FNU FIJI NATIONAL UNIVERSITY

2026 ANNUAL CORPORATE PLAN

Education for Wisdom and Sustainability:
Shaping Fiji's Future

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Glossary of Abbreviations

ACIAR	Australian Centre for International Agricultural Research	ACU	Association of Commonwealth Universities	ADLT	Associate Dean Learning & Teaching
ADR	Associate Dean Research	ADTVET	Associate Dean Technical and Vocational Education and Training	APTC	Australia Pacific Training Coalition
AVC	Acting Vice Chancellor	BIP	Business Improvement Processes	CAFF	College of Agriculture, Forestry and Fisheries
CAPEX	Capital Expenditure	CBHTS	College of Business, Hospitality and Tourism Studies	CETVET	College of Engineering, Technical Vocational Education and Training
CFO	Chief Financial Officer	CHEL	College of Humanities, Education and Law	CML	College Marketing Liaison
CMNHS	College of Medicine, Nursing and Health Sciences	CRM	Constituent Relationship Management	CTE	Centre for Teaching Enhancement
DEF	Division of Estates and Facilities	DHR	Division of Human Resources	DITS	Division of Information Technology Services
DMC	Division of Marketing and Communications	DNTPC	Director National Training and Productivity Centre	DSPD	Department of Strategic Planning and Development
CGS	Center for Graduate Studies	EFTS	Electronic Fund Transfer System	FIPHR	Fiji Institute of Pacific Health Research
FLTEO	Flexible Learning & Teaching Enhancement Office	FNU	Fiji National University	FNUSA	Fiji National University Students' Association
HDR	Higher Degrees for Research	HR	Human Resources	KPI	Key Performance Indicators
LoA	Letter of Agreement	MoA	Memorandum of Agreement	MoE	Ministry of Education
MoU	Memorandum of Understanding	MSP	Medical Services Pacific	NTPC	National Training and Productivity Centre
OHS	Occupational Health & Safety	OR	Office of Registrar	PACT	Pacific Action for Climate Transitions
PCMS	Pacific Centre for Maritime Studies	PMP	Performance Management Plan	PTD	Professional Training and Development
PR	Public Releases	PVCL&	Pro Vice Chancellor	PVCR&	Pro Vice Chancellor

Executive Summary

FNU's Annual Corporate Plan 2026: A Strategic Roadmap for Education, Innovation, and Sustainability.

The Fiji National University's Annual Corporate Plan 2026 is a strategic roadmap building on the foundations of the 2024 and 2025 Annual Plans. It aligns FNU's mission with national and global development agendas, anchored in:

- FNU's Strategic Plan 2024–2026: **Education for Wisdom and Sustainability**
- Fiji's National Development Plan 2025–2029

This plan emphasizes inclusive growth, educational excellence, research and innovation impact, financial sustainability, and boosting graduate employability and international engagement. It ensures a clear line of sight from institutional goals to actionable initiatives.

> 🗒 This 2026 Plan presents all key initiatives, activities, and timelines in a concise format for ease of reporting and execution.

Our Strategic Framework

Vice-Chancellor's Key Performance Indicators (KPIs)

Structured around 4 critical KPI areas to drive institutional success and accountability.

Five Strategic Priority Areas

Focuses on 5 core priorities for focused development and impact.

Driving Impact & Alignment

Quarterly Phased Initiatives

Each strategic priority area includes specific initiatives phased quarterly where applicable, with defined deliverables and target outcomes.

Global & FNU Values

- Integrates relevant **United Nations Sustainable Development Goals (SDGs)**: Quality Education, Gender Equality, Industry Innovation, Partnerships.
- Reinforces FNU's **Graduate Attributes**: innovation, professionalism, ethical

Operational Work Streams

Delineates operational work streams across colleges and divisions, highlighting internal stakeholder responsibilities and external partnership engagements for each initiative.

Supporting Fiji's National Development: A Message from the Vice-Chancellor

Welcome to the Fiji National University (FNU) Annual Work Plan 2026.

This Plan is grounded in the Revised Strategic Plan 2024–2026, Education for Wisdom and Sustainability: Shaping Fiji's Future, and reflects the pillars of Fiji's National Development Plan—economic resilience, people empowerment, and good governance. FNU's mandate is to support Government in advancing social wellbeing and fostering prosperity for the nation. At the heart of this Plan are our students and the people of Fiji. It is inclusive, and ensures that no learner is left behind in the journey toward progress and prosperity.

This commitment is further strengthened by the United Nations Sustainable Development Goals (SDGs), for which FNU has been ranked well, and continues an upward ranking in the Times Higher Education Global Rankings. The Annual Work plan is cognizant as well of the 2050 Blue Pacific Strategy and Prime Minister Honorable Rabuka's Vision of the Pacific as Ocean of Peace.

The Annual Work Plan 2026 supports the National Development Plan 2025-2029 and its vision of Empowering the People of Fiji through Unity, realized through economic resilience, people empowerment, and good governance principles deeply resonant with SDGs and FNU's mission.

Our strategies emphasize gender balance, community empowerment, climate change action, moral and ethical values, and good governance. They reflect FNU's commitment to holistic and balanced development, while recognizing the need to respond with imagination and wisdom to pressing challenges such as poverty alleviation, climate change, equitable access to education, and the pursuit of peace and prosperity. These efforts are rooted in Fiji's traditional knowledge, digital innovation, wisdom, and spirituality.

The AWP 2026 identifies five Priority Areas with measurable Key Performance Indicators (KPIs) to be achieved this year and which includes:

- Inclusiveness & Diversity- People, Place and Cultures
- Educational Excellence & Students Affirming Experiences in TVET and Higher Education
- Research, Innovation, Social and Technological Development
- Financial sustainability, Endowment and Enterprise
- Education for Employment and Internationalisation

Our outcomes include building synergies through inclusion, guided by Fiji's spiritual and ocean heritage, cultivating a culture of educational excellence and enhancing student learning experiences, reviewing and optimizing operating models through data, analytics, and prudent financial management, and strengthening pedagogy and holistic values to ensure graduates possess skills and competencies relevant to both local and international workplaces.

Through these commitments, FNU reaffirms its role as a national university and contributing in shaping Fiji's future with wisdom, sustainability, and unity. With these commitments FNU affirms its dedication to work closely with government and partners and contribute to shaping the future of the country with wisdom.

Unaisi Nabobo Baba

Professor Unaisi Nabobo Baba
Vice Chancellor, Fiji National University

VISION

To be the leading dual-sector university in the Pacific.

MISSION

To serve the people, the economy and society of Fiji and the wider Pacific region, by providing education and training for employability, with an excellent student experience; carrying out research with real-world impact, aligned to national priorities and with global relevance; engaging proactively with stakeholders, in our communities, nation and region; and demonstrating leadership in sustainability.

VALUES

Care

Exeellence

Honesty

Service

Accountability

Core Values – CHASE:

The University's ethos is defined by five core values, captured in the acronym CHASE:

Care

We care for ourselves, each other, and the communities we serve. This means fostering a supportive, inclusive environment and showing compassion and respect in all our interactions.

Honesty

We act with integrity and transparency. Honesty underpins our commitment to continuous improvement; we acknowledge mistakes, deal truthfully, and uphold ethical standards in academics, research, and administration.

Accountability

We take responsibility for our actions and performance. We are accountable to our students, stakeholders, funders, and the public. This involves good governance, prudent management of resources, and delivering on our promises.

Service

We devote ourselves to service of our communities, our nation, and our Pacific region. As a national university, FNU exists to uplift others. We encourage volunteerism, public engagement, and a culture of going above and beyond to meet needs.

Excellence

We strive for excellence in everything we do. From teaching and student support to research, operations, and customer service, we aim for the highest quality. We benchmark against global best practices and celebrate achievements that exemplify excellence.

These values are not mere words; they are practiced daily. In 2024, FNU integrated the CHASE core values into its curricula (for example, through a mandatory Ethics and Governance course) and into staff development programs. In 2026, we will continue to embed CHASE in decision-making and recognize students and staff who exemplify these values. By upholding Care, Honesty, Accountability, Service, and Excellence, FNU creates a positive and principled culture that underlies our success.

Introduction

Fiji National University Annual Work Plan 2026 Linked to Fiji's National Development Plan (2025–2029)

FNU Annual Work Plan 2026

Firmly anchored to Fiji's National Development Plan (2025–2029) vision 2050.

Guided by Strategic Plan 2024–2026

Education for Wisdom and Sustainability, espousing enduring values of peace, prosperity, and wisdom at the heart of Pacific sustainability.

Integrated Values

Deeply integrated into our teaching, learning, research, and affirming engagements with Fiji and Pacific communities.

FNU's Distinctive Role

FNU is nationally and regionally recognised as the premier institution providing transformative opportunities in research, teaching, and learning across diverse fields.

Our commitment spans a broad spectrum of disciplines, contributing significantly to human capital development in Fiji and the Pacific region.

- Humanities & Education
- Agriculture, Fisheries & Forestry
- Medicine, Nursing & Health Sciences
- Finance & Business, Legal Studies
- TVET, Engineering & Applied Sciences
- ICT & Other Disciplines

Strategic Alignment

The FNU Plan 2024–2026 is closely aligned with Fiji's National Development Plan, founded on the vision of *Empowering the People of Fiji through Unity*. This vision is expressed through three core pillars:

Economic Resilience

Fostering robust and sustainable economic growth.

People Empowerment

Investing in human potential and well-being.

Good Governance

Ensuring transparent and accountable leadership.

These principles resonate strongly with the United Nations Sustainable Development Goals (SDGs).

Looking Ahead

The AWP 2026 acknowledges FNU's dual-sector role and the increasing national and regional demands for higher education and TVET. It provides constructive directions to optimise our capabilities and enhance the quality of life for our communities.

Building on Successes

We build on the achievements of preceding plans as we prepare for the next decade with *Strategy 2027–2037*.

Learning from Challenges

We incorporate lessons from global events such as the COVID-19 pandemic, global instability, and economic constraints.

We remain steadfast in our conviction that the affirming values of *Sautu* (prosperity) and *Yalomatua* (wisdom), which underpin our AWP 2025, will continue to guide us in finding Pacific-rooted solutions to future challenges.

Our Commitments

The AWP 2026 also reflects FNU's Corporate Social Responsibility, encompassing various proactive initiatives:

→ Support for the expressive arts and cultural preservation.

→ Social and spiritual development of staff, students, and communities.

→ Engagement in community work programmes.

→ Active participation in climate change mitigation efforts.

We are committed to evoking and inspiring the very best in our students, faculty, staff, alumni, and partners. We deeply value the support received from state and non-state agencies, multilateral organisations, regional and overseas embassies and high commissions, NGOs, communities, and individuals. Together, we continue this dynamic journey—now and into the future.

Rajendra Prasad

Acting Director Strategic Planning and Development

Fiji National University

FNU at a Glance 2025

Fiji National University (FNU) is Fiji's national public dual-sector university, offering both Higher Education and TVET. With a history rooted in predecessor institutions founded in the late 1800s, FNU today serves as the country's largest skills, training, and higher education provider.
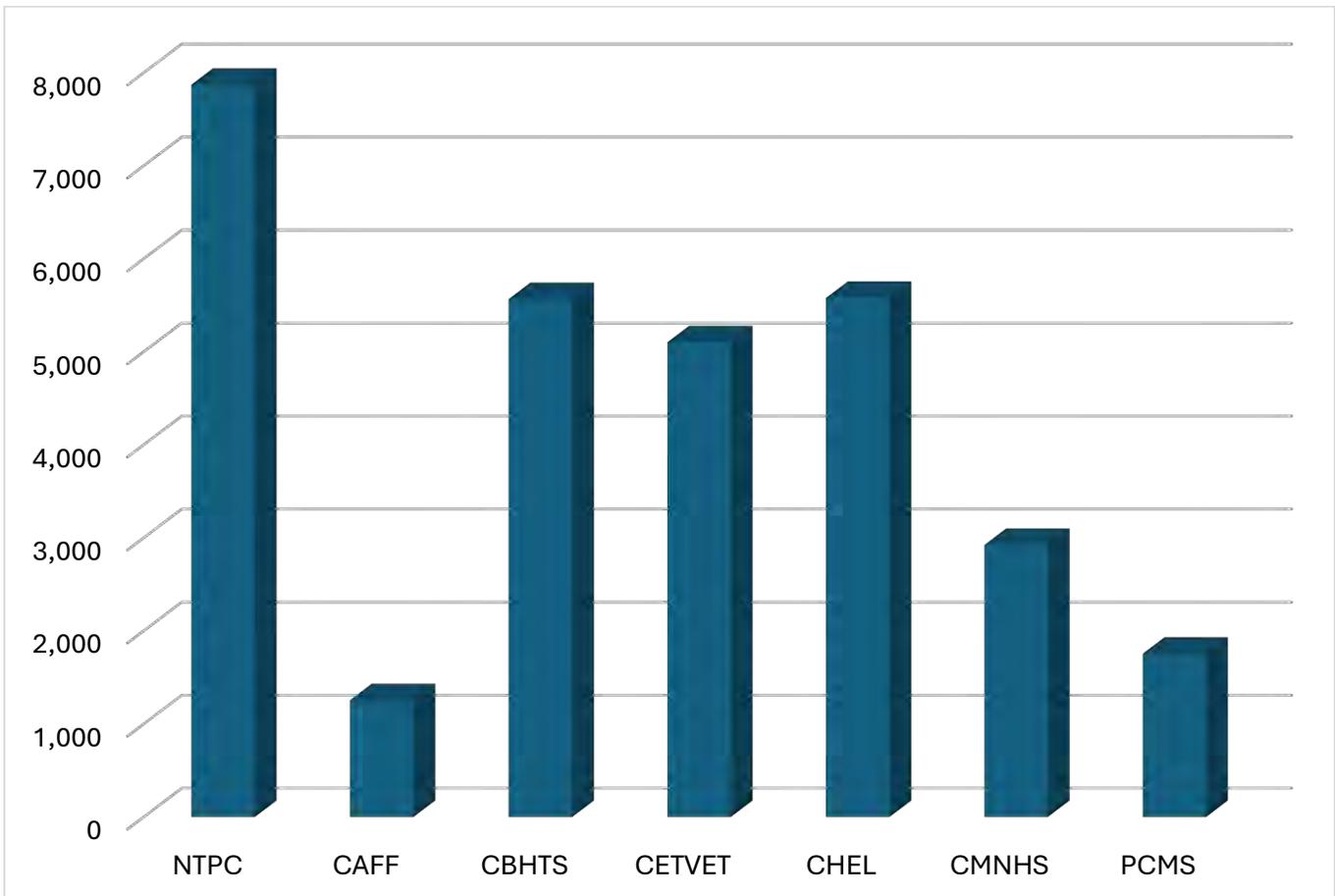
2025 Student Population

30,081

Total Student Population

(Increase of 12.37%, +3310 from 2024)

14,917

Estimated Full-Time Students (EFTS)

(Increase of 22.91%, +2,781 from 2024)

2025 Student Headcount by College

More Inclusiveness & Diversity Initiatives

1

Support the Centre for Fijian and Pacific Languages

Timeline: Ongoing. Strengthen the activities of FNU's language centre to promote vernacular language training and preservation. This includes developing learning resources for iTaukei and other Pacific languages and integrating indigenous language use in University functions where possible.

2

Build a traditional Drua (canoe) at Naiyaca Campus

Timeline: Q3–Q4 2026. In a living-culture project led by CETVET (Mr. Marau and team), FNU will construct a traditional Fijian drua sailboat on campus. This hands-on initiative will engage students and local artisans, preserving maritime heritage while imparting traditional craftsmanship skills.

3

Regular VC-PVC Leadership Forums

Timeline: Fortnightly, all year. The Vice-Chancellor and all Pro-Vice Chancellors will meet at least once every two weeks to ensure cohesive leadership, cross-divisional collaboration, and to reinforce FNU's values and strategic direction. (These 26+ leadership meetings annually will sustain internal alignment and agility in decision-making.)

4

Quarterly Partner Engagement Meetings

Timeline: Q1, Q2, Q3, Q4. The Office of the VC will convene meetings each quarter with key external partners (government ministries, provincial leaders, industry and community representatives) to review partnership projects and seek feedback on FNU's community impact. This ensures continuous external engagement and that "no one is left behind" in FNU's initiatives.

5

Lau Province–FNU Memorandum of Understanding

Timeline: Q1 2026. FNU will formalize a partnership with Lau Provincial Council through an MoU, focusing on educational outreach and development projects in the Lau island group. This external engagement will enable FNU to extend learning opportunities to remote communities and involve them in FNU's cultural and research programs.

Key Deliverables & Targets (2026)

- Deliver the first Indigenous Knowledge Conference and publish the conference proceedings.
- Establish 1 new Pacific Studies Centre.
- Initiate 1 major cultural infrastructure project.
- Host 5+ major cultural events across campuses.
- Activate a new Lau Province partnership and run regular engagement forums (biweekly leadership meetings + 4 + partner meetings).

Graduate Attributes & UN Sustainable Development Goals

Aligned with UN SDGs

Our Commitment to the SDGs

The Fiji National University (FNU) actively supports the Fiji and Pacific Governments in their commitments to take proactive action on the Sustainable Development Goals (SDGs). We believe in a holistic approach to address global challenges.

A Systems Approach to Sustainability

FNU employs a systems approach, which underpins the entire SDG framework, to tackle complex developmental challenges. This empowers our students, staff, and stakeholders to:

- Develop a systemic understanding of local, regional, and global challenges.
- Ensure solutions are developed and implemented sustainably.

Our mandate extends beyond local communities, fostering positive linkages to Pacific and global initiatives. We inculcate a holistic educational mindset, ensuring students recognize the interconnectedness of local challenges with regional and global dynamics, and that solutions must reflect this understanding.

Alumni & Donor Engagement for Growth

Alumni & Donor Engagement for Endowment Growth

Timeline: Ongoing, with major drives in Q3–Q4 2026. FNU will organize alumni reunions and an annual Alumni Fundraiser Gala (building on 2025's inaugural event) to raise funds for scholarships and endowment. The Advancement Office and FNU Foundation will strengthen the alumni network through regular newsletters and success stories to inspire giving. The goal is to significantly increase the FNU endowment fund and secure at least one major donation or endowed gift in 2026.

Quarterly Regional Foundation Events (Central Division focus)

Timeline: Q1–Q4 2026. The FNU Foundation will ensure presence in Fiji's major regions, starting with the Central Division (Suva area) every quarter, hosting outreach or fundraising events. These could include donor appreciation gatherings, community fundraising drives, or corporate networking events in Suva, aligning with the academic calendar. Insights and support from these Central Division events will be used as a model to expand activities in the Western and Northern Divisions in subsequent years.

10%
Increase in philanthropic funds

Target growth compared to 2025

4
New commercial projects

Launched via FNU Foundation

1
Major endowed gift

Secured in 2026

Key Deliverables & Targets (2026)

- Achieve a 2026 operating surplus through revenue growth, cost control, and improved efficiency (including reduced cost per student and lower admin cost ratio vs prior year).
- Launch at least 4 new commercial income projects through the FNU Foundation.
- Increase philanthropic funds raised by 10% compared to 2025, including 1 major alumni fundraiser and quarterly donor events.
- Establish an endowment baseline and grow the endowment fund by year-end 2026.
- Update the University Master Plan by end of 2026 to support sustainable, climate-resilient campus development and long-term financial stability.

Measuring Impact: THE Rankings

FNU's commitment to the Sustainable Development Goals is demonstrated through its engagement with the **Times Higher Education Annual Impact Rankings,** which provide a comprehensive, multi-dimensional assessment of institutional impact.

College-Specific SDG Initiatives

During the SP 2024 – 2026, each of FNU's Colleges and Centres is committed to specific SDG goals through targeted initiatives:

NTPC & PCMS
Embracing appropriate and new technology for productivity improvement, including maritime services.

CBHTS
Expediting SDG goals into teaching, learning, and research pertaining to Business, Hospitality, and Tourism Studies.

CETVET
Engaging in innovative technologies to improve transport, digital connectivity, and industrialization, while enhancing industrial recycling, water management, and renewable energy.

CMNHS
Improving medical services to international standards with a major focus on preventative healthcare.

CAFF
Engaging in food and nutrition security that will result in increased local production through agriculture and fisheries efficiency and productivity.

CHEL
Expediting SDG goals pertaining to universal access to holistic education, functional literacy, and the Humanities.

Our Vision for the Future

Working collaboratively with our students, stakeholders, and staff, FNU is dedicated to achieving sustainability through the SDGs for the local and regional communities we serve, and for the global community with which we are inextricably linked.

FNU's commitment ensures our students are equipped to lead in a world that demands sustainable and interconnected solutions.

FNU's Five Strategic Priority Areas 2026

These five strategic priority areas form the core of FNU's vision, driving our initiatives and ensuring a future-focused approach to education, research, and community engagement.

Priority Area 1: Inclusiveness & Diversity – People, Place and Cultures
Outcome: "We will create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and Ocean heritage to achieve our goals."

Priority Area 2: Educational Excellence & Students Affirming Experiences in TVET and Higher Education
Outcome: "We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public and private sector leaders contributing to national and regional sustainability."

Priority Area 3: Research, Innovation, Social and Technological Development
Outcome: "We will expedite research and innovation in the context of academics and TVET provisions and support social, scientific, and technological development."

Priority Area 4: Financial Sustainability, Endowment and Enterprise
Outcome: "We will review and optimise our operating models utilising data, analytics and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement. We will creatively diversify our resource base."

Priority Area 5: Education for Employment and Internationalisation
Outcome: "We will improve on our pedagogy and holistic values for our graduates to ensure that their skill-sets and competencies can be utilised in local and international workplaces."

COLLEGES AND CENTRES MEASURABLE KPIs

Priority Area 1:	• Celebration of cultural traditions and practices by the University Community leading to production of research monographs, articles in periodicals and general publications (At least 2 events/publications per College/Centre annually up to 2026. • Increase by 5% per annum (of the 2021 baseline) of research especially in aspects of traditions including languages of the Pacific. • Increase in research in traditional medicine and agricultural practices by 5% of the 2021 baseline annually up to 2026. • Organise and hold, or support, conferences in indigenous knowledge and national heritage. At least 1 inter-College conference annually up to 2026.
Priority Area 2:	• Ensure and sustain appropriate qualification of all teaching and newly recruited academic staff. Professional development should encompass 5% of current Colleges /Centres staff on an annual basis to 2026. • Provide incentives for qualification upgrading by TVET and High Education staff. College/Centres Incentives must show co-relation to number of TVET and HE staff upgraded on annual basis up to 2026. • Institute an outstanding Teaching and Research Awards for staff. At least 2 awards for staff annually up to 2026 per College/Centre. • Provide incentives for high level academic publications. (Provide minimum of 1 incentive per College/Centre. Inter-college and inter-disciplinary publications are also encouraged)
Priority Area 3:	• Invest in at least 1 relevant and appropriate infrastructure per annum to support scientific research with real societal outcomes. • Support and incentivise 5% of female graduate or HDR students in STEM areas. • Engage with 1 or more universities outside the region for collaborative research in AI and related technology. (Inter-College and Interdisciplinary engagements to be expedited.)
Priority Area 4:	• Undertake at least 1 initiative per annum to establish financial endowments from the community through naming of FNU Buildings through Alumni and corporate engagement. • Engage actively with at least 1 international development partner(s) per annum to fund FNU expertise in researching socio-economic issues. • Fine tune and enhance at least 2 online programmes per annum to international standards to attract subscribers outside the region.
Priority Area 5:	• Strengthen skills training in TVET programmes to provide employment-ready graduates through at least 2 engagements per annum with industry stakeholders, Government Ministries, and civil society target groups. • Ensure complete accreditation of FNU Courses and programmes to international standards. 15% of college/centres undergraduate and post graduate programmes to be accredited annually. • Establish and strengthen programme quality control processes. At least one Monitoring and Evaluation meeting per quarter with follow up actions to optimise quality programme offerings. • Actively pursue initiatives to establish and attract international students. 5% increase over current enrolments per College / Centre per annum

From Vision to Action: Key Performance Indicators

Having established FNU's strategic foundation—our alignment with Fiji's National Development Plan, our commitment to the UN SDGs, and our five Strategic Priority Areas—we now turn to the critical question: How do we measure success?

The following sections detail the **Key Performance Indicators (KPIs)** that will guide our implementation and measure our progress across each Priority Area. These KPIs translate our strategic vision into concrete, measurable outcomes.

Vision

Strategic Priorities

Key Indicators

Implementation

01

Specific, Measurable KPIs

Each Priority Area has clearly defined and measurable Key Performance Indicators.

02

Comprehensive KPI Scope

KPIs cover cultural celebration, academic excellence, research impact, financial sustainability, and employment outcomes.

03

Regular Monitoring

Progress will be monitored quarterly with clear targets set for 2026, ensuring accountability.

In the pages that follow, you will find detailed initiatives, timelines, and deliverables for each of the five Priority Areas. Each section outlines how FNU's Colleges, Centres, and Divisions will contribute to achieving our strategic goals, ensuring accountability and driving meaningful impact for our students, staff, and communities.

Priority Area 1: Inclusiveness & Diversity – People, Place and Cultures

Outcome Statement: "We will create dynamic synergies through inclusion and diversity to ensure the University community is guided by our cultural, spiritual, and ocean heritage to achieve our goals."

This priority area focuses on celebrating Fiji's diverse cultures and ensuring equity and belonging across FNU. By honoring indigenous knowledge, Pacific traditions, and multicultural values, FNU will foster unity and pride in our students and staff. Initiatives under this area strengthen community engagement, cultural heritage, and inclusive leadership, contributing to SDGs on Quality Education, Gender Equality, Reduced Inequalities, and Peace, Justice & Strong Institutions. Internal stakeholders (all Colleges, the Office of the VC, and support divisions) will collaborate on these actions, with external engagement through communities and cultural partners.

Key Initiatives 2026: Inclusiveness & Diversity

01

MSG National Universities "Indigenous Knowledge and Heritage" Conference 2026
Timeline: Q3 2026. Under the banner of the Ratu Mara Centre for Leadership, Governance and Security, FNU will host a major regional conference and a series of knowledge & heritage symposiums showcasing indigenous research and cultural heritage. (External partnership with Melanesian Spearhead Group universities).

02

Begin construction of the CHEL Creative Arts & Culture Complex at Nasinu Campus

Timeline: Q4 2026 ground-breaking. This project (led by the College of Humanities, Education & Law) will create a dedicated space for creative arts and cultural exhibitions, reinforcing FNU's commitment to the preservation and promotion of Pacific arts.

03

Establish a Fijian Traditional Knowledge and Pacific Studies Centre (at CHEL)

Timeline: By Q2 2026. This new Centre will focus on indigenous research, language preservation, and Pacific studies, serving as an academic hub for traditional knowledge.

04

Follow up on the Diploma in Vanua Leadership programme

Timeline: Q1–Q2 2026. Ensure the recently introduced Vanua Leadership diploma (focused on indigenous governance and community leadership) is supported and its first cohort's progress is reviewed, with plans for expansion or enhancement as needed.

05

University-wide Cultural Celebrations

Timeline: Throughout 2026 (each quarter). All Colleges will celebrate and promote Fijian and other Pacific cultures through campus events, expressive arts performances, language days, and festivals. These events (at least one per College in the year) will engage students and staff in honoring cultural diversity and inclusivity on campus.

Priority Area 2: Educational Excellence & Students' Affirming Experiences

Outcome Statement: "We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public and private sector leaders contributing to national and regional sustainability."

This priority underscores FNU's commitment to outstanding teaching and learning, continuous academic improvement, and a supportive, enriching student experience. It covers comprehensive programme reviews, health and well-being initiatives, TVET enhancement, and student engagement in co-curricular leadership. These efforts align with SDG Quality Education and Good Health & Well-Being, ensuring FNU produces skilled, well-rounded graduates. Internal stakeholders (academic departments, Centre for Learning & Teaching Enhancement, student services, and all College Deans) will drive these initiatives, with engagement from the Fiji National University Students' Association (FNUSA) and community partners for service-learning and student development programs.

Key Initiatives 2026: Educational Excellence

Complete Academic Health Checks and Programme Review

Timeline: Q1 2026. FNU will continue the comprehensive review of all academic programmes (initiated in 2025) – with health check assessments of each College's programmes completed by the March 2026 Council meeting. Final review reports will be submitted in Q1, and implementation of recommended curriculum improvements or restructures will commence in 2026 and continue into 2027. (This ensures all qualifications are up-to-date, high-quality, and aligned with industry needs.)

Appoint a Coordinator of Student Academic Services

Timeline: Q2 2026. A new Coordinator position will be created and filled to provide dedicated academic advising and support for the student body. This role will assist students with academic planning, tutoring services, and navigating learning resources – improving student retention and success, particularly for first-year and at-risk students.

Launch VC's Student Enrichment Programs

Timeline: Beginning Q2 2026. The Vice-Chancellor will initiate a series of student enrichment and outreach programs focusing on community service and climate change action. These may include student-led sustainability projects, community volunteering campaigns, and awareness workshops, encouraging students to apply their learning to real-world challenges and develop leadership skills.

Student Experience & Engagement Initiatives

1

Empower Campus Leadership for Student Experience

Timeline: Throughout 2026. All College Deans and Campus Heads will champion "Students' Affirming Experiences and Excellence" by actively supporting mentorship programs, student clubs, and learning support initiatives. Each campus will identify at least one project to enhance student life (such as improving study spaces or organizing wellness activities), reinforcing a student-centered culture university-wide.

2

Campus Leaders Symposium

Timeline: Q3 2026. FNU will organize a symposium for campus student leaders and class representatives to share best practices in enhancing student experience across different centres. This platform allows exchange of ideas, discussion of student feedback, and collaborative problem-solving among student leadership, guided by staff mentors.

3

Student Leaders Summit with VC and Deans

Timeline: Q3 2026. The Vice-Chancellor, together with College Deans, will host a Student Leaders Symposium (a high-level forum) bringing together the FNU Students' Association leaders, student council members, and club presidents. This annual summit will facilitate direct dialogue between senior management and students on university plans, gather student input, and co-create solutions to improve academic and campus life.

4

Monthly Student Consultations

Timeline: Ongoing – last week of every month. The VC will hold an open meeting with students at each major campus on a monthly basis. These twelve (12) "Students' Voice"

5

FNUSA Leaders' Conference

Timeline: Q4 2026. In partnership with the Fiji National University Students' Association, FNU will support an annual FNUSA Leaders Conference. Student leaders from all campuses will

Priority Area 3: Research, Innovation, Social and Technological Development

> **Outcome Statement:** "We will expedite research and innovation in the context of our academic and TVET provisions, and support social, scientific, and technological development."

Under this priority, FNU strives to become a powerhouse of research that drives positive social change and technological advancement for Fiji and the Pacific. Key focuses include building research capacity, fostering innovation in both teaching and operations, and forging collaborations to address pressing issues (such as climate change, indigenous knowledge preservation, health, and agriculture). This aligns with SDGs Industry, Innovation and Infrastructure, Climate Action, Zero Hunger, and Partnerships for the Goals. Internal stakeholders (the Research Office, all Colleges, especially those with research mandates, and the Division of Innovation/IT) are charged with implementing these actions, in partnership with external research agencies, funding bodies, and international collaborators.

Key Research & Innovation Initiatives 2026

1

Advance Research on Indigenous Languages & Cultures (UN Decade 2022–2032)

Timeline: Start Q1 2026, ongoing. FNU will actively contribute to the United Nations Decade of Indigenous Languages by promoting research projects focused on indigenous language preservation, traditional knowledge, and cultural practices. This includes facilitating research teams in linguistics and culture studies, hosting knowledge-sharing events, and producing publications that support the vitality of local languages and heritage.

2

College Research Action Plans – 5 Projects Each

Timeline: By Jan–Feb 2026. Each College will develop 5 actionable research project proposals, with identified funding sources, by the start of Q1. (Target: ~25 new research proposals across FNU.) These proposals will address strategic areas such as climate resilience, food security, renewable energy, health innovations, and social development. Early-career researchers will be mentored through this process. The goal is to secure internal or external funding for these projects and initiate them within 2026.

3

Research Symposiums and Planning Forums

Timeline: Throughout 2026. FNU will organize a series of research-focused forums to plan and showcase innovation: for example, an Early-Career Researchers Forum (Q1) for capacity building, and thematic symposiums around key initiatives (see below). These forums will bring together academics, students, industry experts, and community stakeholders to exchange knowledge and align research with national needs.

International and Thematic Conferences 2026

FNU will leverage partnerships to host and contribute to high-profile conferences:

World Food Forum (WFF) 2026

Timeline: Q3 2026. FNU will co-host a Pacific regional World Food Forum event, convening researchers, policymakers and farmers to share innovations in food security and sustainable agriculture. (External partners: UN agencies, Ministry of Agriculture)

"Learning Together" SLT & Council Workshop

Timeline: Q2 2026. The Senior Leadership Team (SLT) will hold a joint workshop with the University Council focusing on research and innovation strategy – dubbed "Learning Together." This workshop will strengthen governance support for research initiatives and ensure alignment between management and council on innovation priorities.

Invasive Trees Symposium

Timeline: Q3 2026. In collaboration with the College of Agriculture, Forestry and Fisheries (Dean CAFF) and environmental agencies, FNU will host a symposium addressing the impact of invasive plant species on Pacific ecosystems. This will produce actionable research recommendations for biodiversity protection and involve students in research presentations.

Innovate Teaching & Operations through Technology

Timeline: Ongoing in 2026. FNU will continue to adopt and integrate appropriate innovations into learning and operations – for example, piloting new digital learning tools and smart campus solutions. Specific operational innovation projects include upgrading IT infrastructure (e.g., implementing enhanced e-learning platforms, adopting data analytics for student learning feedback) and pursuing automation of administrative processes to improve efficiency (target: measurable reduction in manual tasks via new IT systems by Q4 2026). The Division of Information Technology Services (ITS) will lead these efforts, with an emphasis on resilience and cybersecurity improvements to support the university's technological development.

Key Deliverables & Targets (2026)

- Prepare at least 25 new research proposals ready for funding submission in Q1
- Increase research output by 10% and commence new funded research projects by year-end.
- Convene 3 or more major research events (including the World Food Forum), with published proceedings or formal recommendations.
- Deliver demonstrable innovation in teaching (pilot projects using new learning technologies) and operations (new digital system achieving at least 50% efficiency gain in targeted processes).
- Strengthen institutional research impact, evidenced by higher citation rates, improved THE Impact Rankings scores, and measurable contributions to national development priorities.

Priority Area 4: Financial Sustainability, Endowment and Enterprise

Outcome Statement: "We will review and optimise our operating models – utilizing data, analytics, and prudent financial management – to better serve our students and staff in all facets of learning, teaching, research, and community engagement."

This priority area is about ensuring the long-term financial health and viability of FNU. It focuses on efficient resource management, revenue growth through innovation and enterprise, and building a strong financial base (including an endowment fund) to support the University's mission. Strategies include fostering partnerships to attract funding, monetizing assets and capabilities, and instilling a culture of fiscal responsibility. These efforts align with SDGs Decent Work and Economic Growth and Industry, Innovation and Infrastructure. Internally, the Finance Division, FNU Foundation, and all budget holders (Colleges and divisions) are responsible for actions here, with external engagement from donors, industry, alumni, and government for funding support.

Key Financial Sustainability Initiatives 2026

1	2	3

Launch FNU Foundation Commercial Initiatives

Timeline: Q1 2026 kickoff, then ongoing. The newly established FNU Foundation will roll out revenue-generating projects to support university development. This may include commercial ventures like campus businesses (e.g. training restaurants, consultancies, or agribusiness projects under CAFF) and fundraising campaigns. These initiatives are designed to diversify income streams beyond government subvention and tuition. (Target: Each quarter, at least one new or ongoing commercial project is operational under the Foundation's portfolio.)

Engage Colleges/Divisions in Fundraising Events

Timeline: Throughout 2026. All Colleges and support divisions will actively support FNU Foundation events and campaigns. For example, academic departments will contribute showcases or expert talks for donor events, and the Marketing & Communications team will promote giving opportunities. This whole-of-university approach will amplify fundraising efforts, culminating in flagship events such as charity dinners, galas, or telethons.

"Meet the Team" Quarterly Staff Engagements

Timeline: Once per quarter (Q1–Q4). The Vice-Chancellor and senior management will host a "Meet the Team" forum each quarter, rotating across campuses or divisions. These sessions serve to communicate financial updates (budget performance, cost-saving progress) directly to staff and recognize teams contributing to improvements. They also encourage a culture of transparency and cost-consciousness, inviting staff suggestions on efficiency.

Priority Area 5: Education for Employment and Internationalisation

> **Outcome Statement:** "We will improve our pedagogy and holistic values for our graduates to ensure that their skill-sets and competencies can be utilized in local and international workplaces."

This priority area is aimed at boosting graduate employability and expanding FNU's international presence. It involves aligning curricula with employment needs, enhancing work-integrated learning, forging international partnerships (for student/staff exchange and global projects), and promoting FNU's brand globally. The initiatives support SDGs Quality Education, Economic Growth (through employment), and Partnerships. Internal stakeholders include the Office of the Pro-VC TVET, Deans of Colleges, Career Services, and International Office, while external engagement spans employers, industries, international universities, and funding agencies (like DFAT). The goal is to produce job-ready graduates and raise FNU's profile on the world stage.

Key Employment & Internationalisation Initiatives 2026

Embed Indigenous Knowledge & Skills for Employment

Timeline: Begin Q1 2026, ongoing. FNU will incorporate indigenous knowledge and traditional skills training into relevant programmes to create niche competencies that can lead to new employment opportunities (for example, wellness tourism, traditional medicine, or cultural heritage management). By valorizing local knowledge within formal qualifications, graduates can turn unique cultural skills into gainful employment or entrepreneurship, especially in community-based and creative industries.

Strategic MoUs for Industry and International Collaboration

Timeline: Throughout 2026 (at least one per quarter). FNU will proactively pursue new Memoranda of Understanding in key sectors and with international partners, guided by national priority areas in the NDP. These MoUs – with industries (for internships and apprenticeships), government departments (for workforce development programs), and overseas institutions (for academic exchange) – will expand opportunities for students and staff. The target is to sign at least 4 significant MoUs in 2026, focusing on areas like renewable energy training, ICT upskilling, healthcare, and international academic exchange programs.

International Student Exchange Programs

Timeline: Initiatives in Q2 and Q3 2026. FNU will enhance its student exchange offerings by establishing or expanding exchange agreements with universities abroad. The aim is to send and receive more students internationally (target: initiate 2 new exchange agreements, with at least 10 FNU students going abroad and a similar number of international students hosted at FNU in 2026). These exchanges enrich student experience and global exposure, and they strengthen FNU's international networks.

Expand TVET Offerings in the Pacific Region

Timeline: Q2 2026 hire, then ongoing. To solidify FNU's role as a regional hub for vocational training, a Regional TVET Coordinator will be appointed to drive TVET programme outreach in Pacific Island countries. This role (under the PVC TVET) will coordinate with regional governments and institutions to offer FNU's successful vocational programmes (e.g. in construction, maritime, agriculture) to neighboring countries through partnerships or offshore delivery. By the end of 2026, FNU aims to pilot at least one joint TVET programme in the region (for example, training delivered in a partner institution in the Pacific).

Global Engagement & Partnership Initiatives

College-Level "Education for Employment" Initiatives

Timeline: Ongoing, with mid-year review. Each College will implement specific initiatives to strengthen links between education and employment, and to internationalize their offerings. Deans will follow up on 2025 efforts and ensure tasks such as curriculum alignment with industry standards, guest lectures from industry, and promotion of global competencies in courses are carried out. Regular meetings (bi-monthly) will track progress on these initiatives to ensure every College contributes to graduate employability and internationalisation goals.

DFAT-FNU Fortnightly Meetings

Timeline: Every two weeks, all year. In 2026, FNU will continue holding regular meetings with Australia's Department of Foreign Affairs and Trade (DFAT) representatives to advance joint initiatives such as the Australia Pacific Training Coalition and scholarships or funding for education projects. These fortnightly engagements are crucial for sustaining international support and ensuring FNU's programmes align with regional development funding opportunities. (They also directly support SDG partnerships and capacity-building through donor engagement.)

Participation in International Education Conferences

Timeline: Q3 2026. FNU will attend and present at the Swedish International Higher Education Conference 2026 (as an example of a key global education forum this year). By sharing FNU's experiences and learning global best practices, FNU raises its profile and gains insights to improve internal operations. Additionally, FNU will send delegations to at least one Asia-Pacific academic conference to network and seek collaborations.

VC's Seminar Series & International Visitor Exchange

Timeline: Spread across 2026. The Vice-Chancellor will host a Global Seminar Series on campus, inviting international scholars and leaders to speak to the FNU community. A highlight will be the visit of Professor Helen Bartlett, Vice-Chancellor of the University of Sunshine Coast (Australia) – scheduled for Q2 2026 – as part of an exchange of best practices in university leadership and to explore joint programmes. Such high-level visits and seminars enrich FNU's international engagement and open pathways for future partnerships (e.g., research collaborations, dual degrees).

Implementation, Monitoring & Governance

Plan
Define goals and scope

Implement
Execute tasks and track progress

Prepare
Allocate resources and timeline

Phase
Roll out in stages and review
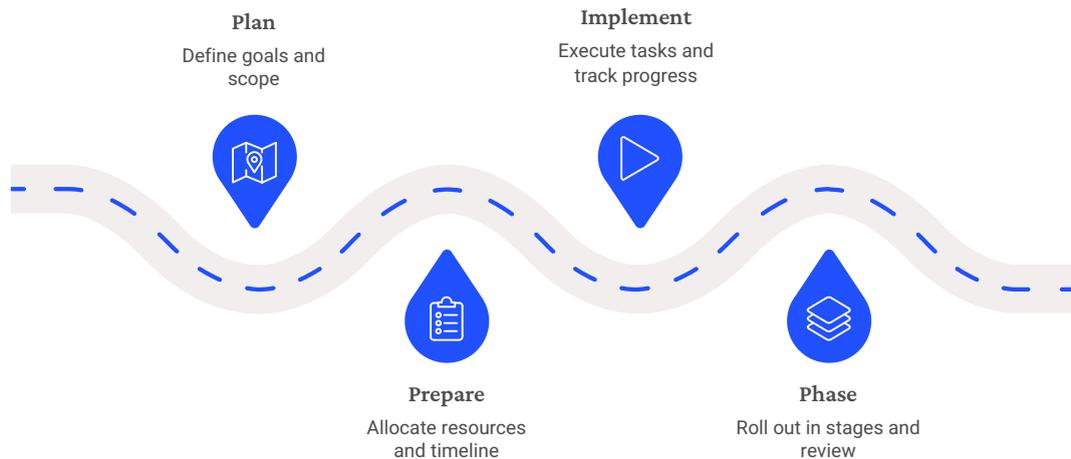
Plan Implementation and Phasing

The initiatives in this Annual Plan are mapped to a quarterly timeline to facilitate structured execution. Each quarter of 2026 has designated deliverables (as indicated in the initiative lists above), enabling FNU's Senior Leadership Team and Council to monitor progress incrementally. Internally, the Department of Strategic Planning and Development (DSPD) will maintain an Implementation Matrix tracking each action, responsible owners, and quarterly status updates. Regular progress reviews (quarterly KPI reports) will flag achievements and any delays, ensuring accountability. A condensed implementation matrix is provided in Appendix 1 for reference, summarizing key actions by quarter.

Monitoring & Governance

The Vice-Chancellor will oversee the overall Plan delivery, with each Pro-Vice Chancellor and Director accountable for relevant initiatives. Performance against the Vice-Chancellor's four KPI areas will be reported quarterly to the University Council and the FNU community. Outcome indicators (such as enrollment growth, research outputs, financial performance, and graduate employment rates) will be measured against targets stated in this Plan. This structured monitoring aligns with FNU's governance requirements and fosters a culture of evidence-based management. Importantly, the Plan's alignment with national priorities and SDGs will be reflected in FNU's contributions to national reports and the Times Higher Education Impact Rankings.

Internal and External Engagement

The success of the Plan relies on strong internal collaboration and external partnerships. Internally, FNU's colleges, centres, and divisions are expected to work in synergy – breaking silos – to deliver cross-cutting initiatives (for example, combining expertise from multiple colleges for the Indigenous Knowledge conference or the enterprise projects). Externally, partners including government ministries, provincial councils, industry groups, NGOs, and international institutions are integrated into the Plan (via MoUs, joint events, funding, etc.), ensuring that FNU's work remains relevant to stakeholders' needs and that we leverage outside expertise and resources. Regular communication and celebration of milestones will keep stakeholders engaged and supportive.

Alignment with National Development Plan and SDGs

National Development Plan 2025–2029

All Priority Areas in this Plan correspond to focus areas of Fiji's NDP. For example, Priority 1 (Inclusiveness & Diversity) aligns with the NDP's "Uplifting Socio-economic Wellbeing" pillar, and Priority 2 (Educational Excellence) aligns with "Education and Training" development priorities. Priority 3 supports "Research, Development and Innovation", Priority 4 links to "Building Macroeconomic Confidence and Stability", and Priority 5 contributes to "Public Sector Growth and Participation". This ensures FNU's initiatives directly support Fiji's national goals.

Sustainable Development Goals (SDGs)

FNU remains committed to advancing the SDGs through its teaching, research, operations, and community engagement. Each Priority Area addresses specific SDGs as noted in the sections above (e.g. SDG4 Quality Education across multiple priorities; SDG9 Industry, Innovation for research and financial enterprise; SDG13 Climate Action through research and community projects; SDG8 Decent Work via employability efforts; SDG17 Partnerships in nearly all areas). FNU's progress on these will continue to be reflected in its submission to the Times Higher Education Impact Rankings, where the University aims to improve its standing annually by evidencing contributions to SDGs. Graduate attributes promoted by FNU – such as effective communication, innovative problem-solving, ethical leadership, and global awareness – complement these goals by ensuring our alumni carry forward the sustainability and development agenda in their careers.

Through this Annual Plan, Fiji National University reinforces its role as "the national university for all Fiji", driving inclusive growth, producing future leaders, generating innovative solutions, and responsibly stewarding resources. The structured actions and robust monitoring outlined for 2026 will position FNU to enter the next strategic planning cycle (2027–2037) with confidence and a record of results, ever more ready to shape a wiser, sustainable future for the nation and the region.

Annual Plan 2026

Financial Plan Overview

The University enters 2026 in a challenging fiscal environment, while continuing to progress its strategic transformation and national mandate. The Annual Plan 2026 has been developed within a context of constrained public funding, rising cost pressures, and the need to safeguard the sustainability of the institution.

For 2026, the University is projecting an operating deficit of **$10.9 million**, equivalent to approximately **8% of total income**. Importantly, this represents a **reduction in the forecast deficit position compared to 2025**, reflecting the early impact of disciplined financial management, strengthened cost controls, and targeted revenue initiatives implemented during 2025.

The 2026 financial plan therefore reflects a **deliberate and managed transition**, balancing fiscal restraint with the continued delivery of the University's core functions of teaching, learning, research, and infrastructure development.

Key Drivers of the 2026 Financial Position

Reduction in govt grant

Government funding has historically been a significant revenue source for the University. For 2026, the projected government grant reflects a **reduction of approximately $0.8 million**, consistent with broader fiscal constraints and changes in national budget priorities. This reduction was anticipated and has been incorporated into the University's financial planning assumptions.

Notwithstanding the reduced allocation, the University remains closely aligned to key Government priority areas, including Indigenous Languages, Cultures and Heritage, the National Development Plan, the Na Vualiku Program, Resetting TVET at FNU, and the 2050 Strategy for the Blue Pacific Continent. Engagement with Government will continue throughout 2026 to support the case for sustainable funding for the National University in future budget cycles.

FIJI NATIONAL UNIVERSITY - GRANT RECEIVED

Year	$ Million
2017/2018	56.1
2018/2019	44.4
2019/2020	48.5
2020/2021	49
2021/2022	44.4
2022/2023	43.5
2023/2024	41.5
2024/2025	36.5
2025/2026	35.7
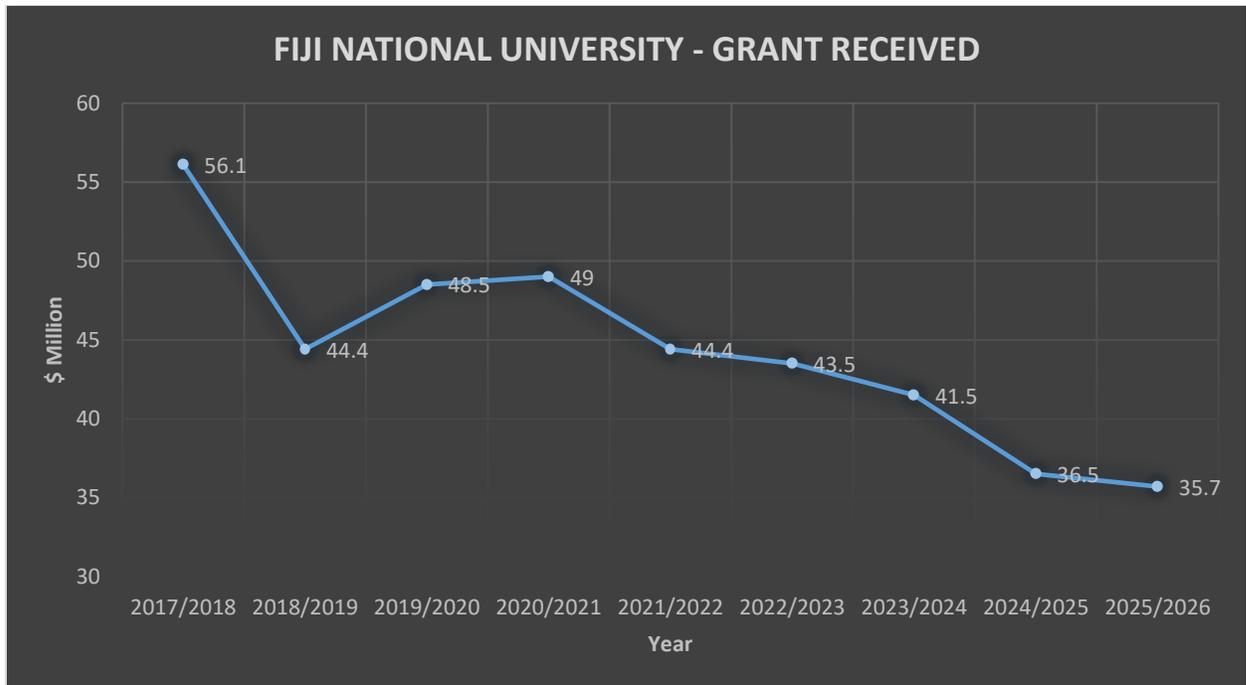
Personnel costs

Personnel costs continue to represent the University's largest area of expenditure. For 2026, total personnel costs are projected at approximately **$81.0 million**, reflecting both structural workforce requirements and sector-wide pressures relating to retention of specialised skills, professional development, and compliance with employment and regulatory standards.

While investment in people remains essential to maintaining academic quality and institutional capability, the University has adopted a **highly disciplined approach to workforce management**. Growth in personnel expenditure has been carefully moderated through controlled recruitment, prioritisation of critical roles, and tighter establishment management, contributing to the reduction in the overall deficit position compared to 2025.

Inflationary and Cost Pressures

The University continues to face inflationary pressures across key cost categories, including:

- Statutory wage adjustments,

- Freight and logistics costs,

- Insurance premiums,

- Information technology services, and

- Outsourced and contracted services.

These pressures have been factored into the 2026 budget using conservative assumptions. Active contract management, procurement review, and service rationalisation initiatives are being applied to mitigate the financial impact where possible.

Managing the Deficit: Financial Discipline and Austerity Measures

Cost Control and Austerity Measures

The University has implemented, and will continue to enforce, a suite of austerity and cost-containment measures, including:

- **Operational Efficiency Improvements**

  A systematic review of operational processes is underway to improve efficiency, reduce duplication, and optimise the use of resources. Technology-enabled solutions and process standardisation are being leveraged to support sustainable cost reductions.

- **Careful and Planned Recruitment**

  The recruitment will remain tightly controlled in 2026. Appointments will be approved only where there is a demonstrated operational or academic necessity, with priority given to roles that support revenue generation, regulatory compliance, and the core functions of teaching, learning, and research.

- **Review of Contractual and Outsourced Services**

  All major service contracts and outsourcing arrangements are being reviewed to assess value for money, with opportunities pursued for renegotiation, consolidation, or transition to in-house delivery where this offers clear financial or service benefits.

- **Austerity Committee Oversight**

  Discretionary expenditure will continue to be monitored through the Austerity Committee, with regular reporting to senior management and governance committees to ensure accountability and transparency.

Revenue Diversification and Enhancement

Reducing reliance on a single funding source remains a key strategic priority. The University is progressing a phased and realistic approach to revenue diversification, with initiatives structured to deliver both short-term support and longer-term sustainability.

Key Revenue Initiatives

- **Fiji National University Foundation**

  The University will continue to strengthen charitable and philanthropic funding through the FNU Foundation. In 2026, emphasis will be placed on improved governance, financial oversight, and reporting for Foundation-managed funds, alongside expanded alumni engagement, corporate partnerships, and development partner collaboration.

- **Targeted Grant and Research Funding**

  Grant-seeking efforts will be intensified, with a focus on funding opportunities aligned to national priorities and the University's strategic strengths, including TVET, applied research, and regional development initiatives.

- **Fee-for-Service and Commercial Activities**

  Where appropriate, fee-for-service models will be expanded, leveraging existing institutional capability and infrastructure to generate additional income streams.

- **Tuition Fee Review and Student Debt Management**

  A structured review of tuition fees will be undertaken, supported by strengthened student debt management processes to improve cash flow and revenue certainty.

- **Optimisation of Dormant and Underutilised Assets**

  The University will actively assess underutilised assets for potential lease, repurposing, or disposal to improve returns and support financial sustainability.

Capital Investment Management

In response to the current financial environment, the University has adopted a prudent approach to capital investment:

- **Deferral of Non-Essential Capital Projects**

  Capital expenditure will be limited to projects that are critical to safety, compliance, or operational continuity.

- **Capital Prioritisation**

  Only projects with a clear strategic rationale and demonstrable return on investment will proceed.

- **External Funding for Capital Works**

  The University will continue to engage Government and development partners to seek funding support for essential capital projects aligned to national priorities.

Long-Term Financial Sustainability

While addressing the 2026 deficit, the University remains focused on building long-term financial resilience through:

- Strengthened strategic partnerships,
- Sustainable revenue growth,
- Diversification of funding sources, and
- Continuous monitoring of cash flow and reserves.

These measures will ensure the University remains capable of fulfilling its national role while adapting to future fiscal challenges.

Conclusion

The projected **$10.9 million deficit for 2026**, while significant, represents a **controlled and improving financial position compared to 2025**. Through disciplined cost management, carefully planned recruitment, austerity measures, and targeted revenue diversification, the University is actively reducing financial risk while continuing to deliver on its strategic and national mandate.

The 2026 financial plan reflects a balanced, prudent, and transparent approach—one that prioritises sustainability, accountability, and long-term institutional strength. With continued oversight, stakeholder engagement, and financial discipline, the University is well positioned to further reduce the deficit and strengthen its financial foundation in the years ahead.

2026 Operating Budget

Income	2026 Annual Plan	2025 Forecast
Government Grant	35,663,898	36,126,208
Tuition Fees	84,637,894	81,659,781
Other Income	5,109,658	9,818,219
Trading Revenue	4,832,919	5,015,192
Total Income	130,244,370	132,619,400
Expenses		
Personnel Cost	80,777,947	79,279,998
Non-Personnel Cost	51,185,353	53,514,352
Trading Activity	743,200	972,600
Depreciation & Amortization	8,500,000	10,786,300
Total Expenses	141,206,499	144,553,250
Net Surplus/(Deficit)	(10,962,130)	(11,933,850)

*The 2025 forecast is subject to change due to changes in the 2025 financials, considering year-end adjustments.

2026 Capital Budget

In the 2025-2026 National budget announcement, FNU was not allocated any capital grant. The University is, therefore, submitting a capital budget commitment of **$59.7m** for 2026.

The capital projects will only be undertaken after a thorough process, keeping in mind the financial position of the University due to the impact on two of the biggest streams of revenue, the tuition income, and the Government grant.

No.	Department	2026 Capex Budget
1	CMNHS	2,352,069
2	NTPC	2,349,875
3	CETVET	3,457,612
4	CBHTS	220,500
5	ITS	5,243,200
6	E&F	43,495,969
7	OPVC Corporate	2,550,000
Total Capex		**59,669,224**

Financial Performance Summary

Table 1

Category	2024 Actuals	2025 Forecast	2026 AP
Income	135,764,710	132,619,400	130,244,370
Expenditure	143,764,157	144,553,250	141,206,499
Surplus/ (Deficit)	$ (7,999,447)	$ (11,933,850)	$ (10,962,130)
Operating Surplus %	-6%	-9%	-8.4%

2024 actuals are exclusive of levy income and expenditure.

Income

Funding Source

Figure 1

FUNDING SOURCES AP 2026

- Government Grant: 27%
- Tuition Fees: 65%
- Trading Activities: 4%
- Other Income: 4%
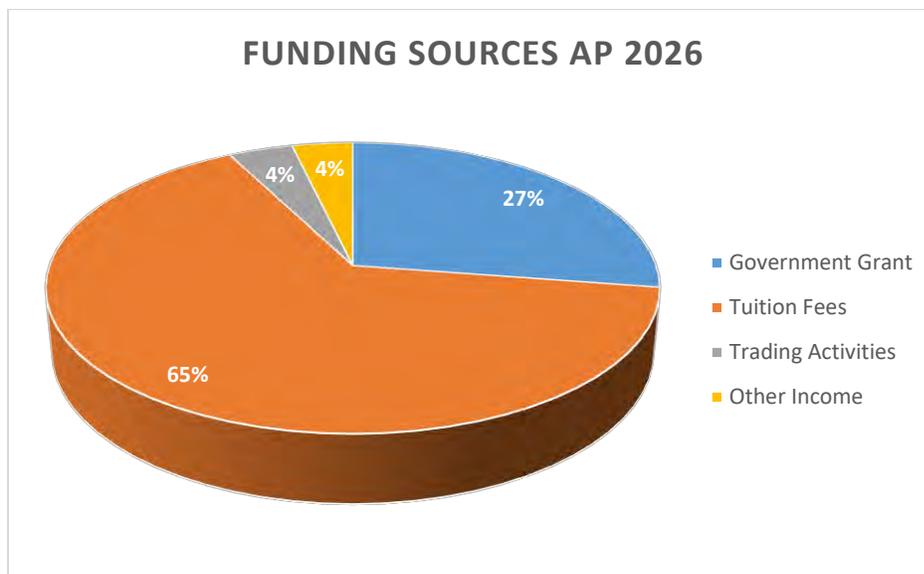
Table 2

Revenue	AP 2026	%
Government Grant	35,663,898	27%
Tuition Fees	84,637,894	65%
Trading Activities	5,109,658	4%
Other Income	4,832,919	4%
Total Income	$ 130,244,370	100%

Income is proposed to be $130.2m compared to $132.6m for 2025 (forecast). There is a $2.4m (1.82%) decrease in total income compared to the 2025 forecasted figures. This is attributed to offsetting increases in tuition income by a reduction in government grants. There is also an increase in tuition income targets set out for colleges for 2026. The government operating grant has been reduced by $0.8m in 2026 from the initial allocation of $36.5m to $35.7m.

Planned Expenditure

Figure 2
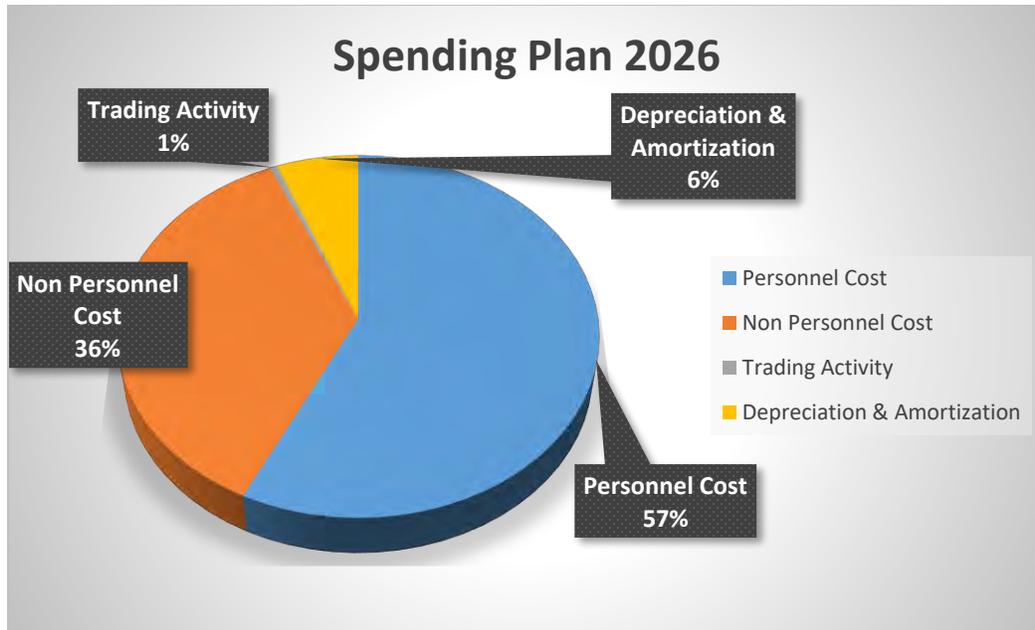
Table 3

Expenditure	AP 2026	%
Personnel Cost	80,777,947	57%
Non-Personnel Cost	51,185,353	36%
Trading Activity	743,200	0.5%
Depreciation & Amortization	8,500,000	6%
Total	141,206,499	100%

Expenditure will be $4.6m (3.2%) below the 2025 forecast due to the following:

- Personnel costs are expected to be $0.8m (1%) above the 2025 forecast. This includes a $0.9m step–up in salary, a $0.1m performance payout, and a $0.2m promotions payout, as estimated costs.

- Non-personnel expenditure will be $4.6m (9.1%) below the 2025 forecast of $55.8m. Major increases account for inflationary adjustment (increase in minimum wage rate) freight cost increases. Overall, the increases are driven from insurance premium, outsourced services, and IT costs.

Figure 3

Figure 3 — University Expenditure. % of Total Expenditure for 2026 (B) and 2025 (Fcst).
2026 (B): Personnel Cost 57%, Non Personnel Cost 36%, Trading Activity 0.5%, Depreciation 6%.
2025 (Fcst): Personnel Cost 55%, Non Personnel Cost 37%, Trading Activity 1%, Depreciation 7%.
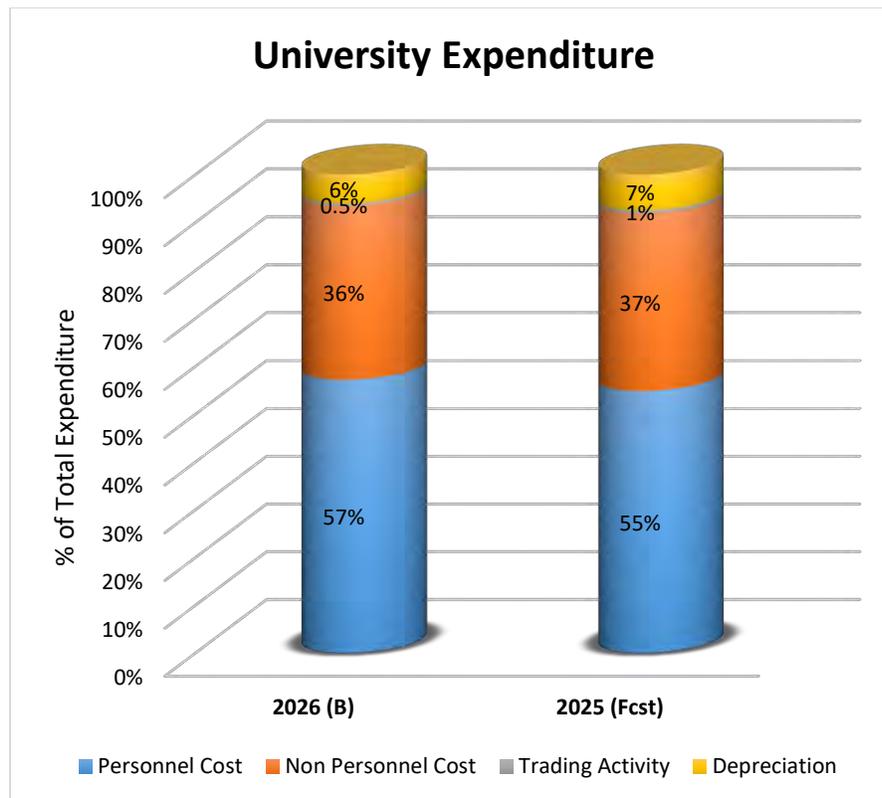
Explanatory Notes

- The University aims to generate $130.2m of revenue to contribute to the cash reserves of the University to meet the cash reserve target of three months of operating costs; and generate sufficient cash to invest in infrastructure for learning & teaching and research.
- Management will strengthen its accountability processes and closely monitor the progress of the plan during the year. Mitigation processes must be put in place to ensure the risks of not meeting these targets are successfully mitigated.

Student Debt

Background & Debt Trends

- Pre-2020 (Stable Period) - Debt-to-revenue ratio averaged 0.4%, with routine fluctuations based on enrolment and payment timing.
- 2020–2022 (COVID Period) - Debt levels increased to an average of 2%, driven by financial strains on families and flexible online learning, enabling unpaid students to continue.
- 2023–2024 (Post-COVID Transition) - Debt spiked further with:

  o   Enrolment of sponsored students experiencing delayed payments.
  o   Exam policies allowing fee-defaulters to sit for finals.
  o   TSLS program eligibility changes.

  Tightened collection policies in 2024 reduced private debt to $1.6m. Total outstanding debt is $1.7m.

- 2025 (Current Year) - Total revenue YTD ($94.7m), 2025 debt is $8.2m, representing 91% of total revenue.

The student debt balance as of 30th November 2025

FNU Private Debt vs Sponsored Debt
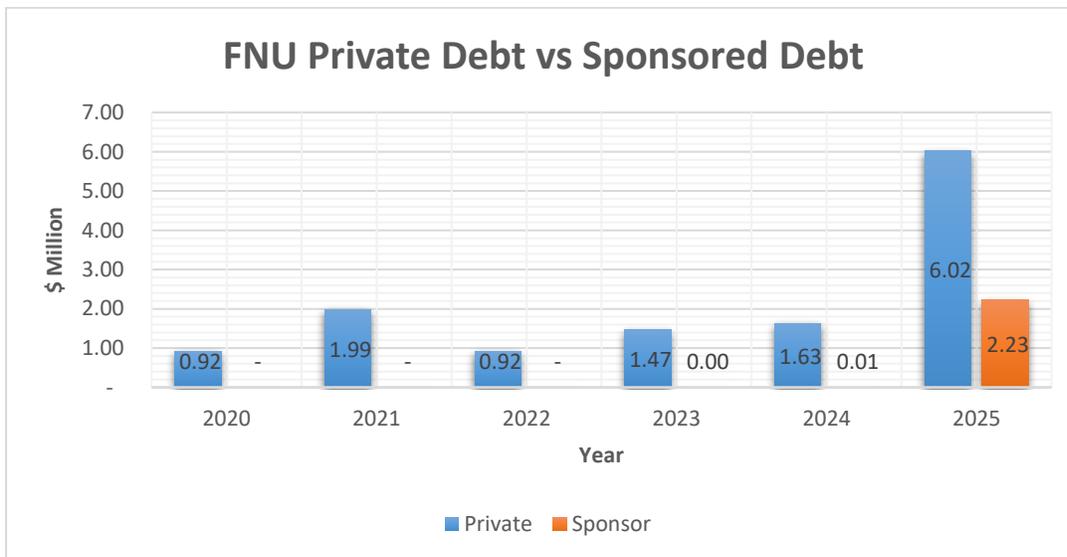
Debt Recovery Measures

The university has taken several measures to ensure the debt is collected. It continues to explore new measures and options that are available to ensure that all outstanding payment is collected within a reasonable time.

- Reminder emails sent to the student's email address. The content clearly states the deadline and options available for students to clear outstanding fees.
- Phone calls and Text blast reminders are sent to students.
- Engaging in awareness campaigns by utilizing social media, Moodle and FNUPR.

- Collaboration with colleges to promote fee payment awareness and the consequences of non-payment.
- Video has been circulated to colleges on payment information and the consequences of non-payment of fees to be shown in lectures.
- Video has also been played on the screen at the new CBHTS building. It's located where the student academic and cashiers' offices are, and it explains payment information and the consequences of non-payment of fees.

Cash Flow and Financing

The university's cash flow will show a net decrease in cash and cash equivalents of $5.5m, taking our balances from $52.3m at the end of the year 2025 (forecast, which is subject to change after 2025 year-end adjustments) to $46.8m as of 31st December 2026. The decrease will be primarily due to spending in capital and R&M expenditure for 2026 and projects which were delayed or put on hold during 2025.

Financial Position

The university's net assets will decrease by $13.3m in 2026 due to an increase in capital projects (property plant & equipment). The following table summarizes the financial position as of 31st December 2026.

	Budget 2026	Fcst 2025
Assets		
Current Assets	135,275,918	167,320,472
Non-Current Assets	298,034,036	283,303,348
Total Assets	**433,309,954**	**450,623,820**
Liabilities		
Current Liabilities	46,150,648	47,092,498
Non-Current Liabilities	54,452,280	57,517,296
Total Liabilities	**100,602,928**	**104,609,794**
Net Assets	**332,707,025**	**346,014,026**

2026 Financial Targets

AP 2026 has maintained the following financial targets:

Divisional Targets
• **Cost control management**
• **Revenue enhancement initiatives**
• **Completion of Year-End audit**
• **Timely financial reporting to relevant stakeholders.**

Appendices
- **Appendix 1** - Statement of Financial Performance (2025-2026)
- **Appendix 2** - Statement of Financial Position (2025 - 2026)
- **Appendix 3** - Statement of Cash Flow (2025 - 2026)

Appendix 1

Statement of Comprehensive Income

	2026 Budget	2025 Forecast	2024 Actual	2023 Actual
Income				
Government Grant	35,663,898	36,126,208	39,373,096	41,456,429
Tuition Fees	84,637,894	81,659,781	75,722,958	59,132,415
Project Income	-	-	7,581,366	243,235
Levy Administration Fees	-	3,535,436		
Other Income	3,309,659	4,059,702		19,838,839
Interest Income	1,800,000	2,223,081	1,959,386	1,041,033
Trading Activities	4,832,919	5,015,192	3,862,088	84,593
Release of Deferred Capital Grant	-	-	7,265,816	661,519
Total Income	**130,244,370**	**132,619,400**	**135,764,710**	**123,415,147**
Expenses				
Personnel Costs				
Salaries & Wages	80,777,947	79,279,998	73,092,764	62,552,524
Staff Allowances and Benefits	2,983,129	1,800,000	1,089,387	1,061,289
Professional Development & Training	1,888,779	1,703,829	1,171,199	2,468,641
Total Personnel Costs	**85,649,856**	**82,783,827**	**75,353,350**	**66,082,454**
Non-Personnel Costs				
Computer Software and Hardware	6,500,000	6,800,000	7,058,709	4,300,349
Consultancy Charges	900,000	1,500,000	808,022	647,773
Course Related Expenses	4,469,250	4,338,528	4,099,117	2,495,212

Depreciation and Amortization	8,500,000	10,786,300	10,053,633	9,317,640
Grounds and Maintenance	12,169,107	12,164,430	10,565,850	12,541,157
Sales and Marketing	751,740	848,240	595,487	534,031
Student Expenses	2,954,071	2,600,000	4,099,117	1,988,307
Telecommunications	3,849,680	4,000,000	4,126,098	3,615,980
Trading Expenditure	743,200	972,600	671,956	575,160
Utilities	3,559,559	3,176,335	3,176,335	3,097,639
Other Operating Expenses	11,160,037	10,500,000	16,909,641	10,747,312
Total Non-Personnel Costs	**55,556,644**	**61,769,423**	**68,410,807**	**49,860,560**
Total Personnel & Non-Personnel Expenses	**141,206,500**	**144,553,250**	**143,764,157**	**115,943,014**
Net Surplus/Deficit	**(10,962,130)**	**(11,933,850)**	**(7,999,447)**	**7,472,133**

Appendix 2

Statement of Financial Position

	2026 Budget	2025 Forecast	2024	2023
Assets				
Current Assets				
Cash and Cash Equivalents	47,327,785	62,327,785	59,606,019	73,403,451
Trade and Other Receivables	17,597,935	21,997,419	6,702,506	10,092,138
Inventory	188,080	197,979	197,979	262,293
Other Financial Assets	62,211,897	74,428,636	72,864,463	66,880,521
Other Assets	7,950,220	8,368,653	6,491,905	6,051,898
Total Current Assets	**135,275,918**	**167,320,472**	**145,862,872**	**156,690,301**
Non-Current Assets				
Property, Plant, and Equipment	275,492,218	245,937,184	237,935,876	229,139,463
Work in Progress	4,191,941	19,191,941	27,490,225	40,339,001
Biological Assets	78,346	78,346	79,346	31,225
Intangible Assets	249,873	252,652	274,432	300,570
Other Financial Assets	18,021,657	17,843,225	17,843,225	16,556,891
Total Non-Current Assets	**298,034,036**	**283,303,348**	**283,623,104**	**286,367,150**
Total Assets	**433,309,953**	**450,623,820**	**429,485,976**	**443,057,451**
Liabilities				
Current Liabilities				
Trade and Other Payables	46,150,648	47,092,498	29,554,918	28,649,423
Total Current Liabilities	**46,150,648**	**47,092,498**	**29,554,918**	**28,649,423**
Non-Current Liabilities				

Deferred Income	34,075,605	35,869,058	35,680,987	42,961,410
Deferred Levy Liability - NTPC	11,433,142	12,034,886	9,943,898	10,520,755
Lease Liability	2,915,168	2,915,168	2,915,168	3,213,763
Unexpended Liability	6,028,366	6,698,184	8,343,567	6,662,710
Total Non-Current Liabilities	54,452,280	57,517,296	56,883,619	63,358,638
Total Liabilities	100,602,928	104,609,794	86,438,538	92,008,061
Net Assets	332,707,025	346,014,026	343,047,438	351,049,390
Equity				
Other Contributed Equity	191,056,234	191,056,234	191,056,234	191,056,234
Retained Earnings	141,650,791	154,957,792	151,991,204	159,993,156
Total Equity	332,707,025	346,014,026	343,047,438	351,049,390

Appendix 3

Statement of Cash Flows

	2026 Budget	2025 Forecast	2025
Cash flows from operating activities			
Fiji Government grants received	26,798,255	32,493,775	21,092,322
Receipt from employers in respect of levy	22,762,263	35,460,332	34,032,122
Receipt from student fees	88,040,051	66,137,339	68,494,324
Receipt from trading activities	4,648,461	4,729,719	4,405,876
Payment to Suppliers	(35,802,777)	(39,507,716)	(44,160,112)
Payment to Employees	(77,833,088)	(68,408,243)	(61,063,627)
Payment of training grants to employers	(23,359,360)	(31,603,691)	(31,470,802)
Cash receipts in respect of projects	21,845	5,090,392	8,703,664
Interest received	2,068,610	2,110,387	1,446,011
Net Cash flows from operating activities	**7,344,261**	**6,502,294**	**1,479,778**

	2026 Budget	2025 Forecast	2025
Cash flows from investing activities			
Fiji Government capital grants received	-	-	-
Net payments for property, plant & equipment	(24,845,708)	(8,436,853)	(13,301,816)
Net transfers to term deposits	12,038,307	(1,564,173)	(5,856,541)
Dividend received	-	20,833	23,333
Net Cash flows from investing activities	**(12,807,401)**	**(9,980,193)**	**(19,135,024)**

	2026 Budget	2025 Forecast	2025
Net increase/(decrease) in cash and cash equivalents	(5,463,140)	(3,477,899)	(17,655,246)

Cash and cash equivalents as at 1 January	52,268,254	55,746,153	73,401,399
Cash and cash equivalents as at 31st December 2026	**46,805,114**	**52,268,254**	**55,746,153**

KPI's 2026

Quarter key: Q1 = Jan–Mar
Q2 = Apr–Jun
Q3 = Jul–Sep
Q4 = Oct–Dec ☒

VICE CHANCELLOR KPI's 2026

**Quarter key:** Q1 = Jan–Mar | Q2 = Apr–Jun | Q3 = Jul–Sep | Q4 = Oct–Dec

Strategic Priority Area	Key Performance Indicators
Priority Area 1: Inclusiveness & Diversity – People, Place and Cultures	1) Hold **MSG NATIONAL UNIVERSITIES Indigenous Knowledge and Heritage Conference** (Q2). 2) **Under the banner of Ratu Mara Centre for Leadership and Security Centre** hold **Knowledge & Heritage Series of Symposiums etc** (Q1, Q3). 3) Begin works on the construction of the **CHEL Creative Arts and Culture Complex (Nasinu Campus)** (Q2). 4) Establish **Fijian TK and Pacific Studies Centre at CHEL** (Q1, Q2, Q4). 5) Follow up to the **Diploma in Vanua Leadership** (Q1–Q4). 6) All Colleges to celebrate and promote **Fijian and/or Pacific Cultures** through events, expressive arts, and other relevant programs (Q1–Q4). 7) **Support centre for Fijian and Pacific Languages** (Q3–Q4). 8) **Build Drua at Naiyaca Campus (Mr Marau / CETVET)** *(timing not marked in the matrix)*. 9) **VC & PVCs to meet at least once fortnightly** (Q1–Q4). 10) **Meetings with Partners in all quarters for impact** (Q1–Q4).
Priority Area 2: Educational Excellence & Students Affirming Experiences in TVET and Higher Education	1) **FNU Review continues** and **all Health Checks to be completed by March Council** *(with final reports and implementation throughout 2026–27)* (Q1–Q4). 2) Appoint **Coordinator of Student Academics** (to assist with academic and other related advice for the Student Body) (Q1–Q4). 3) **VC 2026** to initiate **Students Enrichment programs** with **Community / Climate Change Initiatives** (Q1–Q4). 4) **Deans/Heads of Campuses** support **Students Affirming Experiences & excellence** (Q1–Q4). 5) **VC** to plan and initiate with **Student leaders and Deans** a **Student leaders' symposium** (Q1–Q4).
Priority Area 3: Research, Innovation, Social and Technological	1) Facilitate/expedite research work on the **UN Decade (2022–2032) of Indigenous languages & Cultures** (Q1–Q4). 2) Colleges to have **5 Action Research projects proposals** (with substantive funding) – **drawn by January–Feb** (Q1–Q4). 3) **A number of keynotes and planning conferences** around this (Q1–Q4). 4) **A number of international conferences** to give addresses to (Q1–Q4).
Priority Area 4: Financial Sustainability, Endowment and Enterprise	1) **FNU Foundation Commercial Initiatives** (Q1–Q4). 2) Colleges and Divisions to support **FNU Foundation events** – **Meeting with the Team (one in every quarter at least)**; **Alumni, Fund-Raisers and provisions of endowment and enterprise** (Q1–Q4).
Priority Area 5: Education for Employment and Internalization	1) **Indigenous knowledge skills and competencies are developed** leading to gainful employment opportunities (Q1–Q4). 2) **MOUs** to be further encouraged in 2026, especially in specific areas as defined by the **NDP** (Q1–Q4). 3) **International Students Exchanges** (Q1–Q4). 4) **TVET offerings** to be increased in the Pacific region – hiring of a **regional TVET coordinator** to enhance this work; **check his work (with PVC TVET)** (Q1–Q4). 5) College initiatives on **Education for Employment and Global Links** – meetings with **Deans and Professor Nii-K** to follow up on all these (Q1–Q4). 6) **VC's seminar series** and **Visit of VC of the University of Sunshine Coast – Prof Helen Bartlet** (Q1–Q2).

2026 Key Strategic KPIs

Priority Areas	KIPs
Priority Area 1 **Inclusiveness & Diversity - People, Place and Cultures**	Increase in research in traditional medicine and agricultural practices.
	Expedite curricular that is contextual and takes cognizance of peoples livelihood and environmental sustainability.
	UN Decade of Indigenous Language and Cultures (2022-2032) Indigenous Language and cultures to be celebrated and initiatives for development.
	Colleges to promote Fijian and Pacific Cultures
Priority Area 2 **Educational Excellence & Students Affirming Experiences in TVET and Higher Education**	Facilitate inter College and Inter disciplinary engagements in students centered learning and teaching.
	Initiatives and support for student-affirming experiences in Higher Education and TVET Programs.
	Quality Assurance of Programs (Program Health Checks)
	Developing research capacities for earlier career researchers through training and mentorship. (ECRs)
Priority Area 3 Research, Innovation, Social and Technological Development	Develop strength and depth of research in the following: Climate Change and adaptation, Agriculture, Artificial Intelligence, eco-tourism, e- commerce, inclusive education, Blue Pacific, Indigenous Education.
	Research on Alternative Energy (Solar) is critical in achieving long tern energy security, reducing carbon footprints, and supporting national commitments to sustainable development.
	Increase the number of Small Medium Enterprises (SMEs) supported through institutional programs.
	Research emphasis on Traditional and Indigenous knowledge and Education
	Maximizing the benefits of digital technologies. Incentivise female students participation in in STEM subject areas. Inter-University collaboration in research in AI
	UN Decade of Indigenous Language and Cultures (2022-2032) Research Initiatives on Indigenous Language and Cultures
Priority Area 4 Financial, Sustainability,	Finance Division restructure in progress to enhance efficiency of services to Colleges and Divisions.

Endowment and Enterprise	Multi-Year Financial Planning and forecasting
	Enhancing external revenue through online programs, educational training contracts, research grants, consultancy.
	Incentives to attract international students
	Strengthening Financial controls and revenue generation strategies
	Student Financial Aid initiatives
Priority Area 5 Education for Employment and Internalization	Ensure complete accreditation of FNU courses and programs. (APACC and WASC)
	Strengthen skills training in Higher Education and TVET to produce employment ready graduates.
	Initiatives and programs that support international exchanges of students.
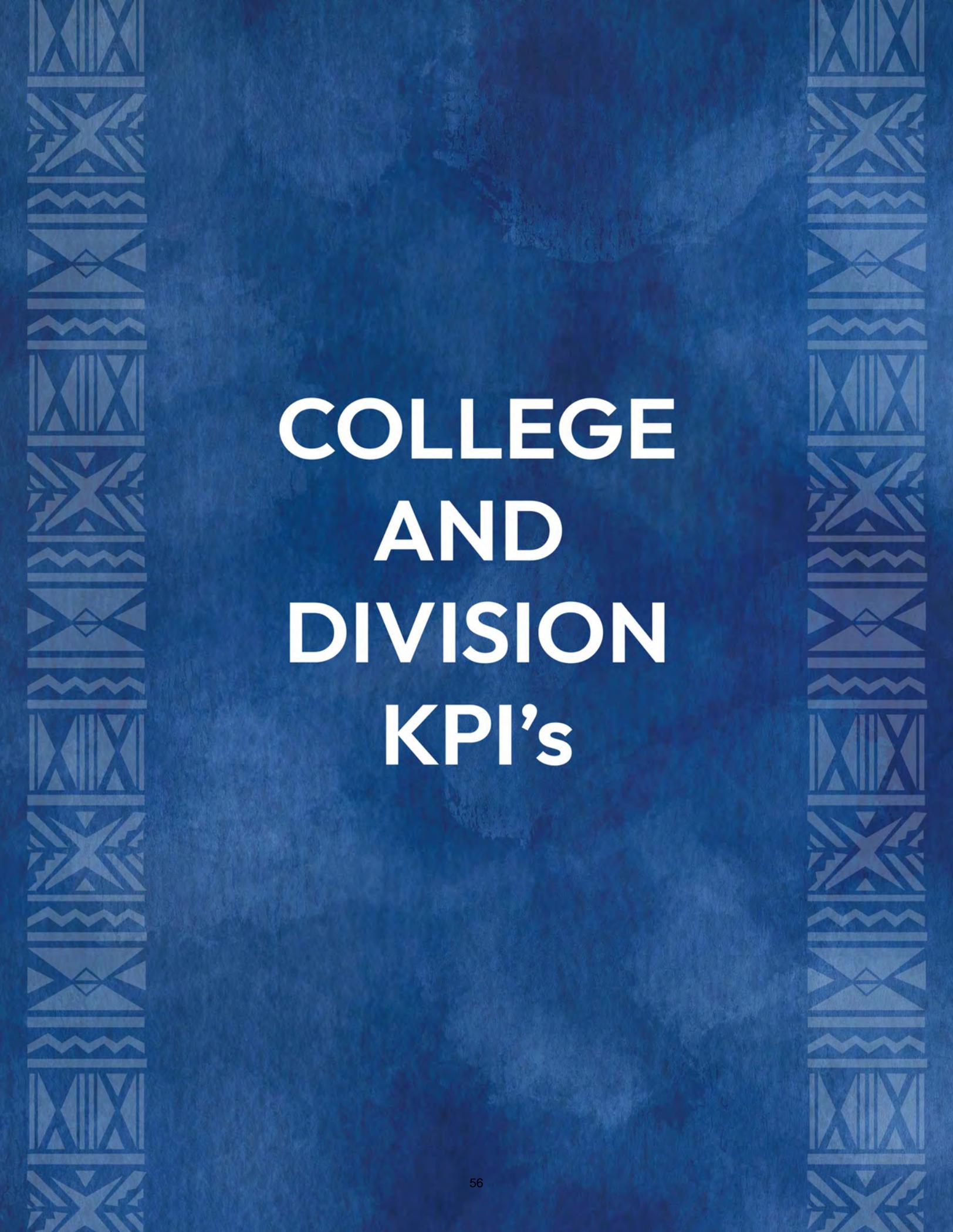
COLLEGE AND DIVISION KPI's

Priority Areas	College/Section Outcomes	KIPs	Q1 Jan - March	Q2 April - June	Q3 July - Sept	Q4 Oct-Dec
Priority Area 1 <u>Inclusiveness & Diversity - People, Place and Cultures</u>	**College of Engineering, Technical Vocational Education and Training (CETVET)**	• Celebration of cultures.	✓	✓	✓	✓
	We will create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and Ocean heritage to achieve our goals	• Increase research in traditional knowledge and climate change and adaptation.	✓	✓	✓	✓
	College of Humanities & Education and Law	• Increase research in indigenous knowledge, language, art, culture, traditional medicine, agricultural practices, and food security.	✓	✓	✓	✓
	We will create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and Ocean heritage to achieve our goals.	•CHEL Music/ Film Festival			✓	
		• Establishment of the Fijian Language, Indigenous Knowledge & Pacific Studies Centre (2026–2032)	✓	✓	✓	✓
	College of Business, Hospitality & Tourism Studies	Revamp our College Community Educational Outreach •Relook at the Labasa and Naduna Offerings and consider taking short courses for Communities.				
		• Blend entrepreneurial education using the Vualiku or the Northen Development Platform and the FNU Pacific Climate Change Research Grant.				
		• Revisit the Lekutu Community set up with a view to transfer delivery from the Lekutu Secondary School.				
	Pacific Centre for Maritime Studies	• Celebrating- Seafarers Day - World Maritime Day		✓		
		• World Maritime Day	✓	✓	✓	✓

		• Empower women through seafarers training	✓	✓	✓	✓
	College of Agriculture, Fisheries & Forestry We will promote opportunities for CAFF to reach out to the communities to engage in programmes and activities that create, foster, and implement action research and learning opportunities in rural settings. We will make CAFF a Technology-fostering agent, by developing appropriate farming innovations and Technologies through an incubation hub with the intent of entrepreneurship outlook We will establish demonstration projects and learning centres at model villages to improve sustainable farming systems and improve livelihoods in the community We will create dynamic synergies through inclusion and diversity to ensure the College and its stakeholders is guided by our cultural, spiritual, and Pacific heritage to achieve our goals.	No. of TVET community outreach achieved	✓	✓	✓	✓
		Demonstration Farm with display of	✓	✓	✓	✓
		agriculture, fisheries, and forestry innovations in the field.	✓	✓	✓	✓
		Project interest and ownership taken by	✓	✓	✓	✓
		community members and work in progress	✓	✓	✓	✓
		Number of staff promoted	✓	✓	✓	✓
		Number of stakeholders meetings	✓	✓	✓	✓
		Increase number of community and family engagement activities.	✓	✓	✓	✓
	College of Medicine, Nursing & Health Sciences (CMNHS) • Celebration of cultural traditions and practices by the University Community.	• Strengthen community engagement and cultural inclusivity.	✓	✓	✓	✓
		• Organize CMNHS multi-cultural week celebrations and related scholarly activities.		✓		
		• Celebration of important anniversary dates: Regional countries, Health care related etc.	✓	✓	✓	✓
		• Conduct Student & Staff Outreach programmes		✓		
		• FIPHR Engaging linguists and identified experts in USP and FNU to begin work on a "iTaukei Health Glossary" – long term (5-10yrs) initiative being done in phases with ultimate goal for it		✓		✓

		being used in primary and secondary School curriculum and university programmes.				
	• Increase in research in traditional medicine and agricultural practices.	• FIPHR Health research conducted in indigenous communities with mention of traditional medicines (herbal medicines, traditional massages, etc. within studies and findings) and or agricultural practices affecting health and wellness	✓	✓	✓	✓
		• FIPHR Engagement with Dr Tu at the South Pacific Institute of Traditional Chinese Medicine (SPITCM) to explore work in "alternative/complementary" Medicine.	✓	✓	✓	
	• Organize and hold, or support, conferences in indigenous knowledge and national heritage.	• FIPHR Research publications and other dissemination events profiling FNU values of people, place and cultures		✓		✓
	• Embedment of FNU values in our curricula.	• Conduct Ethics workshops (hybrid) with experts and sessions on FNU's Values: CHASE.		✓		✓
	Centre for Graduate Studies (CGS)	• Maintain postgraduate enrolment representing students from cultural/ethnic groups across Fiji and the region	✓	✓	✓	✓
	We will create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and Ocean heritage to achieve our goals	• Provide flexible research support services (online/face-to-face) to ensure accessibility for postgraduate students across all FNU campuses.	✓	✓	✓	✓
		• Organize at least 2 CGS community-building or cultural celebration events annually to strengthen belonging, inclusiveness, and diversity.	✓	✓	✓	✓
	Division of Marketing & Communications	• Conduct inclusive outreach programmes covering iTaukei, Indo-Fijian, Rotuman and other communities. Target – 30 communities for 2026.	✓	✓	✓	✓
	We will create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and	• Marketing collateral (print, digital) highlights the cultural diversity and inclusivity	✓	✓	✓	✓

		ocean heritage to achieve our goals.				
		• Develop and roll out 4 major GEDSI-aligned communication campaigns annually (e.g., International Women's Day, 16 Days of Activism, Disabilities Awareness Week, etc.).	✓	✓	✓	✓
		• Ensure 100% of campaigns reflect diverse representation (students, staff, gender, disability, ethnicity, and campus).	✓	✓	✓	✓
		• Publish at least 20 culture-focused PR features showcasing FNU's multicultural identity, campus life, and community engagement.	✓	✓	✓	✓
		• Support 100% of key institutional cultural events with PR coverage (e.g., Fiji Day, Diwali, Girmit Day, Language Weeks, Pacific Heritage Month).	✓	✓	✓	✓
		• Ensure 100% compliance with GEDSI messaging guidelines in all PR materials.	✓	✓	✓	✓
	Research Office	• Support other divisions to celebrate cultures.	✓	✓	✓	✓
	We will create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and Ocea heritage to achieve our goals.	• Fund and support research into traditional and indigenous knowledge.	✓	✓	✓	✓
		• Assist CHEL to develop the Centre for Fijian and Pacific Languages and Culture	✓	✓	✓	✓
		• Support the creation of the Centre for Melanesian Food and Ethnomedicine	✓	✓	✓	✓
	Office of Learning and Teaching					

	Foster an equitable, culturally responsive environment for students and staff. 1. Display of exhibitions collaborating with colleges to showcase indigenous and cultural knowledge.2. Expand Pacific collections and upgrade resources.3. Develop a staff development plan, including, but not limited to, mentoring and succession plan for the FNU Library services.	**University Librarian** 1. About 36 high-impact cultural displays across 16 libraries to enhance engagement, outreach, and faculty-student collaboration. 2. Improve Pacific material circulation.3. Successful implementation of the approved staff development and succession plan.	✓	✓	✓	✓	
	Create dynamic synergies through inclusion and diversity to ensure the University Community is guided by our cultural, spiritual and Ocean heritage to achieve our goals. Foster a strong sense of corporate identity across the campuses, Colleges, centers and divisions, building a shared vision of FNU's future.	**Quality Assurance** Continue the embedding of FNU values into the curricula by vetting the submitted reviewed programmes from colleges and centres to be included in the Ethics mandatory course.	✓	✓	✓	✓	
	Foster a strong sense of corporate identity across the campuses, Colleges, centers and divisions, building a shared vision of FNU's future.	**International Office** 1. At least two international branding campaigns launched.				✓	
	Promote FNU as a Regional Hub for International Education. Develop target branding materials (information package and student testimonials) showcasing FNU's Regional Partnerships and student success stories.	2. At least 4 scholars success stories are captured and promoted.	✓	✓	✓	✓	
	Recognize Student Leaders contributions towards learning enhancement initiatives.	**Flexible Learning and Teaching Enhancement Office** Student Leaders and mentors to be recognized during Peer Appreciation Week each semester.	✓	✓	✓	✓	
	Celebrate and promote culture, language, festivals and traditions, including a commitment to equity, diversity and inclusiveness to generate pride and unity. 1. Collaborate with student affairs and event organizers to ensure regional sponsored	**International Office** 1. International Office's participation in at least two major cultural events. 2. Regional sponsored students actively engage in FNU cultural events. 3. Increased digital and social media engagement, with at least three promotional campaigns	✓	✓	✓	✓	

	student's participation in two major cultural events per year. 2. Facilitate regional sponsored student engagement in cultural activities through awareness campaigns.	showcasing cultural celebrations.				
	Promote FNU's cultural celebrations through digital platforms, social media, and external networks to enhance visibility.					
	Human Resource Improve onboarding timelines.	Achieve a 10% reduction in the average onboarding timelines for: Advertisement to interview from 46 consecutive days (2025) to 41 consecutive days (2026); and Advertisement to start date from 91 consecutive days (2025) to 82 (2026).	✓	✓	✓	✓
	Implement customised dashboards for recruitment data.	Publish fortnightly recruitment updates.HR Partners to engage in fortnightly meetings with respective college or division reps by Quarter 2.		✓		
	Implement current market-based workforce remuneration.	Prepare JAE implementation proposal based on 2025 JAE report and submit for the first council meeting of 2026.		✓		
	Complete annual DHR Talanoa Sessions by Quarter 3	Improved staff dialogue, engagement and consultation.			✓	
	Ensure accurate agendas and minutes for quarterly LMCC meetings, and bi-annual reporting in compliance with Ministry of Employment requirements within the year.	Compliance with Ministry of Employment requirement regarding Labour–Management Consultation and Cooperation Committee (LMCCC).	✓	✓	✓	✓
	Improved mid-level/ supervisory leadership across the University	80% of supervisor's complete mandatory leadership training.				✓
	Strengthened succession planning for all critical roles identified by the Colleges and Divisions	Work with SLT to ensure succession plans are in place for all critical roles in the University within the year.				✓
	Effective assessment and implementation of Employee Engagement Survey feedback.	Work with SLT to complete university wide and section action plans based on 2025 Employee Engagement Survey feedback by Quarter 1.75%			✓	

Priority Area	Objective	Initiative	Q1	Q2	Q3	Q4
		actions implemented by Quarter 3.				
	Improved onboarding	Preparation and endorsement of all onboarding guides and resources by Quarter 1	✓			
	A minimum of 50% of staff participate in at least 1 wellness initiative within the year.	Implement effective staff wellness initiatives.				✓
	Ensure that all GEDSI action plan items are met and reported to SLT and the University Council.	Implement GEDSI based initiatives.				✓
	Coordinate with People Performance & Development department to arrange consultations with Colleges, Divisions, and Campuses to integrate GEDSI principles into policies, practices, and staff support programs	Improve GEDSI awareness				✓
	Published support staff MQRs.	Publish the MQRs for Support Staff within Q1 2026.	✓			
Priority Area 2 **Educational Excellence & Students Affirming Experiences in TVET and Higher Education**	**College of Engineering Technical, Vocational Education and Training (CETVET)** We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public & private sector leaders contributing to national and regional sustainability	· Conduct Programme reviews	✓	✓	✓	✓
		· Provide ongoing professional development opportunities for educators	✓	✓	✓	✓
		Regular Programme advisory committee meetings		✓		✓
		Strengthen outreach engagements	✓	✓	✓	✓
		Teaching, TVET and Research Awards				✓
		Engage staff and students for critical research skills and industry training	✓	✓	✓	✓
		Lab development and standardization	✓	✓	✓	✓

		Work with E&F for Staff office renovations and refurbishments			✓	✓
	College of Humanities & Education and Law	• Law library at the Nasinu Campus		✓	✓	
	*We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public & private sector leaders contributing to national and regional sustainability	• Law programmes at the Ba Campus	✓			
	*We will review all our programmes and introduce new directions	• CHEL postgraduate course will be offered at the Ba Campus	✓			
	*We will do a health check followed by a total academic review of all our programmes in 2025-2026.	• CHEL will offer Bachelor of Education (Secondary) Industrial Arts major at the Ba campus	✓			
	*Health and wellbeing will be a key focus as well as the tweaking of some of our academic areas, including the enhancement of TVET.	• CHEL will graduate with at least 3 PHD students	✓			✓
		• CHEL will be working towards the self-review of the B.Ed. programmes	✓	✓	✓	✓
	College of Business, Hospitality & Tourism Studies	**Continue activities from 2025. Specifically, strengthening links with:** Government Ministries, Professional bodies and Private Sector based on the FNU Programme Review Report in 2026	✓	✓	✓	✓
		• Continue with the Industry Program Advisory Board to consider new changes in the 2026 program offerings.	✓	✓	✓	✓
		• Rebuild internal capability and College capacity in terms of HR resources				
	Pacific Centre for Maritime Studies	• Providing community-based training to the outer Island	✓	✓	✓	✓
		• Conducting refresher training	✓	✓	✓	✓
	College of Agriculture, Fisheries & Forestry We will be increasing CAFF enrolment equivalently full-	• Increased student engagement and satisfaction.	✓	✓	✓	✓
		Increased number of online courses.	✓	✓	✓	✓

	time student (EFTS) numbers by 2026. We will promote timely reviews of the curriculum and introduce relevant courses to ensure relevance and effectiveness while engaging stakeholders in the design and review of programmes and improve the accessibility and visibility of the curriculum We will build partnerships with national and international stakeholders and ensure that the public are aware of TVET programmes offered in CAFF. We will nurture students academically and socially to attain sound professional and personal development with ethical values. We will improve the quality and equity of student services, strengthen campus life activities, partnerships with students, and student support services.	Increased number of recorded lectures uploaded on Moodle.	✓	✓	✓	✓
		Increased number of classrooms digital boards installed.	✓	✓	✓	✓
		Improved pass rates in practical assessments.	✓	✓	✓	✓
		Number of practical examinations offered in courses.	✓	✓	✓	✓
		Number of stakeholder student placement.	✓	✓	✓	✓
		Number of field trips approved by the college				
		Number of outreach / marketing drives participated by the college.	✓	✓	✓	✓
		Number of enrollments.				
		No. of programmes renewed.	✓	✓	✓	✓
		Topic for micro credentials is developed.	✓	✓	✓	✓
		Training in short course development.	✓	✓	✓	✓
		Staff capacity building training/ workshops.	✓	✓	✓	✓
		Number of staff with tertiary teaching certificate.	✓	✓	✓	✓
		Number of staff qualification upgrades	✓	✓	✓	✓
	College of Medicine, Nursing & Health Sciences (CMNHS) • No. Programmes streamlined based on local and regional; skill needs • No. of TVET programme developed, recorded and accredited.	• Development/ introduction of new programmes and review and amend exiting programmes recorded at HECF.	✓		✓	
		• Develop Health related HE/TVET programmes and Short Courses	✓	✓	✓	
		• Implementation of the newly developed Short Course Medical Certification of Cause of Death in March 2026 (MOU-collaboration with SPC)	✓			
	• Ensure and sustain appropriate qualifications of all	• Professional development and qualification upgrade plans for new recruits	✓			

	teaching and newly recruited academic staff.					
	• Provide incentives for qualification upgrading by TVET and Higher Education staff.	• Ensure opportunities for staff qualifications are upgraded e.g. In-country training,	✓			
	• Institute an outstanding Teaching and Research Awards for academic staff.	• Organize academic staff awards events				✓
	• Provide incentives for high level academic publications.					
	• Facilitate inter-College and inter disciplinary engagements in students centered learning and teaching.	• KOICA Simulation Based Education Curriculum Training for CMNHS staff for Development of SBE (Simulation Based Education) learning modules.		✓	✓	
		• Organize interdisciplinary and inter college L&T events for students.		✓		
	Centre for Graduate Studies (CGS)	· Conduct Graduate Studies Induction	✓			✓
	We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public & private sector leaders contributing to national and regional sustainability	· Organize and deliver the annual 3MT Thesis Competition			✓	
		· Timely completion of thesis examinations	✓	✓	✓	✓
		· Organize and facilitate supervisor training programs		✓	✓	
		· Conduct professional development sessions on diversity, equity, and inclusive academic practices	✓	✓	✓	✓
		· Facilitate accessibility of CGS digital systems and e-learning platforms.	✓	✓	✓	✓
		· Review and update CGS programmes to incorporate international best practices, academic standards, and contemporary research methodologies		✓	✓	

	Division of ITS	• Timely resolution of staff and student's IT issues by maintaining the department monthly average work order aged to 6 days and below.	✓	✓	✓	✓
		• Complete at least 80% of data inventories and draft retention schedules for 75% of record types to support the development of the university's Data Retention and Disposal framework by Q3.	✓	✓	✓	✓
		• Review and update all ITS Policies and SOPs by Q3 2026 to ensure alignment with current institutional and operational standards.		✓	✓	
		• Replace outdated staff and student computers with the latest and cost-effective computing technology suitable for the university's needs by Q4 2026.	✓	✓	✓	✓
		• Implement MFA for all VPN users by mid-Q1 2026, measured by 100% of VPN accounts enabled with MFA, successful login verifications, and reduction in unauthorized access attempts.	✓			
		• Strengthen staff and student cybersecurity awareness through monthly training, phishing tests, and interactive quizzes during Cybersecurity Month to improve threat recognition and response.	✓	✓	✓	✓
		• Achieve rapid CSIRT response by implementing real-time monitoring, clear incident playbooks, regular drills, automated alerts, and tracking MTTD/MTTR for continuous improvement, with benchmarks of MTTD (Mean Time to Detect) 4–12 hours and MTTR (Mean Time to Respond) 12–48 hours.	✓	✓	✓	✓
		• Ensure minimal critical data loss and rapid recovery for academic and administrative systems with RPO (Recovery Point Objective) ≤ 4 hrs, RTO (Recovery Time Objective) ≤	✓	✓	✓	✓

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		8 hrs, ≥99% backup success, and high system availability.				
		•100% Data backup, testing of backup and periodic checks according to the Backup Policy and Schedule in place	✓	✓	✓	✓
		•Ensure staff and students can connect from anywhere on campus (library, study areas, hostels) with WiFi network coverage and uptime ≥ 99.95%, minimal connectivity issues, and user satisfaction ≥ 90%.	✓	✓	✓	✓
		• Monthly manage the 100TB cloud storage provided by Microsoft and Gmail to ensure service (Staff and student email, SharePoint, Teams and OneDrive) is not affected and additional costs are not incurred.	✓	✓	✓	✓
		• All servers have resource capacity utilization of <70% (those >70% are addressed and WIP).	✓	✓	✓	✓
		• Server uptime is >99.99%	✓	✓	✓	✓
		• Patches - percentage of systems with updated OS and application patches installed is high (>80%)	✓	✓	✓	✓
		• Packet loss is <3%, Latency is <50ms (One way)	✓	✓	✓	✓
		• Licensing renewals are completed on time	✓	✓	✓	✓
		• Timely provision of required reports	✓	✓	✓	✓
		• Innovation in Learning and Teaching. Continuous Improvement, Frequency of LMS and website enhancements aligned with university learning and teaching strategies.	✓	✓	✓	✓

		• Student Learning Experience and Success. Student Retention and Progression, and continuous improvement and feedback from Learner Analytic application (customized dashboard reports).	✓	✓	✓	✓
	We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public & private sector leaders contributing to national and regional sustainability.	• Visit all secondary schools in Fiji for awareness session on FNU's programmes. Target: all secondary schools in Fiji.	✓	✓	✓	✓
	We will review all our programmes and introduce new directions	• Increase in student recruitment through marketing campaign for semester 1 and semester 2.	✓	✓	✓	✓
		• Student success stories/videos produced annually. Target – 36 annually.	✓	✓	✓	✓
		• Student satisfaction rating on marketing/ communications (from orientation, enrolment, to graduation). 2 surveys to be conducted annually.	✓	✓	✓	✓
		• Publish minimum 36 academic excellence stories annually featuring innovative teaching, research breakthroughs, industry partnerships, and programme highlights.	✓	✓	✓	✓
		• Secure quarterly media features showcasing FNU's achievements in TVET and higher education.	✓	✓	✓	✓
		• Produce 6 academic/research-focused digital campaigns (STEM, TVET skills, employability, entrepreneurship, etc.).0	✓	✓	✓	✓
		• Provide PR coverage for 100% of flagship academic events, symposiums, conferences, exhibitions, Open Days, etc.	✓	✓	✓	✓
		• Support 100% of school-level TVET promotional activities with communication products and media visibility.	✓	✓	✓	✓

	Research Office	• Hold the Research and Innovation Excellence Awards 2025	✓	✓		
	We will adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public & private sector leaders contributing to national and regional sustainability	• Continuing to motivate staff through payment of publication incentives	✓	✓	✓	✓
		• Hold workshops on research methods, writing and publishing	✓	✓	✓	✓
		• Recruit adjunct and volunteer academics to support research.	✓	✓	✓	✓
		• Provide early career professional training to staff and public servants.	✓	✓	✓	✓
	Office of Learning and Teaching Deliver high-quality, student-centered learning across TVET and HE academic programs. 1. Update the library collection to align with TVET and higher education curricula. 2. Promote Open Educational Resources (OER) for affordable, accessible, and flexible learning.	**University Librarian** 1. Review and liaise with the faculty to upgrade the library collection in alignment with the curriculum. 2. Create awareness and engagement for equitable access to OER materials.	✓	✓	✓	✓
	Facilitate inter-College and inter disciplinary engagements in students centered learning and teaching.1. Wider accessibility for scholars to a range of academic materials and subscribed databases. 2. Provide Intra- Library Loans and interlibrary loans (USP) opportunities. 3. Collaborate with the Flexible learning and Teaching Enhancement office for embedding information Literacy (IL) and research skills into student learning	**University Librarian** 1. Increase usage and engagement of e-resources across colleges through Information Literacy training (ILE). 2. Facilitate ILL resources request and track the number of interlibrary loans processed. 3. At least 3 to 4 collaborative sessions per semester.	✓	✓	✓	✓

	Adopt a culture of educational excellence and enhance students' experiences to ensure our graduates are tomorrow's civic, public & private sector leaders contributing to national and regional sustainability. 1. To ensure that students are receiving quality education, with ample opportunities for personal growth, academic success, and career readiness. 2. To improve students' retention rate	**Monitoring and Complian**ce 1. All Colleges and Learning Centers to conduct Peer Observation Teaching (POT) and submit reports to OLT. 2. Analyze POT survey for feedback and continuous improvement. •All Colleges and Learning Centers submit at-risk students as Mid and End of term Reports with evidence. • Increase student participation in Course Teacher Evaluation. •Submit Monitoring and Compliance section for Academic Quality Assurance Manual (AQAM.	✓	✓	✓	✓
	DAR Enhancements	**Office of the Registrar Admission & Registration** 1. Admission system development and Testing phases completion by December 2026.	✓	✓	✓	✓
	Improve all support functions for the students.	2. Automated handling of incoming QV requests by December 2026.				
	1. Admission System Development.					
	2. System Development for Online Student Academic Services Requests - Streamline Qualification Verification (QV) Processes.					
	Admission, Registration and Student Academic Services	**Office of the Registrar Admission & Registration** 1. All SOPs, training materials, videos, User Guides and system processes are reviewed and updated by Quarter 2, 2026.	✓	✓	✓	✓
	Monitor and improve efficiency and effectiveness of the Student Management System.	2. Configuration of the term setups prior to commencement of each study term.				
	1. Ensure successful implementation of admission planning across all terms.	3. Evaluation to be done of 90% customer satisfaction rate for admission of students biannually with the Student Services Team.				
	2. Train all Centre staff in Student Enrolment systems and process.	4. Provide admission reports for TVET, HE and GS programmes				

	3. Develop admission procedures catering to both fresh school leavers and alternative entry applicants, ensuring timely issuance of offer letters. ss.	5. Above 90% success rate for registration of students through Banner for all colleges				
	4. Process applications for Short Courses, TVET, Higher Education (HE) and Graduate Studies (GS) programmes.	6. Monthly reports will show 90% of SAS requests cleared for each month.				
	5. Provide support for Banner Student Self Service.	7. Monthly reports will show 90% of SAS requests cleared for each month.				
	6. Extract report for newly admitted students who have not registered on courses and followed by Week 2 of classes.					
	7. Provide Student Academic Services (SAS) such as Official transcripts, letters, Student ID Card and qualification verification in a timely manner					
	Officer of Registrar (Admission Registration) 1. Taking accountability, integrity and overseeing efficient operations of Regional and International Admission and Registration processes.	1. 100% of Regional and international admission applications are vetted and offer letter processed in timely manner.	✓	✓	✓	✓
	2. Prepare orientation and other events.	2. Over 90% of students participate in face-to-face orientation for the first study terms of 2026.				
	3. Prepare and submit reports as per sponsor timelines.	3. Enrolment and result reports to TSLS, other local, regional and international sponsors.				
	4. Monitoring of welfare through monthly *Talanoa* sessions with students, internal and external stakeholders.	4. Attendance reports and student feedback after each session.				
	1.Start of Term Processing	**Office of the Registrar DCA – Curriculum & Scheduling DCA – Curriculum & Scheduling DCA – Grievance** 1. All SOPs, training materials, videos, User Guides and system processes are reviewed	✓			

	2. Curriculum, Catalog, Scheduling, Gradebook, Assessment setups and GPA Calculation.	2. Banner configuration for short courses to be ready prior to offering.			
	3. Grievances	3. Annual audit report of all committee decisions and with records show that 100% of the decisions are made in accordance with the UASR and all cases are preserved for FNU records.			
	4. Examination/ End of Term Processing	**DCA - Exams** •Scheduled examination successfully conducted. Timely SHAGCOM setups. •Auditing results to verify grade match before releasing. •Final grades are checked as per the academic calendar of result release	aca de mic cale nda r		
	5. DCA Enhancements: I.Automate Lecture Timetable. II.Automate Grievance Portal. III.Automate Special and Supplementary Exam Process through portal	**DCA – Curriculum & Scheduling with Exams** 1. Final timetable successfully automated. 2. Provide standardized and efficient decision for the appropriate grievance within a timeframe. 3. Provide standardized and efficient decision for the appropriate exam request within a timeframe.	✓		
	To collaborate with academic staff to selectively review courses to ensure alignment of learning outcomes, teaching and learning activities and assessment.	**Monitoring and Compliance** Audit course outlines to match the teaching activities and assessments on the ground	✓		
	1. Continue the review of all our existing programmes.	**Quality Assurance Office** 1.0 Vet of all programmes received from colleges and centers for recording and accreditation.	✓		

	2. New TVET programmes and short course development and enhancement based on National and Market Demands.	1.1 Review, modify and include Quality Assurance Templates, SOP's (Chapter 2 AQAM)				
	3. Collaborate with Colleges on the identification of relevant accreditation bodies for their programmes.	2. Develop SOP and review templates for Short Courses, approved by Senate and include in the AQAM.				
	4. Employer engagement and collaboration in co-design programmes.	**Quality Assurance Office** 4.0 Active Employers forum including IAC, CAB, PAC with required documentation such as CV's, minutes and membership from professional and licensing bodies.	✓	✓	✓	✓
		4.1 Verify needs analysis survey reports for all programmes.				
	5. Streamline and review courses based on market demand analysis.	**Quality Assurance Office** 5.0 Benchmarking programmes with international standards.	✓	✓	✓	✓
	6. Sought sponsorship	5.1 Develop online courses in accordance with the FNU standards and procedures.				
		6. Submit applications for sponsorship for Programmes and Short Courses to TELS and FNPF once recording by HECF is confirmed.				
	7. Progress mapping of NTPC Short Courses with College awarded programmes.	**Quality Assurance Office** 7.0 Develop SOP for cross crediting courses.	✓	✓	✓	✓
	8. Micro credentials and in service training course development.	7.1 Collaborate with NTPC for the development of stackable programmes.				
		8.0 Collaborate with colleges and centers to identify micro-credential course development				
	To enhance support services and engagement programs for sponsored regional students to ensure a smooth transition and enriching experience at FNU.	**International Office**	✓	✓	✓	✓
	1. Enhance support services and engagement programs for sponsored regional students to ensure a smooth transition and enriching experience at FNU.	1. At least 80% satisfaction rating in student support services based on end-of-semester surveys.				

	2. Prepare a calendar of student activities with an allocated budget to enhance student engagement.	1. 100% of planned and approved activities executed as per the annual student engagement calendar.				
	Develop a business plan for regional student services, including revenue generation through student fees and management fees.	Business plan completed and submitted for approval by Q3 2026				
	1. Provide academic and technical workshops for students to enhance their learning experience.	**Flexible Learning and Teaching Enhancement Office** 1. Technical and learner enhancement workshops for students in all FNU major campuses.	√	✓	✓	✓
	2. a) Assess the impact of learning enhancement initiatives on student success.	2. a) 60% of students who participate in learner enhancement initiatives report that the services positively influence their academic performance.				
	2. b) Conduct an evaluation of learner enhancement services with student satisfaction surveys.	2. b) 80% of at-risk students receive tailored intervention such as learning support, tutorials, mentoring and counseling.				
	2. c) Continue using the Early Alert Response System (EARS) to support at-risk students, reducing failure rates.	Extensive promotion and marketing of the learner enhancement initiatives and the Student Learning Hub (SLH).				
		In collaboration with MMC, utilize the automated system for identifying & logging in of at-risk students with the Colleges.				
	Conduct staff training in online/blended development, facilitation, and multimedia accessibility and usability in conjunction with FNU's LMS & related systems.	**Office of the Registrar Student Support Services** Train all new academic staff and refresher courses for existing staff.	✓	✓	✓	✓
	Develop opportunities and training for enhanced students' engagement and involvement across all areas of university life, in partnership with the Fiji National University Students' Association, celebrating student success and championing a culture of mutual respect and co-creation between students and staff.	1.0 Halls of Residence Regulations (HRR) reviewed and approved by the SLT by 30th November 2026				✓

	A. Student Support	1.1 Child Protection Policy reviewed and approved by the SLT by 30th April 2026	✓	✓	✓	✓
	1. All Student-related policies, student regulations, leadership, training and student grievance awareness conducted.	2.0 All Student Support activities to meet 70% Participant Satisfaction rate.				
	2. Bursary Scheme awardees finalized by 30th April, ensuring 100% Criteria compliance.	2.1 Bursary analysis presented by 15 April and awardees to be notified by 30th April.		✓		
	3. Student Financial Aid Scheme finalized by 30th March, ensures 100% compliance.	3.0 All SFA awardees' pay processed on a weekly basis with zero error.	✓	✓	✓	✓
	4. Daily monitoring of the FNU Student Complaints Portal and the Student Text Free Platform (857).	4. 100% of the data queries on the Test Free Platform are resolved within five working days.	✓	✓	✓	✓
	5. One Stop Service Center (OSSSC): Attendance and feedback at the One Stop Service Center are to be monitored daily, with improvements made accordingly.	5. 80% student satisfaction of 2026 Admission and registration.				
	B. Campus Life/Sports/Placement	1. 70% of new students participate in either face-to-face or online orientation.	✓			
	1. Prepare the FNU Orientation & Halls of Residence Regulation Orientation plan.	2.0 60% of all Hostel students participate in the Halls of Residence Regulation Orientation.				
	2. Campus Life & Placement Initiatives: Prepare the Campus Life plan, including all activities.	2.1 At least 20 students from the Northern Division and 30 from the Central Division should secure full-time employment or placement.	✓			
	3. Sports: Prepare and implement all plans for all sporting related activities.	3. Increase 10% participation of all campus, student life and sporting activities compared to 2025.	✓	✓	✓	✓
	C. Disability Services Disability Awareness training for all campuses (Student and Staff) and Inclusive Sports Clinic.	Satisfactory disability awareness training evaluation.	✓	✓	✓	✓
	D. Health & Wellness Health, Wellness and drug Awareness training for all campuses	Satisfactory health, wellness and drug awareness training evaluation.	✓	✓	✓	✓

	(Student and Staff) and Inclusive drug clinic.					
	E. Counselling- Mental Health Awareness training for all campuses (Student and Staff)	Satisfactory Mental Health training evaluation.	✓	✓	✓	✓
	Human Resource New appointees meeting university approved MQRs.	Ensure the percentage of incoming staff meeting the MQR for the role exceeds 98%.	✓	✓	✓	✓
	Completed regular HR Policy Review and Staff Awareness.	Complete the review of HR policies due in 2026 by Q4 and complete the review of pending policy in Q1 and conduct staff awareness.	✓			✓
	Revised university wide academic workload models.	Work with OLT, OTVET, and Colleges to develop appropriate HE and TVET workload models.				✓
	Improved compliance with the Fiji National Qualifications Framework (FNQF) for educator quality standards.	Increase the percentage of teaching staff meeting minimum academic qualifications in 2026 from 97.5% in 2025 (2021 baseline benchmark of 84%)				✓
	Increased percentage of staff holding a PhD.	Increase the percentage of teaching staff with PhDs in 2026 to 30% (2021 baseline of 15%)				✓
	Improved support staff credentials	Increase the percentage of support staff meeting minimum qualification requirements in 2026 from **95.12%** in 2025 (2021 baseline benchmark of **84%**)				✓
	Improved section-based orientation for new staff	Work with SLT, C&B and WFP to review Administrative and Responsibility JDs to ensure sections have staff to facilitate section-based orientation for new staff by Quarter 3			✓	
	Completion of 2026 Training Needs Analysis and PDPs	Complete Training Needs Analysis and Personal Development Plans for all staff in collaboration with Colleges and Sections by Quarter 2		✓		
	Measure the effectiveness of PTD budget utilisation	Review PPD related policies to ensure that the University is benefiting from the investment of all funds allocated under the PTD budget (ROI)	✓	✓	✓	✓
	Build capability of leaders to conduct effective performance conversations.	90% of leaders complete the PMP supervisory training within the year				✓

Priority Area 3 Research, Innovation, Social and Technological Development	College of Engineering Technical, Vocational Education and Training (CETVET) We will expedite research and innovation in the context of academic and TVET provisions and support social, scientific, and technological development	· Strengthening research collaboration for capacity development, exchange of information and mentorship.	✓	✓	✓	✓
		•Plan and initiate college symposium and workshops · Engage staff and research students for public seminars		✓		✓
			✓	✓	✓	✓
		· Revive CWEE operation and engage with industry to facilitate training	✓	✓	✓	✓
		· STAR-C setup and training	✓	✓	✓	✓
		· Engage research in cyber security, teaching practice, renewable energy, recycling and creating awareness of AI era.	✓	✓	✓	✓
	College of Humanities & Education and Law	• CHEL will collaborate with CAFF & CETVET to develop short courses (food security & climate change)	✓	✓	✓	✓
	We will expedite research and innovation in the context of academic and TVET provisions and support social, scientific, and technological development	• CHEL will organize a local Early Childhood Conference	✓			
	College of Business, Hospitality & Tourism Studies	Continue from 2025. Build meaningful collaborations with International Universities and Accredited bodies.				
		Consider recruiting Associate Professors\Professors and Adjunct Professors in the areas of:				
		- Quantitative research and analysis				
		- Econometrics – modelling and forecasting				

		- Research supervision, mentoring, writing and publications				
		- The use of Artificial Intelligence (AI) in research and data analysis				
	College of Agriculture, Fisheries & Forestry We will undertake applied need-based research for sustainable food systems and improved livelihoods in Fiji and Pacific. We will collaborate with partners and stakeholders in creating knowledge, Technological solutions, and innovations We will provide quality postgraduate research and training to develop highly skilled manpower needed for the agriculture, fisheries, and forestry sectors of Fiji and the Pacific We will provide student-centered, innovative, specialized, and affordable training, and research. We will participate in national and regional agriculture policy formulation	Number of secured grants, and building	✓	✓	✓	✓
		Collaborative research with new partners within universities, Government, NGOs, and Funding agencies.	✓	✓	✓	✓
		Work with partners to enhance students' MSc and PhD researchers	✓	✓	✓	✓
		Number of research publications	✓	✓	✓	✓
		Setup of new instruction farm demonstration sites for the CAFF.	✓	✓	✓	✓
		Increased number of postgraduate publications and conference presentations	✓	✓	✓	✓
		30% of scholarships funded externally	✓	✓	✓	✓
		Organize international / regional / national conferences/ workshops/ seminars				
	College of Medicine, Nursing & Health Sciences (CMNHS) • Invest in relevant and appropriate infrastructure to support scientific research with real societal outcomes.	• Explore grants for scientific research.	✓	✓		
		• FIPHR Increase and or support total number of grants applications submitted by 2%		✓	✓	
	• Support and incentivize female graduate or HDR students in STEM areas.	• Increase HDR enrolments	✓			
	• Engage with universities outside the region for collaborative research in AI.	• Explore AI research opportunities e.g. IIEP-UNESCO, APMEC		✓		✓
		• Seek out MOUs with Research institutes to increase the research capacity and output		✓		✓

		• FIPHR Increase total number and value of research collaborations by 2%		✓	✓	
	Centre for Graduate Studies (CGS)	• Organize and host at least one Postgraduate Research conference /symposium		✓	✓	
	We will expedite research and innovation in the context of academic and TVET provisions and support social, scientific, and technological development	• Host at least 2 international guest lectures, webinars or masterclasses annually for graduate students	✓	✓	✓	✓
		• Host at least 2 international guest lectures, webinars or masterclasses annually for graduate students	✓	✓	✓	✓
		• The Centre will continue to engage with development partners and explore Fellowship Awards for postgraduate studies at FNU.	✓	✓	✓	✓
	Division of ITS	• Implement Email security enhancement to assist users identify suspicious senders by Q2	✓	✓	✓	✓
		• Integrating and Optimizing IT Systems/Infrastructure to Streamline University Operations and Improve Efficiency. Reduction in manual administrative tasks through LMS and website automation to support automation & efficiency.	✓	✓	✓	✓
		• Implement JIRA for Academic by Q3 2026 to enable seamless cross-departmental collaboration.	✓	✓	✓	
		• Deploy and operationalize the In-House IT Inventory System by Q3 2026.	✓	✓	✓	
		• Upgrade and optimize Microsoft Intune by Q4 2026 to deliver full device compliance and centralized application management, reinforcing security, efficiency, and consistent policy enforcement across all endpoints.		✓	✓	✓
		• Establish a fully operational Network Operations Center (NOC) within the IT Service Desk by Q4 2026.	✓	✓	✓	✓

			✓	✓	✓	✓
		• Ensure fiber connectivity between buildings to provide seamless high-speed network access with ≥99.9% uptime, optimal bandwidth utilization, low latency, and reliable performance.	✓	✓	✓	✓
	Research Office	Hold second Research Symposium.			✓	
	We will expedite research and innovation in the context of academic and TVET provisions and support social, scientific, and technological development	• Support colleges to secure research grants	✓	✓	✓	✓
		• Improve research management at FNU	✓	✓	✓	✓
		• Launch *FNU Reviews and Perspectives* as a training mechanism		✓		
		• Improve our ranking and check our preparedness for full ranking	✓	✓	✓	✓
		• Develop research human capacity through support for ECR, MCR and female STEMM staff training	✓	✓	✓	✓
		• Manage the progress of existing PACT projects and secure the 2026/27 grant.	✓	✓	✓	✓
		• Develop our processes for patenting inventions and other innovations.	✓	✓	✓	✓
	Office of Learning and Teaching **Strengthening and leverage technology for societal impact** 1. Collaborate with faculty to identify and subscribe to recommended new databases. (e.g. JoVE)	**University Librarian** 1.Provide trial access to new databases to support evaluation and purchasing recommendation.	✓	✓	✓	✓
	2. Maintain the Institutional Repository (DSPACE) to ensure it remains current and fully functional.	2. Ensure preservation and accessibility of FNU publication, maintaining a reliable repository that supports academic and research needs.				
	3. Facilitate Webinars and virtual events to engage FNU communities.	3. Engage and interact with database vendors to provide training and awareness events.				
	4. Plan and develop relevant research for the development of the Library services.	4. Publish research papers.				

	TOPPAN MoU	**General Office of Learning and Teaching** 1. Oversee the number of courses/modules integrated with KAIZEN with 50% of targeted programmes in year 1 and 100% by year 2 (2027).	✓	✓	✓	✓
	1. Integration of KAIZEN digital Platform into its curriculum.	2. Minimum 4 staff in year 1and additional 4–6 staff annually.	✓	✓	✓	✓
		3. Part-time position advertised and recruited.	✓	✓		
	2. Number of Staff Capacity Building.					
	3. Junior Developer position to be advertised and recruited.					
	1. Banner Enhancement and Testing	**Office of the Registrar DSSP** 1. Graduation Student Self Service integration with degree works.	✓	✓	✓	✓
	2. Student Progress Reports Generated from Argos - SHATERM Reports	2. Audit security roles and tables in Banner.				
	3. Programme Level reports. Test case reports uploaded to SSP SharePoint.	3. Review of all department service functions SOPs.				
	4. Degree Works	4. Review Programmes Configurations, set ups and degree audit reports.				
	5. Transfer Articulation	5. Transfer articulation credit bank configurations set ups and reports tested and approved.				
	6. Graduation	6.0 Fortnightly reports on the number of credit transfer application processed by colleges.				
	7. Certification	6.1 Enable graduation applications and approvals electronically.				
		7. Certificates are printed in a timely				
	8. DSSP Projects	DSSP – Project Team DAR / DCA ITS 1. Grievance Portal				✓
		2. Degree Works enhancement				
		3. Counseling Portal				
		4. Qualification Verification Digitization				

			Q1	Q2	Q3	Q4
	Expedite research/innovation in the context of academic and TVET provisions and support social, scientific, and technological development. Maintain high entry standards for degree programmes while building the quality and profile of our TVET research, to ensure pathways into tertiary education for all students.	**Quality Assurance Office** Assess duplication of courses within FNU and publish papers.	✓			
	1. Map current workflow, in consultation with IT to identify tasks for programme vetting automation.	1. Project specification and business case approval.			✓	✓
	2. Digitize forms, implement automated routing, notifications, and tracking; pilot test and refine.	2. 50% implementation of the approved project plan.				
	To carry out research work to expand understanding, develop much better practices and be able to provide evidence-based solutions to real-world issues.	**Monitoring and Compliance** Develop research papers from CTE raw data, POT data and student *at-risk* data.			✓	
	Human Resource Digitization of employee records.	Digitization of old employee records for remaining 50% of active staff.				✓
	Improved employee leave processing.	Improve employee leave process by Department Leave reporting/ Exception reporting through system and providing monthly activity reports by Quarter 3.			✓	
	Completed HR System training for new staff.	Ensure HR System training is completed for all new staff throughout the year.	✓	✓	✓	✓
	Completed proposal for new FNU HR/ Payroll system options.	Explore options and write a proposal for new HR/ Payroll system.				✓
Priority Area 4 **Financial, Sustainability, Endowment and Enterprise**	**College of Engineering Technical, Vocational Education and Training (CETVET)**	• Strengthening our Alumni network to support the FNU foundation for student scholarships	✓	✓	✓	✓

	We will review and optimize our operating models utilizing data, analytics and prudent financial management to better serve our students and staff in all facets of learning, teaching, and research. and community engagement.	• Securing external research grants and funding		✓		✓
		• Strengthening research consultancy		✓		✓
	College of Humanities & Education and Law *We will review and optimize our operating models utilizing data, analytics, and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement. *We will creatively diversify our resource base	• Sustained partnership & research collaborations with UNDP & Integrity Fiji in 2025.	✓	✓		
		• Work with the Fiji Police Force to Conduct workshops (Revenue generation)	✓	✓		
		• Develop Short Courses in Creative Arts program to generate additional revenue	✓	✓	✓	✓
		• Propose a plan to start up the Signage department that will generate revenue for the College. The signage department will take over the production of all banners, brochures and design required for marketing purposes.	✓	✓	✓	✓
	College of Business, Hospitality & Tourism Studies	• Continue the momentum from 2025 and work on the following:				
		- Push headcount beyond the 5,000 enrolments in Semester 1 and 2, 2026 so that Tuition fee income reaches $10m in 2026				
		- Better control of operational costs, esp. the non-personnel expenses.				
		Work on submitting external grants in 2026				
	Pacific Centre for Maritime Studies	• To conduct training at Labasa,Nadi & Naceva Campus				
		-Ship Security course				
		-Ship Crowd Control	✓	✓	✓	✓
		-Fisheries				
		- Boat Master				

		-Ship Master Class 6 & 5				
	College of Agriculture, Fisheries & Forestry We aim to cultivate a team of highly committed and engaged CAFF staff. This will result in lower turnover rates and significantly raise overall performance levels We will renovate buildings and restructure farm operations into four linked sections: Teaching and research, livestock, crops, and commercial. We will increase production and the earning capacity of CAFF farm activities	• Increasing CAFF head count enrolment by 20%	✓	✓	✓	✓
		• Increase milk production and supply	✓	✓	✓	✓
		• Improved litter in piggery shed	✓	✓	✓	✓
		• Bee hives with honey production and trees growing	✓	✓	✓	✓
		• Nursery Upgrade and Space for soil mixing and potting shed	✓	✓	✓	✓
		• To recapitalize and develop the CAFF farm complex for improved farm productivity	✓	✓	✓	✓
		• To generate revenue for the instructional farm	✓	✓	✓	✓
	College of Medicine, Nursing & Health Sciences (CMNHS) • Undertake initiative to establish financial endowments from the community through naming of FNU Buildings.	Undertake initiative to establish financial endowments		✓	✓	
	• Engage actively with international development partners to fund FNU expertise in researching socioeconomic issues.	• FIPHR Review and establish external collaboration engagement SOP	✓	✓		
		• FIPHR Explore investment portfolio options	✓	✓		
		• KOICA funded NCD training sessions in Q2 targeting GP and MOH staff		✓		
	• Fine tune and enhance online programmes to international standards to attract subscribers outside the region.	• Develop Online short courses and hybrid training initiatives for health care workers in the region	✓	✓		
	• Actively pursue initiatives to establish and attract international students.	• Increase participation in Open Day and other marketing events such as school and community visits	✓	✓	✓	✓
		•Intense marketing through web presence to showcase CMNHS programmes			✓	✓

	Centre for Graduate Studies (CGS)	• Secure at least 3 to 4 local or international research partnerships and Scholarships	✓	✓	✓	✓
	We will review and optimize our operating models utilizing data, analytics and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement					
	Division of ITS	• Ensuring successful completion of Capex projects and achieving the planned benefits	✓	✓	✓	✓
		• Achieve 100% compliance with the university's procurement policy by conducting all computer purchases through a transparent tender process, ensuring at least three competitive bids per procurement, and selecting suppliers that meet predefined technical specifications while achieving a minimum of 10% cost savings against the approved budget."	✓	✓	✓	✓
		• Migrate WAN links to SD-WAN to reduce costs, simplify network management, enhance security, and improve network performance at smaller sites by Q4 2026	✓	✓	✓	✓
		• Staff capability and well-being are enhanced through: a.) Training Programs: 50% of staff completed at least one skills development by Q4. b.) Leave Management: 50% of staff utilized at least 70% of their entitled leave by Q4. c.) Wellness Initiatives: 70% of staff participated in wellness activities by Q4.	✓	✓	✓	✓
	Corporate Services	Continue Projects – 2025 - maintenance and Capex projects	✓	✓	✓	✓

	Review and optimize our operating models utilizing data, analytics and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement.	Completion of Renovation of Quarters to convert to Uni Lodge Accommodation	✓	✓	✓	
		Accommodation income exceeds $200K above budget.	✓	✓	✓	✓
		Capex 2026 Projects-Maintenance & Capex Project				
		Increase room occupancy to 100%	✓	✓	✓	✓
		Hire/Rental charges - $250K above budget	✓	✓	✓	✓
		Continuing to promote facilities to corporate clients, Private Events, Functions	✓	✓	✓	✓
		Continue 2025 Dormant Assets – Sell at least one Dormant asset	✓	✓	✓	✓
		Secure at least 2 – Private Public Partnerships (PPP) for Commercial Venture	✓	✓	✓	✓
	Division of Finance	Monthly Financials (Budget Variance). 3rd Working day. Monthly presentations to the SLT				
		Detailed Reports to all Section. 6th working day. E-mail circulation.				
		Management Letter- External Audit.No critical and High Risk.				
		Audited Financials 2026-Unqualified Opinion. Due date: 30th June, 2026				
		Stakeholder Consultation. Quarterly, Meetings with Deans & Directors				
		IRO processing, orders are less than $ 5,000 and process in 3 days				
		NEW: Finance Review Action Plan, due date: 2025-2030				
	Division of Marketing & Communications	• Effectively promote facilities for income-generation via Digital and PR and through the formation of a University Catalogue of all facilities details that are for hire.				

	We will review and optimize our operating models utilizing data, analytics and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement.	• Explore new business opportunities for DMC. Target for 2026 is 1.				
	We will creatively diversify our resource base.	• Publish minimum 12 alumni success stories annually to strengthen alumni affinity and donor trust.				
	Research Office	• Secure more scholarships.	✓	✓	✓	✓
	We will review and optimize our operating models utilizing data, analytics and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement.	• Secure funding for research infrastructure.	✓	✓	✓	✓
		• Support colleges to secure research funding.	✓	✓	✓	✓
		• Explore opportunities for co-financing research projects.	✓	✓		✓
	Office of Learning and Teaching Diversify revenue streams and optimize resource allocation. 1. Seek local and international funding through grants, sponsorships, and donations.	**University Librarian** 1. Secure new funding sources/donations.	✓	✓	✓	✓
	2. Engage with alumni and the community for financial support.	2. Increase alumni and community contributions.				
	3. Collaborate with the other sections of FNU and external partners in the establishment of Stationary shop	3. Business case and proposal.				
	Engage actively with international development partners to fund FNU expertise in researching socioeconomic issues. 1. Build global collaborations via conferences and networks.	1. Increase in attendance for Library consortium and webinar through targeted engagement strategies.				
	2. Secure joint research and resource-sharing agreements externally.	2. Number of publications from joint research and resource sharing agreements				

	Review and optimize our operating models utilizing data, analytics, and prudent financial management to better serve our students and staff in all facets of learning, teaching, research and community engagement. We will prudently diversify our resource base.	**International Office** 1. A seamless transition through the planned activities and training in collaboration with Nauru Government Team.	✓	✓	✓	✓
	Build strategic, targeted, and long-term partnerships with international agencies and funders, aligning the University's programmes and projects to attract external funding.	2. 100% delivery of the key activities outlined in the project via respective work packages.				
	1. Facilitate the transition of Nauru Government scholarship project.					
	2. Facilitate the EU Agri-Tour Project.					
	Coordinate the Study Tour requests under the Think Pacific Partnership.					
	Establish a well-structured and operational International Office that aligns with the University Strategic Plan and ensures effective service delivery.	1-2 International Office annual plan and Budget for 2026 completed and submitted by August 2026.	✓	✓	✓	✓
	1. Develop and finalize the International Office Annual Plan and Budget for 2027 to ensure alignment with FNU's strategic priorities.	3. One new staff position approved and recruited by Q2 2026.				
	2. Prepare the International Office Budget for 2027, ensuring adequate allocation for, partnerships, and operational costs.	4. Report on staffing gaps & recommendations completed by Q4 2026.				
	2. Prepare the International Office Budget for 2027, ensuring adequate allocation for, partnerships, and operational costs.	5.Quarterly progress reports tracking the performance and efficiency of the office.				
	3. Hire one additional staff member (1 x Coordinator Student Engagement) to enhance service delivery.					
	4. Conduct a workload assessment to determine future staffing needs					

	Monitor and report on the performance and growth of the International Office, ensuring service objectives are met.					
	4. Conduct a workload assessment to determine future staffing needs					
	1. Enhance at least 2 online programmes to international standards to attract subscribers outside the region.	**Flexible Learning and Teaching Enhancement Office** 1. At least 2 online programmes reviewed, upgraded, and aligned to international quality standards.		✓	✓	✓
	2. Increase engagement with Colleges & Centers through ADLTs on the design and development of courses in blended & online modes.	2. FEL blended course development to increase to 30 courses in 2026.				
		· Audit the number of blended and fully online courses currently offered.				
		Develop a blended and online course development plan for all Colleges.				
	Increase in external revenue sources. Implementing 3 projects grants as follows:	**General Office of Learning and Teaching** 1. Successfully complete all deliverables and reporting requirements.	✓	✓	✓	✓
		2. On track for timely financial acquittal and final reporting	✓			
	1. Continue with ACIAR Food Loss – Pacific project grant of $850,000.	3. Project initiated with research framework in place and implementation progressing toward 2026 targets.	✓	✓	✓	✓
	2. Continue Pacific Women Lead (PWL) with the grant of $800,000					
	3. Continue with Seaweed Project worth $72,786 with the University of Sunshine Coast.					
	Library Review & Modernization: University-Wide Library Review in collaboration with the Office of Vice-chancellor (Externally Led)	**University Librarian** 1. Terms of Reference (TOR) for the external review drafted and endorsed in collaboration with OVC.	✓	✓	✓	
		2. Procurement process initiated and external reviewer/consultant appointed.				
		3.Review timeline and scope approved by SLT.				

		Q1	Q2	Q3	Q4
	Careers Centre Teaching and Learning Components (Project with Natural Waters of Viti) to build capacity of the FNU faculty as instructors and process adjunct status for Natural waters-identified instructors.	**General office of Learning and Teaching** Curriculum mapping completed and List of accessible relevant courses submitted to Project stakeholders for stage 0 career at Fiji Water and Neptune Shipping.		✓		
		· Work with Natural Waters & Neptune Shipping to draft the list of Instructors and Adjunct appointment role.				✓
	Establishment of the Melanesian Indigenous Food Centre through strategic partnerships, proposal development, and preparatory planning.	1. Through PACT, hiring of a consultant to further leverage proposal for external funding with regional and international partners.		✓		
		2. Funding Mobilization: Submit proposal and engage partners/donors to secure financial support for the Centre establishment.			✓	
		Infrastructure Planning: Identify and confirm space and location for the Centre in consultation with Estates and Facilities, Colleges and relevant stakeholders.				✓
	Human Resource Facilitating recruitment within 2026 staffing budget allocation.	Maintain recruitment within the approved annual workforce budget allocation, except for approved additional appointments.	✓	✓	✓	✓
	Reduced Employee Turnover Rate.	Reduce employee turnover from 11% (2025) to <10% in 2026.				✓
	Improve employee turnover reporting.	Facilitate position-based employee turnover reporting by Quarter 2 with historical comparative data.		✓		
	Improved Workforce Planning	Work with OLT, OTVET, Colleges, DSPD, and Division of Finance to develop workforce plans in 2026 based on workload models, trend analysis, student number forecasts, etc.				✓
	Completed 2027 workforce budget	Work with Finance, Colleges/ Divisions/ Centres/ PVCs/ OVC to prepare the University's annual budget.				✓

	Resolve at least 90% of new internal employee relations cases within policy and statutory timeframes within the year.	Minimize risks of litigation or penalties in employee relations matters.				✓
	Maintain the current low number of external ER matters in 2026 (2 matters in 2025).	Maintaining a low number of external ER matters.	✓	✓	✓	✓
	Improved Code of Conduct awareness.	Ensure 100% completion of Code of Conduct training commenced in 2025 by the end of 2026.				✓
	Improved Code of Conduct awareness.	Ensure 100% completion of diversity and inclusion awareness commenced in 2025 by the end of 2026.				✓
Priority Area 5 Education for Employment and Internalization	**College of Engineering Technical, Vocational Education and Training (CETVET)**	• Reviews and quality assurance of Diploma Level 6 Engineering Accreditation	✓	✓	✓	✓
	We will improve on our pedagogy and holistic values for our graduates to ensure that their skill sets and competencies can be utilized in local and international workplaces	· Work towards achieving full Accreditation for BE Engineering Programmes	✓	✓	✓	✓
		· Conduct Programme quality control	✓	✓	✓	✓
		· Conduct Programme quality control	✓	✓	✓	✓
		· Initiate industry forums for students and staff project collaboration		✓	✓	✓
	College of Business, Hospitality & Tourism Studies	Continue from 2025. We need to rebuild these in 2026:				
		- Quality of delivery (contents, teaching pedagogy and references)				
		- Management of students' experience				
		- Close collaboration (Peer - Peer and Staff- Students associations)				
		- Engage Australian Academic Volunteers to develop pathways for Accreditation – EMBA				
		Revive short course delivery target Government Ministries and Business Houses.				
	Pacific Centre for Maritime Studies	· Strengthening skill and Competent based training towards nation building.		✓	✓	✓

		-Focus on site and online training				
	College of Agriculture, Fisheries & Forestry We will evaluate, streamline, and renew existing courses based on market demand analysis. We will develop micro-credentials and in-service training courses for private and public sectors in the pursuit of improving workforce productivity. We will develop and maintain mutual relations with internal and external stakeholders to support CAFF activities	• Seminars for the market demand for the Programme	✓	✓	✓	✓
		• Joint supervision of students by CAFF academics and external partners	✓	✓	✓	✓
		• Setup of new instruction farm demonstration sites for the CAFF.	✓	✓	✓	✓
		• Number of stakeholder student placement and employment.	✓	✓	✓	✓
		• Number of international adjunct appointments	✓	✓	✓	✓
		• Number of advisory program (PAC)committee meetings				
		• Number of micro credentials developed				
		• Organize regional CAFF outreach				
	College of Medicine, Nursing & Health Sciences (CMNHS) • Strengthen skills training in TVET programmes to provide employment-ready graduates.	• Review the TVET programmes to improve standards		✓		
	• Ensure complete accreditation of FNU Courses and programmes to international standards.	• Complete International Accreditation of popular academic UG programmes at CMNHS				✓
	• Establish and strengthen programme quality control processes.	• Conduct annual internal and external quality audits for all programmes,				✓
	Centre for Graduate Studies (CGS) We will improve our pedagogy and holistic values for our graduates to ensure that their skill sets and competencies can be utilized in local and international workplaces	Conduct a minimum of 6 – 8 postgraduate development workshops annually (e.g., research skills, academic writing, Nvivo, SPSS and Endnote etc.)	✓	✓	✓	✓
	Division of ITS	• 100% compliance with institutional data standards for course, enrolments, grades, and analytics.	✓	✓	✓	✓

		• 100% of courses are hosted and updated on the LMS by classes start.	✓	✓	✓	✓
		• Regularly maintain and update the CMS platform, plugins, and modules to enhance website performance, security, and accessibility in line with institutional standards	✓	✓	✓	✓
		• Maintain a Security Allies subscription to enhance cyber defense, with ≥90% team training completion, threats mitigated, and improved MTTD (Mean Time to Detect)/MTTR (Mean Time to Respond).	✓	✓	✓	✓
		• Engaging tabletop exercise for staff and SLT members to educate and test on the effectiveness of the university's incident response plan with ≥90% participation, gaps addressed within 30 days, and effectiveness ratings ≥85%.			✓	
		Participate in workshops, conferences, and webinars to upgrade skills, measured by number of events attended, training completed, and application of learned practices.	✓	✓	✓	✓
	Division of Marketing & Communications	• Graduate and alumni success stories featured annually. Target - 12				
	We will improve our pedagogy and holistic values for our graduates to ensure that their skill sets and competencies can be utilized in local and international workplaces.	• Promote FNU programmes internationally.				
	We will enhance the industrial readiness of our graduates.	• Publish minimum 24 graduate employability stories annually (local, regional, and international employment outcomes).				
		• Publish minimum 18 stories annually on successful industry collaborations, apprenticeships, and workforce development initiatives.				
	Research Office	• Increase research collaboration activities with overseas and PIURN universities	✓	✓	✓	✓

	We will improve on our pedagogy and holistic values for our graduates to ensure that their skill sets and competencies can be utilized in local and international workplaces	• Increase the number of presentations in the Global South Seminar series and other workshops	✓	✓	✓	✓
		• Increase the number of international fellowships visiting	✓	✓	✓	✓
		• Visit other universities to widen the FNU network.	✓	✓	✓	✓
	Office of Learning and Teaching Strengthening skills training in TVET programmes to provide employment-ready graduates.	**University Librarian** Facilitate online engagement through webinars and database sessions, emphasizing curriculum alignment and accreditation compliance. (JoVE Database).	✓	✓	✓	✓
	Ensure complete accreditation of FNU Courses and programmes to international standards. 1.Support faculty with accreditation documentation.	1. Assist faculty accreditation requests annually.	✓	✓	✓	✓
	2. Collaborate on the course material quality.	2. Review and update required course materials.				
	3. Enhance resources for education-to-employment					
	Improve our pedagogy and holistic values for our graduates to ensure that their skillsets and competencies can be utilized in local and international workplaces. We will enhance the industrial readiness of our graduates. 1. FNU will produce graduates with entrepreneurial skills in the SME sector.	**Quality Assurance** 1. Check for programme employability during planning and vetting stage, such as support letters from the relevant and current industries.	✓	✓	✓	✓
	2. Accreditations of FNU Courses and programmes to international standards.	2. Compile documentation and information for programme accreditation action plan for:	✓			
		a) Teacher Education from CHEL				
		b) Physiotherapy Programme from CMNHS.				
	1. Improve the quality of learning and teaching by using feedback from industries and governments to strengthen work-readiness.	**Monitoring and Compliance** 1. Collaborate with DALT on survey for work readiness with industries and government ministries for continuous improvement.	✓	✓	✓	✓

	2. Recognize outstanding teachers to enhance overall student learning and satisfaction.	2. Manage and organize Teacher Excellence Award processes.			✓	
	Host a 3-day international conference on teaching and learning on 'Quality Education for Development and Employability'.	**General General Office of Learning and Teaching** 1. Conference delivered on scheduled dates. 2. Minimum 200 participants (local and international) achieved. 3. Event delivered within approved budget.4. Development of Abstract booklet				✓