



MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



FACTS AND FIGURES 2016/2017

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August 2017

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ABBREVIATIONS

CET	College of Engineering and Technology
DPFD	Directorate of Planning and Development
IST	Institute of Science and Technology
MCB	MUST Consultancy Bureau
MIST	Mbeya Institute of Science and Technology
MTC	Mbeya Technical College
MUST	Mbeya University of Science and Technology
SHBS	School of Humanity and Business Study

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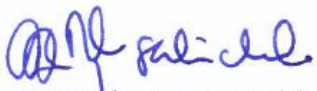
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PREFACE

In 2005, Mbeya Technical College was transformed to Mbeya Institute of Science and Technology (MIST) as a transitional step that was preparing the College to become a University thus fulfilling the ambitions of the founders of Mbeya Technical College way back in the late 1970s. Between 2005 and 2012, MIST managed to achieve major growth in terms of students' enrolment, number of programmes, and number of staff. In 2012, MIST was also transformed to Mbeya University of Science and Technology (MUST) after getting a Provisional License from Tanzania Commission for Universities (TCU) in March 2012 to operate as a University. The University was granted its Charter (Mbeya University of Science and Technology Charter, 2013) in August 2013. As a young University, there are arising challenges that will need to be adequately addressed. This can only be achieved fully if data on the University is easily available and accessed by respective Units of the University for planning purposes. It is on these grounds that the University Management has decided to compile and produce Facts and Figures booklet that will aid in planning issues.

The Facts and Figures 2016/2017 presents data collected from the Mbeya University of Science and Technology. Included in this booklet is past data from Mbeya Institute of Science and Technology and Mbeya Technical College. Critical analysis of the data presented in the Facts and Figures is central for strategic planning in the future. Therefore the Facts and Figure is an important management tool which all Principals of Colleges, Deans of Schools, Directors of Units, Heads of Departments, the entire University management, students and other stakeholders should be familiar with. Characteristically, the booklet has provided a picture of students' enrolment, research and consultancy activities, growth of academic programmes, human resources and financing of MUST operations.

I commend the Directorate of Planning and Development for production of Facts and Figures of our University. I am calling upon MUST Colleges, School, Institute, Departments and Units to continue to improve on data collection, storage and retrieval and further improve on the quality and accuracy of the data to reflect actual MUST status.



Prof. Joseph J. Msambichaka

VICE CHANCELLOR

ACKNOWLEDGEMENT

The Directorate of Planning and Development has produced the Facts and Figures 2016/2017 with the view of bringing to the attention of the University Management and the entire University community areas where the University strength and weaknesses are, in order to strategically chart the way forward. The Facts and Figures has been prepared as a handbook and a management tool for planning. It is the hope of the Directorate of Planning and Development that this booklet will be frequently utilized and will find a wider circulation at the University and beyond borders.



Mr. Cornel Msemwa
Chief Planning Officer

1. INTRODUCTION

Mbeya University of Science and Technology was established in 2012 by Universities Act 2005. The University has tripartite core functions of providing training, undertaking research activities and delivering consultancy services to the community. Through training, the University transfers knowledge from one generation to another and trains skilled human resources needed by the Country for sustainable development.

Since 2005, the University was engaged in a transformation programme. In 2005, the transformation programme enabled the Mbeya Technical College to become Mbeya Institute of science and Technology which was thereafter transformed to Mbeya University of Science and Technology in 2012. The transformation programme has achieved successes in the main output areas including enrolment, setting up of policies and procedures, human resources development, financial management, volume of research and publications, income generation, quality issues, gender balance, consultancy services, linkages, etc. These developments need to be documented and should serve as guides to the University Management for effective realization of the core mission of the University.

This Facts and Figures booklet has been prepared out of the desire of Mbeya university of Science and Technology to establish a clear picture of the environment in which the University is operating. Facts and figures is an information source that would empower the University to establish its strength, areas of weakness, opportunities and challenges. To achieve these, the University needed to have a booklet that provides an on-the-spot, accurate and reliable information about the University.

1.1 Presentation

The Facts and Figures 2016/2017 booklet for Mbeya University of Science and Technology has been organized into five main sections; Proceeded by a short introduction which provides the University-wide status. It was viewed that this format would provide an easy way of accessing information about the University.

(a) Teaching and Learning

Included in this section are diploma and undergraduate enrolment, student outputs, student performance, academic programmes, and utilization of instructional space and student-staff ratios.

(b) Research and Publication

Relevant research is needed by Universities to generate new knowledge. Under this section, the booklet has provided data on research/innovation projects and publications produced by MUST Staff

(c) Consultancy and Services

The Facts and Figures (2016/2017) booklet also provides information about consultancy services at the University in terms of number of consultancy projects and value of the projects undertaken.

(d) Human Resources

Human resource is a major input to the university, which should be developed and maintained. The Facts and Figures 2016/2017 booklet provides data on academic staff, rank age, sex and qualification similarly, information on administrative and technical staff has been provided.

(e) Financial Resources and Budgets

Data on sources of funds to the University and budgets as approved by the University Council, the Government and actual disbursements from the government for the past five years has been provided. The information is needed to determine areas of underfunding with a view to formulate strategies to address financial constraints.

1.2 Limitations

The Facts and Figures booklet has some limitation in some data, which was not available during data collection. Effort was however made to ensure that the information provided was as accurate and reliable as possible. Where data was not easily available, we will continue making efforts to obtain such data for use in the subsequent versions.

1.3 Future Perspective

Preparation of this document had uncovered a number of weaknesses in the information management system at the University, more often than not dean, directors and head of departments do not have data ready at hands. There is general poor data compilation and at times, raises questions on accuracy and

reliability of the data. In the absence of an efficient reporting mechanism, the University is at risk of losing valuable data. The directorate of planning and development wishes to make a call to all deans, directors and heads of units to improve on the data collection, storage and retrieval, and closely cooperate in production of Facts and Figures on regular basis.

2. MUST HISTORICAL BACKGROUND

Mbeya University of Science and Technology was established in 2012 under the Universities Act 2005 and was granted University Charter (Mbeya University of Science and Technology Charter, 2013) in August 2013 by the Fourth President of United Republic of Tanzania, His Excellence Dr. Jakaya Mrisho Kikwete. The University, which initially started as Mbeya Technical College in 1986 has continued to grow and expand in terms of student enrolment at both diploma and undergraduate levels, student outputs, student performance, academic programmes, and utilization of instructional space and student-staff ratios. Since 2011/2012 academic year, the University embarked on a systematic expansion of student enrolment. Candidates admitted at MUST pursue various diploma and degree programmes/courses.

3. ACADEMIC UNITS OF MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

Mbeya University of Science and Technology comprises of:

3.1 Institute of Science and Technology (IST)

The Institute of Science and Technology has six departments which offer fourteen (14) academic programmes at Ordinary Diploma level. Table 1 shows departments and programmes offered under IST.

Table 1: Departments and their respective academic programmes under IST

S/N	Name of Department	Programmes Offered
1.	Department of Architecture	i. Ordinary Diploma in Architecture
2.	Department of Civil Engineering	i. Ordinary Diploma in Civil Engineering
		ii. Ordinary Diploma in Mining Engineering
		iii. Ordinary Diploma in Highway Engineering
3.	Department of Computer Engineering	i. Ordinary Diploma in Computer Engineering

S/N	Name of Department	Programmes Offered
		ii. Ordinary Diploma in Information and Communication Technology
		iii. Ordinary Diploma in Computer Science
4.	Department of Electrical & Electronic Engineering	i. Ordinary Diploma in Electrical and Electronic Engineering
		ii. Ordinary Diploma in Electronic and Telecommunication
5.	Department of Mechanical Engineering	i. Ordinary Diploma in Mechanical Engineering
		ii. Ordinary Diploma in Mechatronics Engineering
6.	Department of Science and Business Management	i. Ordinary Diploma in Laboratory Science and Technology
		ii. Ordinary Diploma in Food Science and Technology
		iii. Ordinary Diploma in Business Administration

3.2 College of Engineering and Technology (CET)

The College of Engineering and Technology has five departments which offer five (5) academic programmes at Bachelor Degree level. Table 2 shows departments and programmes offered under CET.

Table 2: Departments and their respective academic programmes under CET

S/N	DEPARTMENT	COURSE/PROGRAMME
1	Department of Settlement, Planning and Design	Bachelor of Architecture Technology
2	Department of Information Communication Technology	Bachelor of Computer Engineering
3	Department of Built Environment Engineering	Bachelor of Civil Engineering

S/N	DEPARTMENT	COURSE/PROGRAMME
4	Department of Electronics and Telecommunication Engineering	Bachelor of Electrical and Electronics Engineering
5	Department of Energy and Production Engineering	Bachelor of Mechanical Engineering

3.3 School of Humanities and Business Studies (SHBS)

The School of Humanities and Business Studies has one department offering one (1) academic programme at Bachelor Degree level. Table 3 shows department and academic programme offered under SHBS.

Table 3: Departments and their respective academic programmes under CET

S/N	DEPARTMENT	COURSE/PROGRAMME
1	Business Management	Bachelor of Business Administration

3.4 College of Science and Technical Education (COSTE)

The College of Science and Technical Education has recently been formed. It has three department which are working to develop curricula. Four academic programmes have already been developed;

- a. Bachelor of Science with Technical Education,
- b. Bachelor of Science in Laboratory Science and Technology,
- c. Ordinary Diploma in Biomedical Engineering,
- d. Bachelor of Biomedical Engineering

4. TEACHING AND LEARNING

4.1 MUST Students' Enrolment Profile

This section provides information about MUST students' enrolment and growth pattern for the last five years from academic year 2012/2013 to 2016/2017. During the period, the enrollment of Students increased by 26% from 3,156 in 2012/2013 to 3,982 in 2016/2017

Table 4: Total enrolment of students

Year	Undergraduate				Diploma				TOTAL			
	F	M	T	%F	F	M	T	%F	F	M	T	%F
2011/12	55	610	665	8%	274	1,652	1,926	14%	329	2,262	2,591	13%
2012/13	80	766	846	9%	428	1,882	2,310	19%	508	2,648	3,156	16%
2013/14	107	1,002	1,109	10%	533	1,800	2,333	23%	640	2,802	3,442	19%
2014/15	164	1,309	1,473	11%	463	1,407	1,870	25%	627	2,716	3,343	19%
2015/16	258	1,960	2,218	12%	365	1,160	1,525	24%	623	3,120	3,743	17%
2016/17	306	2,032	2,338	13%	333	1,311	1,644	20%	639	3,343	3,982	16%

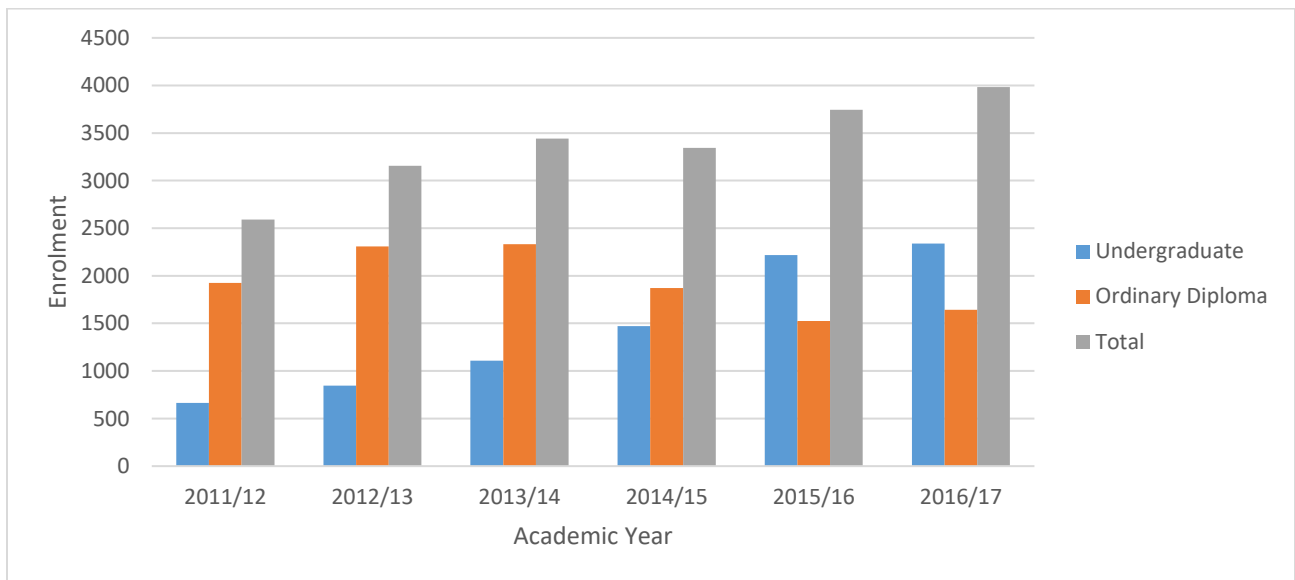


Figure 1: Total enrolment of students

Table 5: Students' Enrolment by College/School/Institute

Year	IST			CET			SHBS			TOTAL			
	F	M	T	F	M	T	F	M	T	F	M	T	%F
2012/13	428	1,882	2,310	60	683	743	20	83	103	508	2,648	3,156	16%
2013/14	533	1,800	2,333	88	926	1,014	19	76	95	640	2,802	3,442	19%
2014/15	463	1,407	1,870	147	1,273	1,420	17	36	53	627	2,716	3,343	19%
2015/16	365	1,160	1,525	233	1,928	2,161	25	32	57	623	3,120	3,743	17%
2016/17	333	1,311	1,644	273	1,980	2,253	33	52	85	639	3,343	3,982	16%

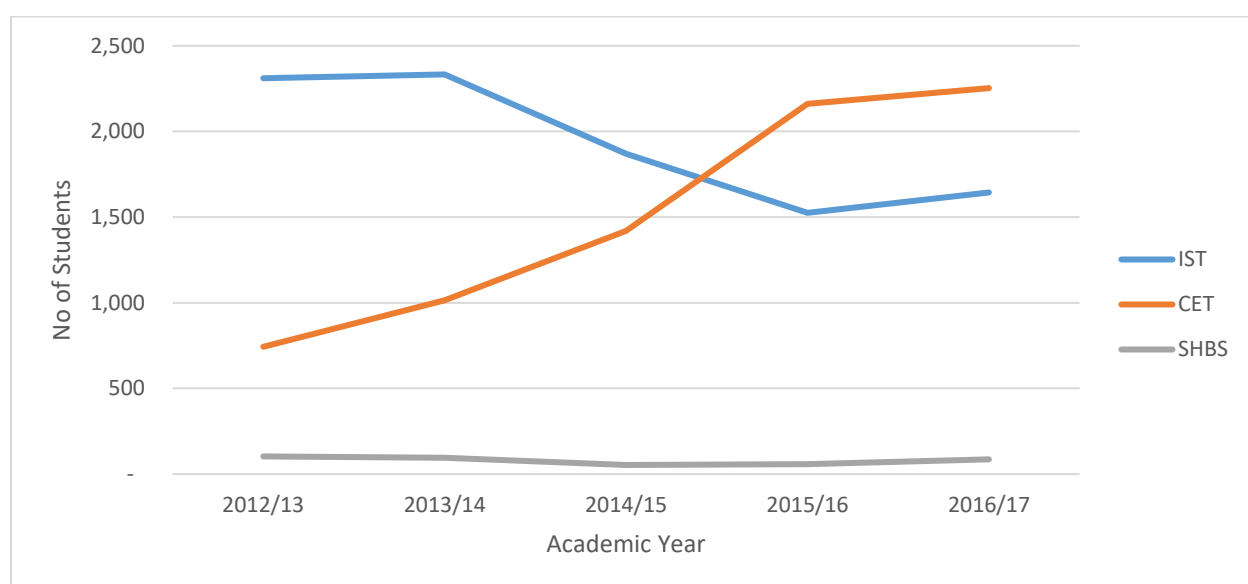


Figure 2: Students' Enrolment by College/School/Institute

4.1.1 Diploma students' enrolment

From 2012/2013 to 2016/2017, the enrolment of diploma students dropped by 28.8% i.e from 2,310 student in 2012/2013 to 1,644 students in 2016/2017 (Table 4 and Figure 1). Gender balance is still a challenge at the University. There has not been significant improvement for the past five years as far as gender balance is concerned. This calls for significant steps to be made towards addressing the problem of gender inequality among students in the various disciplines. The overall average proportion of female students during the period was 22.2%.

Table 6: Enrolment of ordinary diploma students

Year	F	M	T	%F
2012/13	428	1,882	2,310	19%
2013/14	533	1,800	2,333	23%
2014/15	463	1,407	1,870	25%
2015/16	365	1,160	1,525	24%
2016/17	333	1,311	1,644	20%

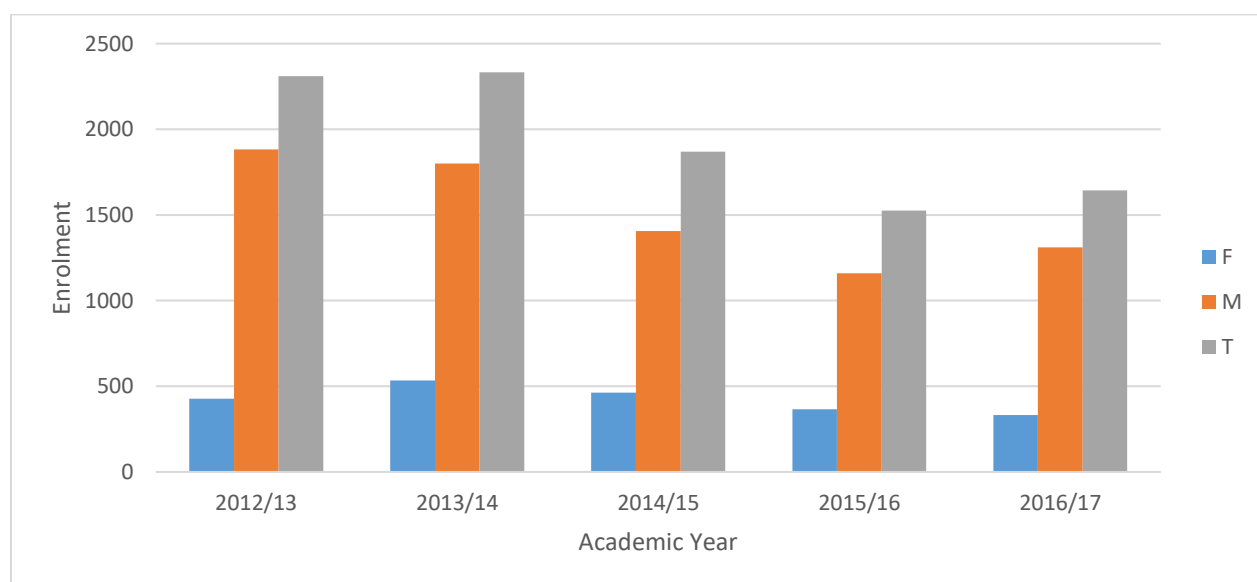


Figure 3: Enrolment of Ordinary Diploma students

4.1.2 Undergraduate Students' Enrolment

Undergraduate students' enrolment increased from 846 students in 2012/2013 to 2,338 students in 2016/2017 (Table 5 and Figure 2). The overall proportion of female students at undergraduate degree level has also increased from 9% in 2012/2013 to 13% in 2016/2017 with an average of 11% increase per year.

Table 7: Enrolment of undergraduate students

Year	F	M	T	%F
2012/13	80	766	846	9%
2013/14	107	1,002	1,109	10%
2014/15	164	1,309	1,473	11%
2015/16	258	1,960	2,218	12%
2016/17	306	2,032	2,338	13%

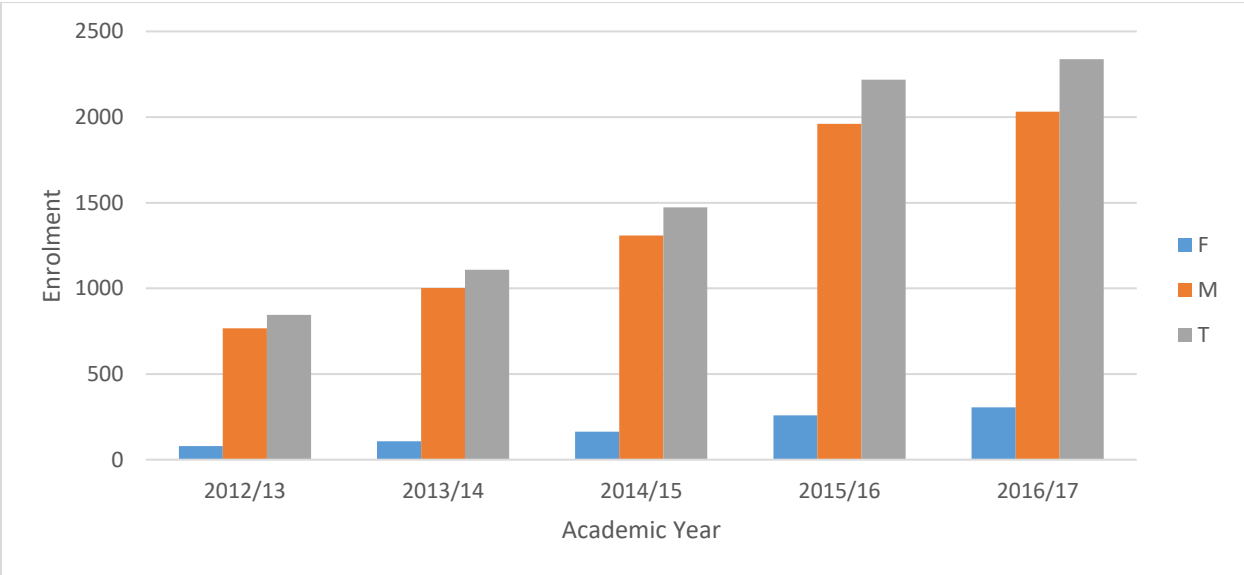


Figure 4: Enrolment of undergraduate students

4.2 Student Output: Diploma and Undergraduate

The value of University education to the national economy is primarily through student output. This is the most tangible product of human resources capacity building that comes out of the University each year. Diploma student output per annum increased in the past five years from 193 in 2011/2012 to 481 students in 2015/2016 (Table 6 and Figure 3). The proportion of undergraduate students also increased from 150 to 317 in the past five years as depicted in Table 7 and Figure 8.

Table 8: Diploma student output

SEX	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
F	9	60	127	143	143
M	176	263	602	465	338
TOTAL	185	323	729	608	481

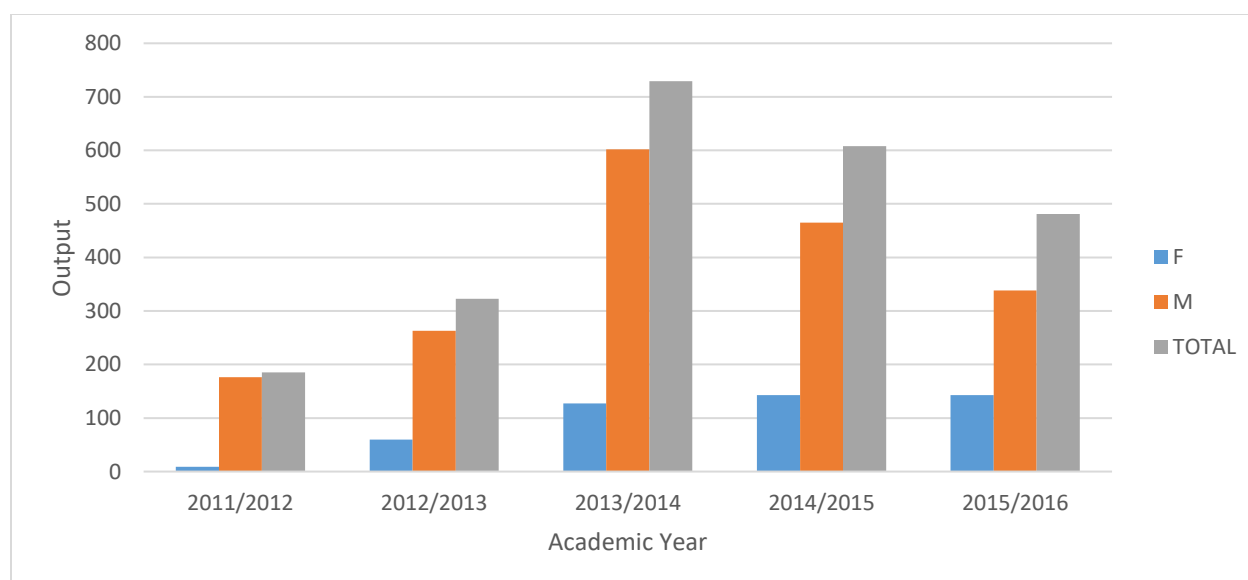


Figure 5: Ordinary Diploma output

Table 9: Undergraduate output

SEX	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
F	19	14	30	20	34
M	139	148	222	200	283
TOTAL	158	162	252	220	317

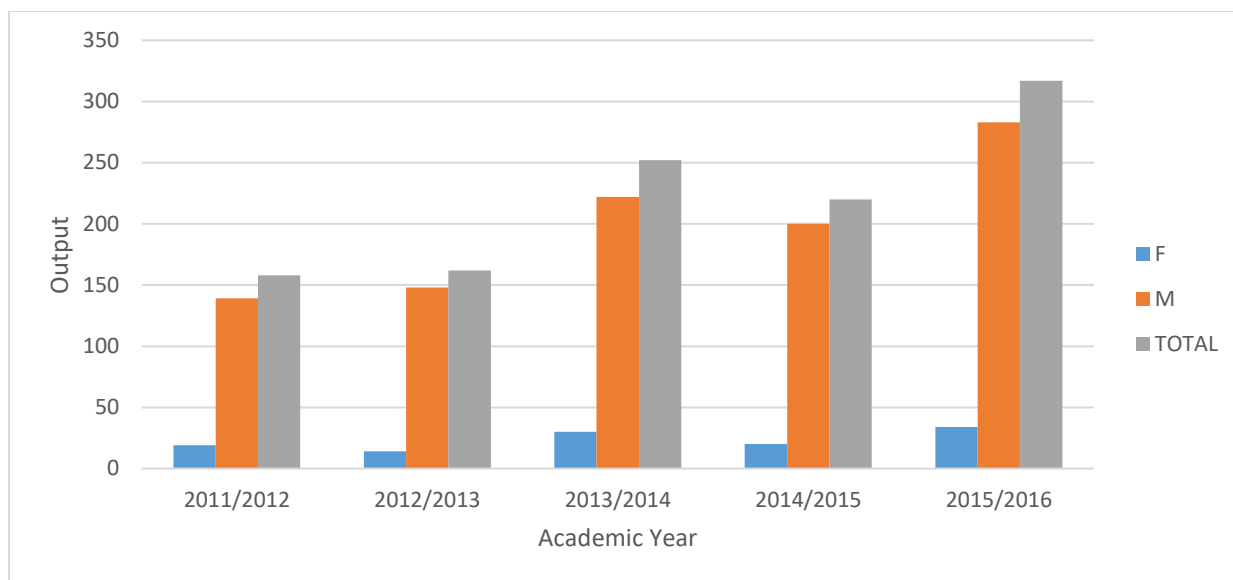


Figure 6: Undergraduate output

4.3 Student Performance

The institutional excellence is measured by the quality of outputs in terms of student performance as a whole. Students' performance at the University has been increasing and it is evidenced through the percentage increase of students who proceeded to the following year of study after sitting for the university examination in their first sitting. The pass rates have improved over the period of last five years.

Table 10: Diploma student performance in University examination at MUST

Year	Students	Pass	Supp	Rept	Postp	Disco	Incom	Carr	Abs	Nullified
2011/12	1914	1352	43	0	0	103	5	373	4	6
2012/13	2248	1879	0	9	0	20	12	106	193	16
2013/14	2347	1821	27	15	2	8	21	211	117	5
2014/15	1,923	1,429	24	9	15	14	171	77	161	22
2015/16	1,502	944	9	3	37	10	57	131	294	17

Table 11: Undergraduate students Performance in University Examination at MUST

Year	Students	Pass	Supp	Rept	Postp	Disco	Incom	Carr	Abs	Nullified
2011/12	659	243	406	0	0	0	10	0	0	0
2012/13	841	798	0	0	0	0	6	19	17	0
2013/14	1102	952	2	2	1	1	29	44	68	2
2014/15	1,479	1,346	14	3	28	7	6	42	31	2
2015/16	2,175	1,878	67	3	45	16	24	99	38	5

4.4 Academic Programmes

The number of academic programmes offered by MUST have increased from 13 in 2012/2013 to 20 in 2016/2017.

Table 12: Academic Programmes

Level	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Ordinary Diploma	8	11	13	13	14
Undergraduate	5	6	6	6	6
TOTAL	13	17	19	19	20

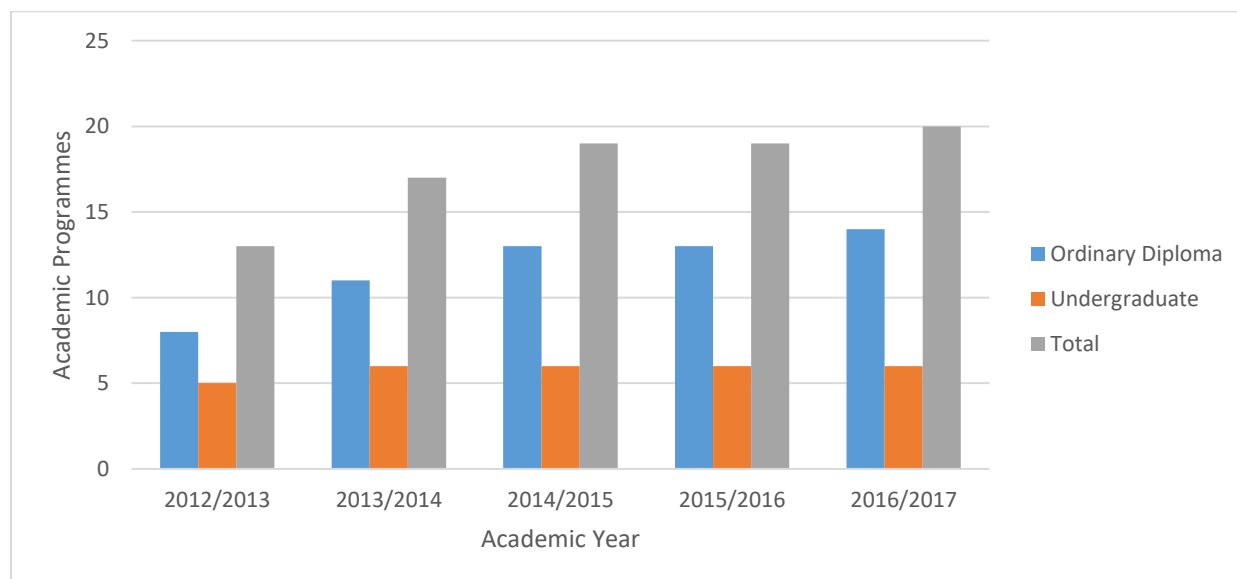


Figure 7: Academic Programmes

4.5 Student-Staff Ratios

One of the basic criteria for optimal utilization of existing academic human resources is by student –staff ratio. This improvement is largely attributed to student enrolment expansion process underway at MUST. Further enrolment expansion to bring the positive average ratio across the University would largely depend on the corresponding construction/expansion or improvement of physical facilities.

Table 13: Student - Staff ratio

Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Students	3,156	3,442	3,343	3,743	3,982
Academic Staff	165	178	264	331	336
Student-Staff Ratio	19:1	19:1	13:1	11:1	12:1

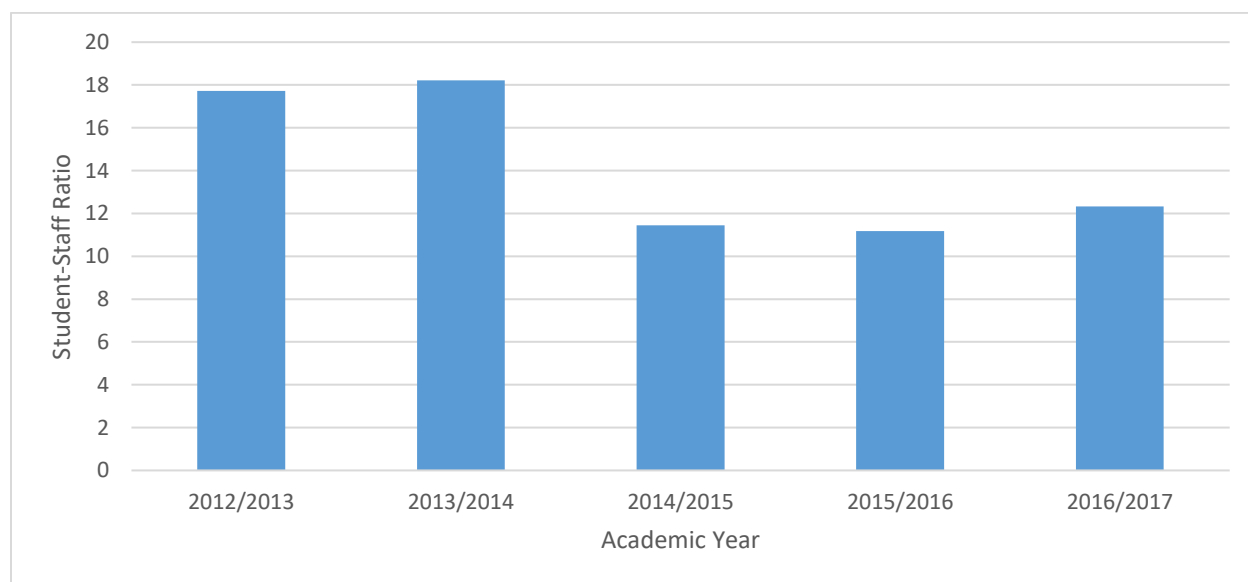


Figure 8: Student - Staff ratio

5. MUST RESEARCH AND PUBLICATIONS

The generation, dissemination and application of knowledge have largely been major challenges to higher education institutions in Africa and developing world. This is largely because research is expensive and requires human resources with research skills and adequate facilities. Research is one of the core operations of MUST. Research contributes to the national development through improvement of the educational standards. In recognition of the importance of research to its viability and sustainability MUST established the Directorate of Research and publication in the year 2012. The role of the directorate is to develop policies that guide research at the University and coordinate research activities carried out by the University.

The level of research and publication activities performed each year is a good measure of the quality of academic staff at the University. Furthermore, the quality of academic staff has a lot to do with the quality and image of the Institution as a whole.

5.1 Research Projects

The number of research projects conducted in the last five years 2012/2013-2016/2017 at MUST. The volume of research conducted per year has been increasing over the years.

Table 1.2.1 Number of research projects done at MUST

Year	2012/13	2013/14	2014/15	2015/16	2016/17
Number of projects	4	5	7	6	7

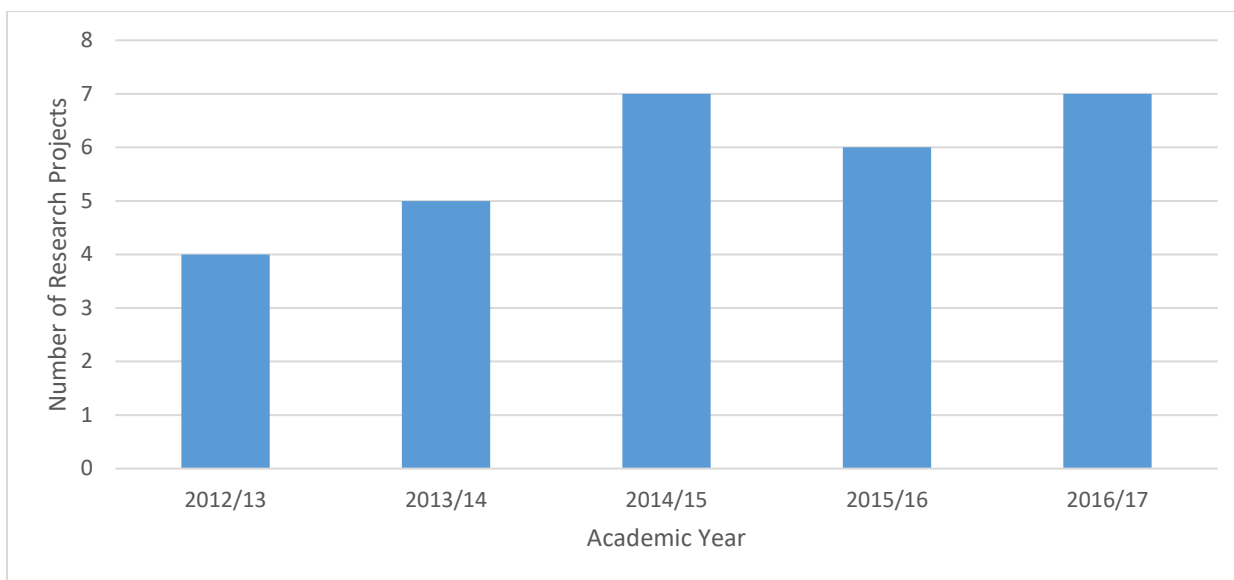


Figure 9: Research projects undertaking

5.2 Publication

MUST staff have been involved in publishing their work in journals or workshop papers. Though there is no significant change in number of publications in the last five years, the University is still inculcating the culture of academic staff to publish.

Table 14: Publication records

Year	No. of Journal Papers	No. of Workshop Papers	Books	Total
2012/13	4	23	0	27
2013/14	13	17	1	31
2014/15	30	10	0	40
2015/16	11	4	0	15
2016/17	31	4	1	36
TOTAL	89	58	2	149

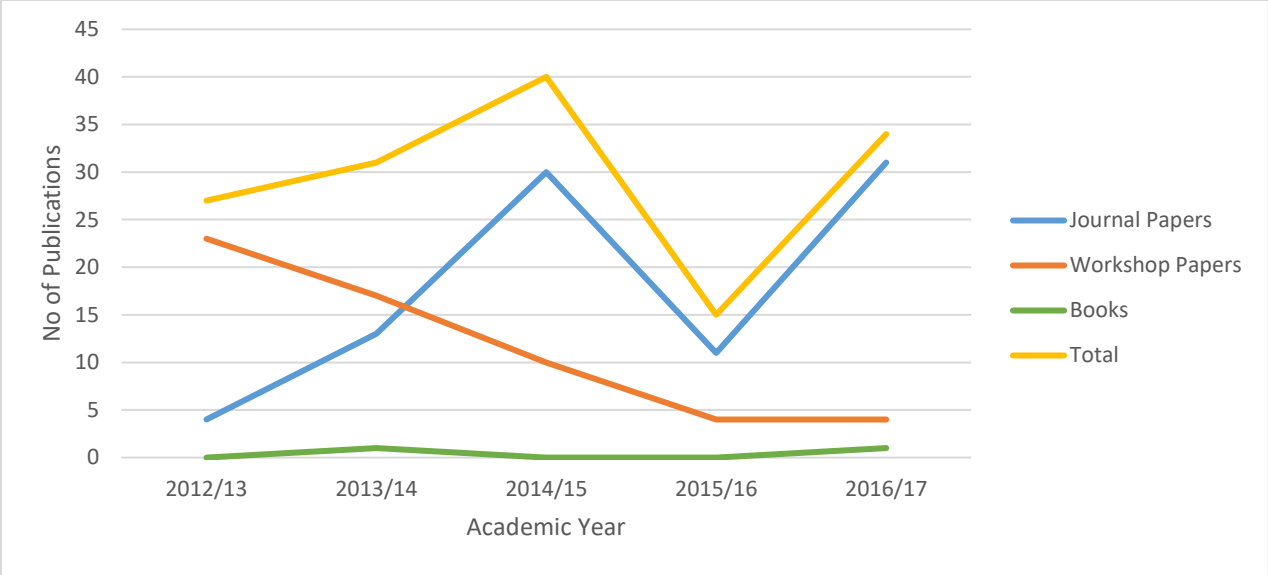


Figure 10: Publication Records

6. MUST CONSULTANCY AND SERVICES

One of the strategic objectives of Mbeya University of Science and Technology is to “Improve volume and quality of consultancy, continuing education and service to the public”. Consultancy is another primary operation of MUST through the MUST Consultancy Bureau (MCB). While research is concerned with the creation of new knowledge vested within the university community in tackling problems related to industry and society at large. To the University, consultancy offers an opportunity to effectively contribute towards solving problems which may hinder the overall development of the society.

Unlike research, which consumes money to generate knowledge, consultancy generates needed income. Income generation contributes to the ability of the University to retain its valued human resources, which includes academic, technical and administrative staff. Consultancy supplements to the income of staff and therefore helps to retain their services at the University.

An important result of consultancy and services to the public is the creation of networks that facilitate university-industry cooperation. Through university-industry collaboration, the University opens up to the surrounding society and includes real life problems in its educational activities. It also stays in touch with industrial and political developments relevant for its various academic fields.

Table 14 shows the number of consultancy projects carried out at MUST between 2010/2011-2014/2015. The number of projects has fairly increased over the years.

Table 15: Consultancy projects undertaking

Years	Number of Consultancy Projects	Total Value of Consultancy
2012/13	9	813,340,048
2013/14	13	479,263,869
2014/15	16	359,518,100
2015/16	10	453,725,240
2016/17	23	2,370,853,541
Total	71	4,476,700,798

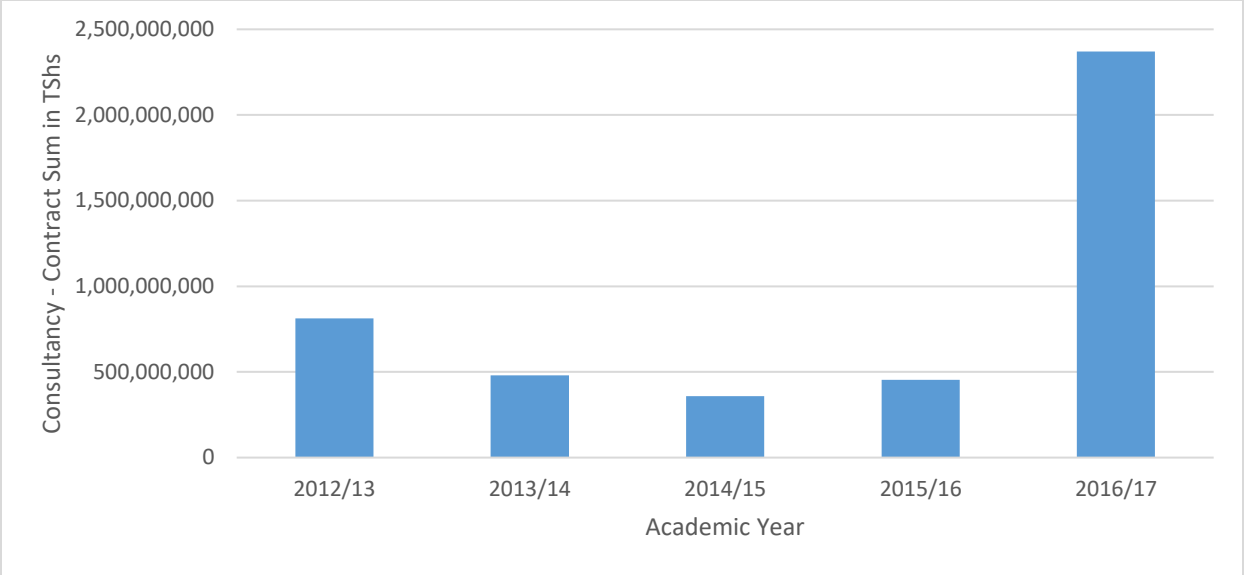


Figure 11: Consultancy - Contract sum

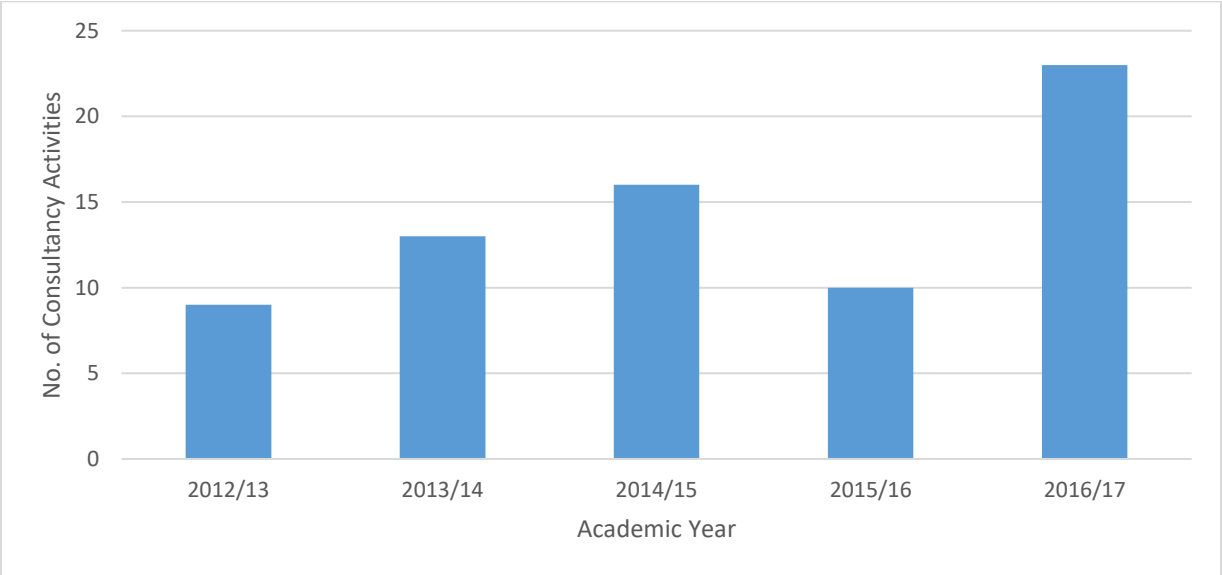


Figure 12: Consultancy activities undertaking

7. MUST HUMAN RESOURCES

7.1 Academic Staff by Qualification

The image of the institution is to a large extent, influenced by the quality of its human resource. The highest qualification required of almost all universities in the world is a doctorate degree or an equivalent professional qualification. Thanks to the continued support of development partners and the Tanzania Government who have supported staff development at the University.

Table 16: Academic Staff by qualification

Year	Prof	Senior Lecturer	Lecturer	Assistant Lecturer	Tutorial Assistant	Instructor	Technician	Total
2012/13	1	1	4	63	55	31	10	165
2013/14	3	3	5	65	67	28	7	178
2014/15	3	3	5	79	99	53	22	264
2015/16	3	5	11	129	98	67	18	331
2016/17	3	5	12	127	97	68	24	336

7.2 Academic Staff by Rank and Sex

Promotions to professorial ranks are a function of accumulated experience in teaching, research, and consultancy. One of the aspirations of the University is to encourage those who have committed their professional destiny to academics and ascend to professorial ranks. It is therefore expected that there should be a steady growth in middle positions followed by proportionately gradual increase in professorial positions. Overall the number of staff has increased from 178 in 2012/2013 to about 332 in 2016/2017.

Table 17: Academic staff by rank and sex

Year	Prof.		Senior Lecturer		Lecturer		Assistant Lecturer		Tutorial Assistant		Instructor		Technician		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2012/13	1	0	0	1	4	0	60	3	50	5	26	5	7	3	148	17
2013/14	3	0	2	1	5	0	62	3	60	7	23	5	4	3	159	19
2014/15	3	0	2	1	5	0	71	8	84	15	39	14	14	8	218	46
2015/16	3	0	4	1	10	1	115	14	87	11	55	12	17	1	291	40
2016/17	3	0	4	1	11	1	111	16	85	12	61	7	23	1	298	38

7.3 Academic staff by age and sex

MUST academic staff age profile states that, about 272 are in the age bracket of between 20 and 45 years of age. Only about 64 staffs are between 46 and 60 years of age, meaning that, in the next 14 years if all factors remain the same 64 staffs of all academic staff will be retired

Table 18: Academic staff age distribution by sex

Group	Age range in years	No. of Academic Staff		TOTAL
		M	F	
I	20-30	52	11	63
II	31-35	59	8	67
II	36-40	76	7	83
III	41-45	53	6	59
IV	46-50	25	2	27
VI	51-55	17	2	19
VII	56-60	16	2	18
	Total	298	38	336

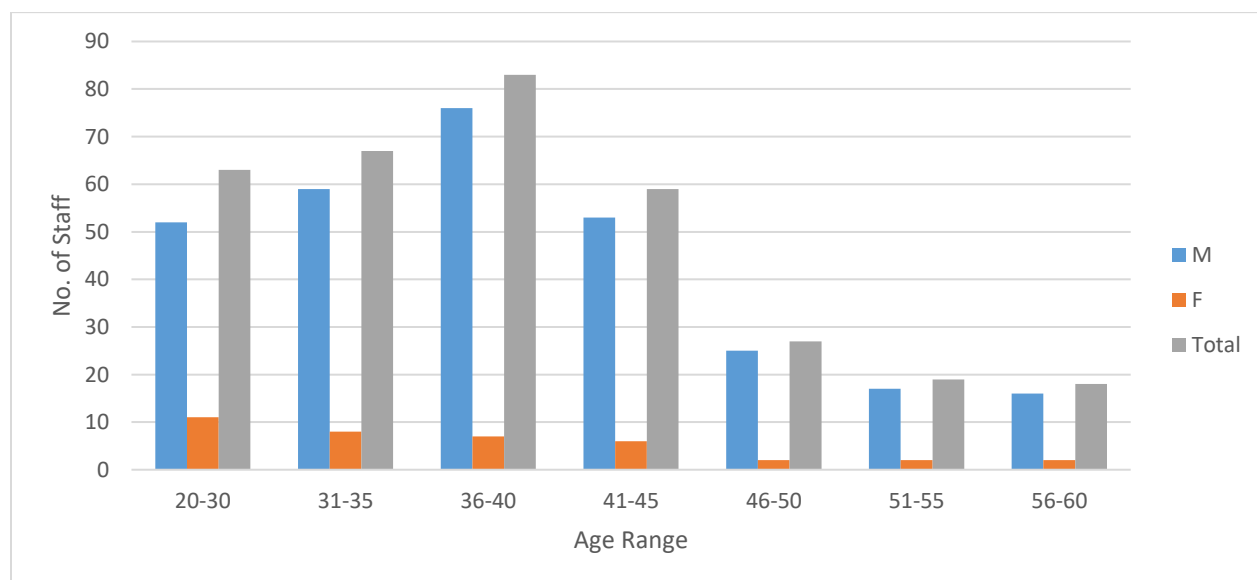


Figure 13: Academic staff age distribution by sex

7.4 Administrative Staff by Qualifications and Sex.

MUST administrative staff profile shows that, the number of staff has increased from 116 in 2012/2013 to about 186 in 2016/2017. The figures also show that, about 157 staff are in the age bracket of between 20 and 45 years of age. Only about 29 staffs are between 46 and 60 years of age, meaning that, in the next 14 years if all factors remain the same 29 staffs of all administrative staff will be retired

Table 19: Administrative staff by qualification and sex

Year	PhD		Masters		Post Grad		Degree		A/Dip		O/Dip		Cert		Others		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2012/13	0	0	8	3	1	1	6	11	7	4	13	16	24	20	1	1	60	56
2013/14	0	0	9	4	2	2	9	12	7	4	11	12	26	20	2	1	66	55
2014/15	0	0	9	3	2	3	22	27	9	7	18	26	54	33	4	3	118	102
2015/16	0	0	11	8	0	0	30	26	5	3	14	18	52	34	0	0	112	89
2016/17	0	0	11	10	0	0	25	23	5	4	14	16	46	32	0	0	101	85

Table 20: Administrative staff age distribution by sex

Group	Age range in years	No. of Admin Staff		TOTAL
		M	F	
I	20-30	23	19	42
II	31-35	25	22	47
II	36-40	23	22	45
III	41-45	12	11	23
IV	46-50	6	3	9
VI	51-55	7	6	13
VII	56-60	5	2	7
	Total	101	85	186

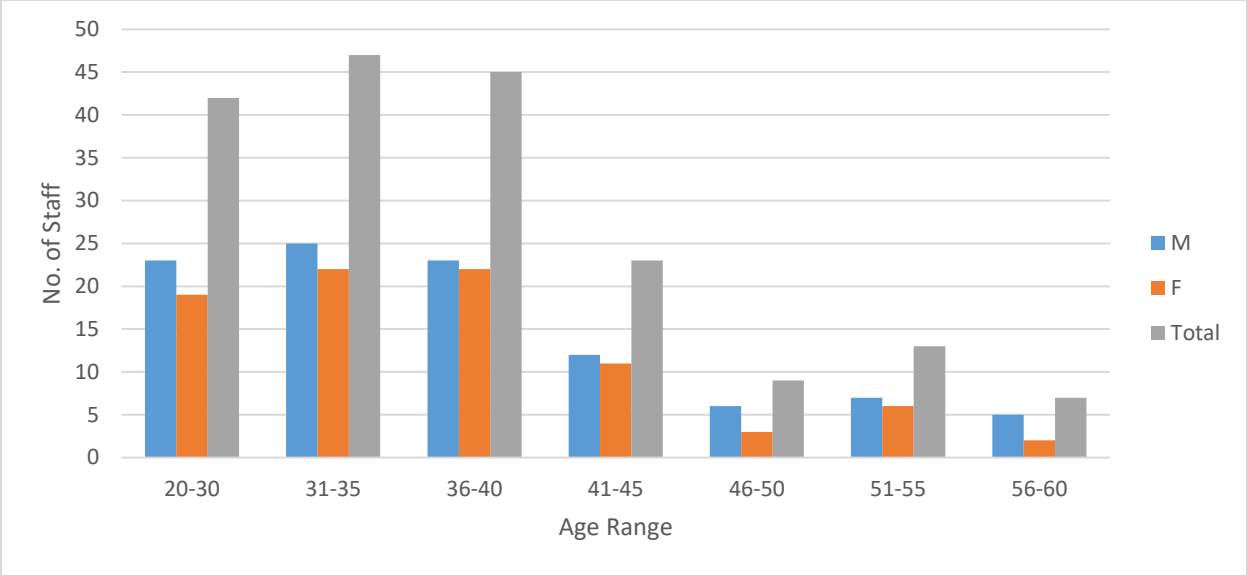


Figure 14: Administrative staff age distribution by sex

8. THE FINANCIAL RESOURCES AND BUDGET

The University still relies on Government subvention for smooth operation of its activities and this is likely to continue because students' contributions cannot meet operational costs of the University. All the same, the University is closely monitoring students' contributions through the cost-sharing scheme, including admission of privately sponsored students. Thus, for recurrent expenditure the University needs a steady and growing Government budgetary allocation.

Table 21: Government OC budget vs funds received

Year	Other Charges Budget	Other Charges Received Funds	Actual Budget Performance
2012/2013	1,197,512,250	1,882,345,357	157%
2013/2014	1,197,512,250	1,147,551,300	96%
2014/2015	1,197,512,250	380,721,932	32%
2015/2016	724,494,760	797,767,195	110%
2016/2017	1,804,842,000	960,303,100	53%

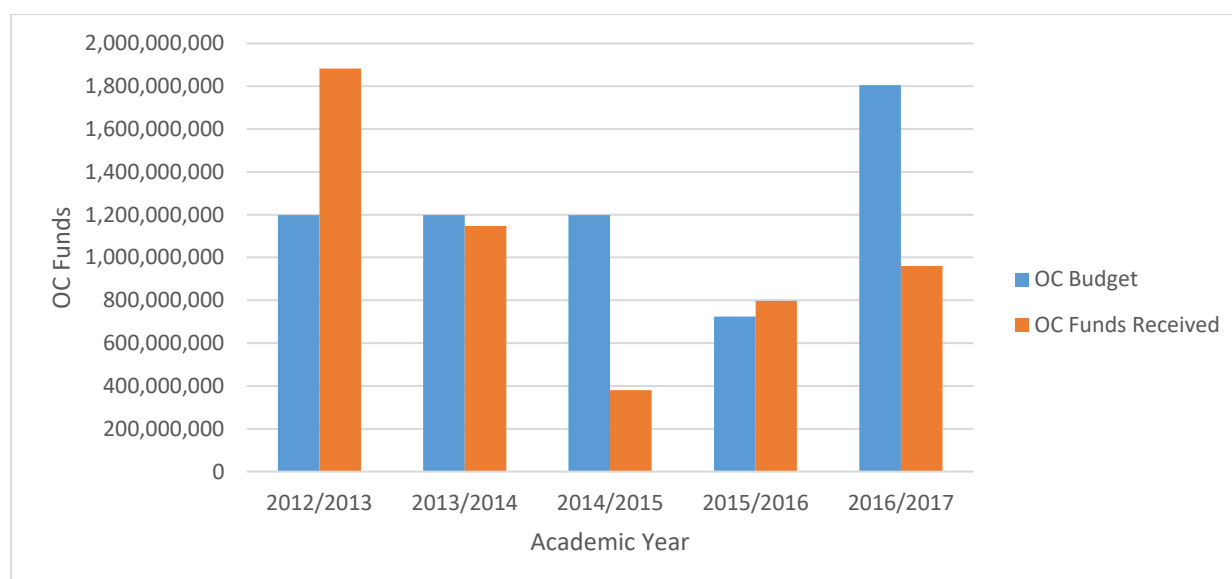


Figure 15: Government OC budget vs funds received

Table 22: Government development budget vs funds received

Year	Development Budget	Development Funds Received	Actual Budget Performance
2012/2013	2,332,137,200.00	1,608,852,154.00	69%
2013/2014	2,500,000,000.00	2,500,000,000.00	100%
2014/2015	2,000,000,000	0	0%
2015/2016	1,700,000,000	0	0%
2016/2017	2,000,000,000	872,500,000	44%

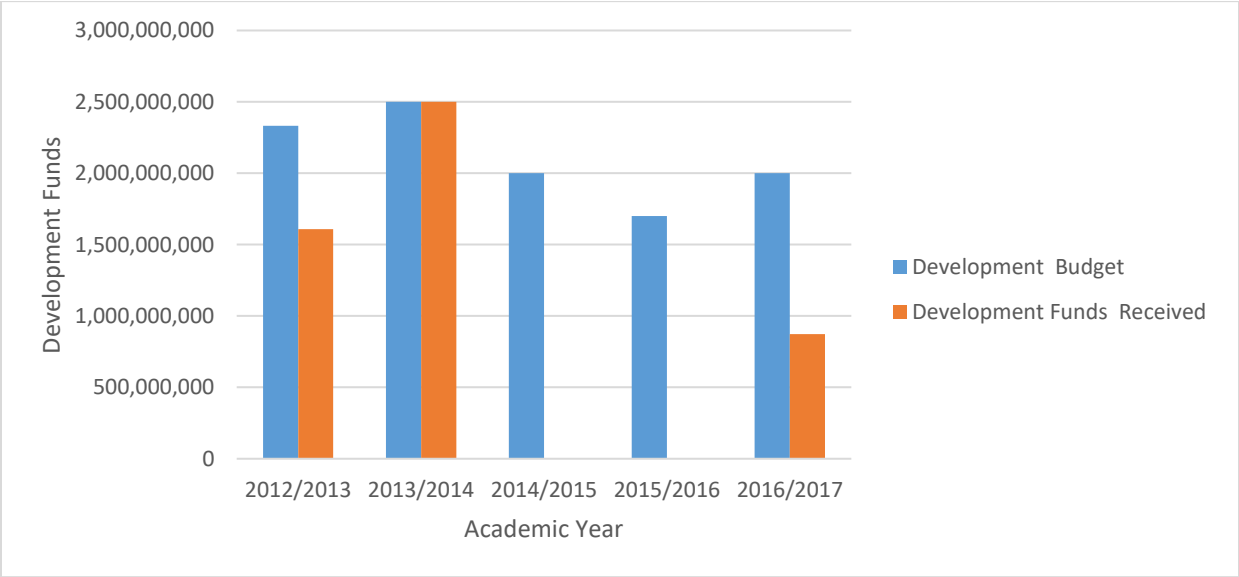


Figure 16: Development budget vs funds received

9. CONCLUSION

This Facts and Figures Booklet has been provided to serve as a management tool that will assist the University in planning. From the data, areas of strength and weakness can easily be identified e.g. while enrolment has substantially increased funding and physical space constraints have remained major challenges to MUST and its academic units.

Staff development has been demonstrated to be taking an uptrend and the staff age profile is skewed towards the younger age. Human resources are probably the most important resources for sustainability of higher education institutions. The university should plan and implement a comprehensive succession plan that will ultimately reverse or slow down the downward trend.

The University should also critically look into issues related to research management and research funding in order to enhance advancement of knowledge. Consultancy should also be strengthened because of its role in revenue generation for the University.

It is expected that the Fact and Figures 2016/2017 will be useful as a guide in implementing the Strategic Plan of the University.