 Establish a strategic management planning unit to formulate and review the strategic plans (Master, corporate and action).
- 5.1.2.6 Review the Corporate Plan by-annually.

Objective 5.2

To promote the corporate plan within the university community for successful implementation and wider acceptance.

Strategy 5.2.1: Set up a monitoring system and conduct programs to promote and motivate the university community to ensure successful implementation of the plan.

Actions

- 5.2.1.1 Set up a representative committee to monitor the implementation of the corporate plan.
- 5.2.1.2 Provide awareness regularly on administrative/academic procedures/matters to respective categories of the staff.
- 5.2.1.3 Educate the university community on Corporate Plan 2014 – 2018.
- 5.2.1.4 Inform the organizational changes and development to the university community.

Strategy 5.2.2: Promote and maintain a positive corporate culture within the University.

Actions

- 5.2.2.1 Inculcate and implement the distinctive value system introduced by the corporate plan.
- 5.2.2.2 Inculcate, implement and adhere to the policy principles introduced by the corporate plan.
- 5.2.2.3 Encourage/Organize socio cultural activities regularly involving university community.

GOAL 6

TO ENHANCE THE SUSTAINABILITY, SOCIAL RESPONSIBILITY AND HARMONY

Objective 6.1

To promote harmony among university community and wider community.

Strategy 6.1.1: Enhance social cohesion among students, staff and wider community.

Actions

- 6.1.1.1 Establish a multicultural center.
- 6.1.1.2 Enhance Senior Common Room of the University.
- 6.1.1.3 Re-introduce Sinhala for Tamil students and Tamil for Sinhala students as second language.
- 6.1.1.4 Organize interactive programmes and events to promote social cohesion.

Strategy 6.1.2: Develop service delivery mechanism for the wider community through appropriate community engagement.

Actions

- 6.1.2.1 Broaden extension services to improve the socio-economic status of the wider community.
- 6.1.2.2 Organize community outreach activities.
- 6.1.2.3 Strengthen the ongoing interaction related to the 'University - Village' concept.

Objective 6.2

To increase the contribution of self-generating fund to the recurrent fund from the existing 3% to 10% by 2018.

Strategy 6.2.1: Exploit opportunities to achieve financial sustainability

Actions

- 6.2.1.1 Enrolment of international students.
- 6.2.1.2 Introducing professional courses.
- 6.2.1.3 Conducting postgraduate studies.
- 6.2.1.4 Consultation offered by academics.
- 6.2.1.5 Setup University run enterprises.
- 6.2.1.6 Renting out university facilities.

Objective 6.3

To obtain the ISO 14001 Environmental Management Systems Certificate by 2018.

Strategy 6.3.1: Achieving Green University status through environmental sustainability

Actions

- 6.3.1.1 Formulate an environmental policy for the university.
- 6.3.1.2 Promote sustainable energy consumption practices and implementation of certified energy management system.
- 6.3.1.3 Adopting to renewable energy sources (wind turbines, bio gas, solar heating etc).
- 6.3.1.4 Promote sustainable water consumption practices and improve water use efficiency through water management systems to be a water conscious university.
- 6.3.1.5 Implementation of certified Environmental Management System.
- 6.3.1.6 Introduce carbon footprint analysis.
- 6.3.1.7 Introduce 3R Concept especially for water and stationeries.
- 6.3.1.8 Introduce a solid waste management system
- 6.3.1.9 Implementation of biodiversity conservation enhancement of management plan.

Appendix I

Students Population of SUSL (2014-2018)

| Faculty | Existing Number (Students) | Proposed Numbers (Students) | | | | |
|-------------------------------|----------------------------|-----------------------------|-------------|-------------|-------------|-------------|
| | | 2014 | 2015 | 2016 | 2017 | 2018 |
| Agricultural Sciences | 333 | 338 | 345 | 345 | 345 | 345 |
| Applied Sciences | 731 | 857 | 991 | 1224 | 1255 | 1280 |
| Management Studies | 1192 | 1304 | 1334 | 1364 | 1364 | 1400 |
| Geomatics | 258 | 263 | 332 | 408 | 450 | 520 |
| Social Sciences and Languages | 844 | 850 | 905 | 995 | 1094 | 1203 |
| Proposed Programs/Faculties | - | - | 50 | 300 | 450 | 500 |
| Total | 3358 | 3612 | 3957 | 4667 | 4955 | 5248 |

Appendix II

Proposed New Degree Programs, Departments and Faculties of the Sabaragamuwa University of Sri Lanka through new Strategic Management Plan (2014 – 2018)

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|------|------|------|------|------|
| Faculty of Social Sciences & Languages | | | | | |
| Department of Geography and Environmental Studies | - | 20 | 20 | 20 | 20 |
| BA in Translation Degree Program | - | 25 | 25 | 25 | 25 |
| BA in ICT Degree Program | - | 30 | 30 | 30 | 30 |
| Faculty of Management Studies | | | | | |
| B.Sc. Human Resource Management Degree program | - | 30 | 30 | 30 | 30 |
| Faculty of Tourism | - | - | 150 | 200 | 250 |
| Department of EcoBusiness Management | | | | | |
| Department of Tourism & Hospitality Management | | | | | |
| B.Sc. Parks and Recreational Management | | | | | |
| Faculty of Applied Sciences | | | | | |
| B.Sc. Engineering Technology Degree Program | - | - | 50 | 50 | 50 |
| B.Sc. in Software Engineering | | | | | ✓ |
| Faculty of Computing | | | | | ✓ |

| | | | | | |
|---|---|----|-----|-----|-----|
| Faculty of Medical Sciences | - | - | 150 | 150 | 150 |
| Faculty of Engineering and Technology | - | - | - | 150 | 150 |
| Faculty of Sport Sciences and Physical Education | | | | | |
| Department of Sport Engineering | - | - | - | - | 50 |
| Department of Sport Physiology and Coaching | - | - | - | - | 50 |
| Department of Sport Management and Physical Education | - | - | - | - | 50 |
| Faculty of Agricultural Sciences | | | | | |
| B.Sc. Food Business Management | - | 50 | 50 | 50 | 50 |
| B.Sc. Bio System Engineering | - | - | 50 | 50 | 50 |
| Faculty of Geomatics | | | | | |
| B.Sc. Remote Sensing & GIS | - | 50 | 50 | 50 | 50 |

Note: Commencement of the above Study Programs/Departments/Faculties (and projected student numbers) depends on the approval of the necessary lands/Buildings/Cadres/Financial provisions by the UGC/Ministry of Higher Education/Cabinet of Ministers.

Appendix III

Student Centered Learning Methods

- I. Group/Individual Assignments
- II. Classroom Presentations
- III. Field Practices/Field Tours
- IV. Group Discussions
- V. Internship/Industrial Training
- VI. E-learning
- VII. Organizing of Events/Exhibitions
- VIII. Case Studies
- IX. Mini/Research Projects
- X. Role Plays/Debates
- XI. On Farm Training/Practical
- XII. Thesis
- XIII. Outreach Programs

Strategic Management Plan Preparation Committee

Dr. Athula Gnanapala, Senior Lecturer, Dept. of Tourism Management,
Faculty of Management Studies, Sabaragamuwa
University of Sri Lanka.

Dr. M. Esham, Senior Lecturer, Dept. of Agribusiness Management,
Faculty of Agricultural Sciences, Sabaragamuwa
University of Sri Lanka.

Dr. Iraj Ratnayake, Senior Lecturer, Dept. of Tourism Management,
Faculty of Management Studies, Sabaragamuwa
University of Sri Lanka.

Dr. Rohitha Rosairo, Senior Lecturer, Dept. of Agribusiness Management,
Faculty of Agricultural Sciences, Sabaragamuwa
University of Sri Lanka.

Dr. Chaminada Walpita, Senior Lecturer, Dept. of Livestock Production,
Faculty of Agricultural Sciences, Sabaragamuwa
University of Sri Lanka.

Mr. Rasika Priyankara, Senior Lecturer, Dept. of Business Management,
Faculty of Management Studies, Sabaragamuwa
University of Sri Lanka.

