**SHAEA**

**PROPOSAL COVER SHEET**

|  |  |
| --- | --- |
| **Institution Title/Name** |  |
| **Legal status** | Public [ ]  | Private [ ]  |
| **Institutional Address** | Street Address |
| City |
| Country |
| Webpage |
| **Head of Institution** Head of Leadership Component | Name |
| Position/Title |
| Tel. # |
| Email |
| **Proposed Deputy Head of Leadership Component** | Name |
| Position/Title |
| Tel. # |
| Email |
| **Proposed Academic Head**Head of Academic Component | Name |
| Position/Title |
| Tel. # |
| Email |
| **Proposed Deputy Academic Head**  | Name |
| Position/Title |
| Tel. # |
| Email |

|  |  |  |  |
| --- | --- | --- | --- |
| **Does the university have PhD programs?** | Yes [ ]  | No [ ]  | If no, when is it expected to be operational?  |
| **If the university have PhD programs which of the six key knowledge gap areas would it like to run a leading PhD program within?**  | **Priority** | Mark your top three priorities 1 - 3 Only one mark per priority Agribusiness and EntrepreneurshipAgri-food Systems and NutritionRural Innovation and Agriculture ExtensionAgricultural Risk Management and Climate Change ProofingAgriculture Policy AnalysisStatistical Analysis, Foresight and Data Management |
| **1** | **2** | **3** |
| [ ]  | [ ]  | [ ]  |
| [ ]  | [ ]  | [ ]  |
| [ ]  | [ ]  | [ ]  |
| [ ]  | [ ]  | [ ]  |
|  |  |  |
| [ ]  | [ ]  | [ ]  |
| [ ]  | [ ]  | [ ]  |
| **Which of the six key knowledge gap areas would it like to run master programs within?** |  | Mark minimum 4 programsAgribusiness and EntrepreneurshipAgri-food Systems and NutritionRural Innovation and Agriculture ExtensionAgricultural Risk Management and Climate Change ProofingAgriculture Policy AnalysisStatistical Analysis, Foresight and Data Management |
| [ ]  |
| [ ]  |
| [ ]  |
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| [ ]  |
| [ ]  |
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**II. INSTITUTIONAL INFORMATION**

Main Academic Faculties and Departments participating in the SHAEA initiative

(student data should reflect yearly numbers from the last two (2) years)

(Please add additional Departments as appropriate)

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| Faculty Name: |  |
| Department Name |  Academic Staff  |
|  | # of FTE | # with Ph.D. | # with M.S. | # of non-National | # of female |
|  |  |  |  |  |  |
| Students enrolled in 2017 |
| Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |
|  |  Students enrolled in 2018 |
|  | Ph.D.  | M.S. | B.S. | # of non-National | # of female postgraduate |
|  |  |  |  |  |  |

**III. EXECUTIVE SUMMARY**

The Executive Summary (limited to one page) provides an overview of the proposal and the profile of the proposed RAU. It should specify the strategy for institutional change that will enable the RAU to: a) strengthen linkages, build networks and partnerships with the Agri-food system; b) train required human resources for the region based on System needs. The transformative System objectives, the activities to be undertaken with System actors to achieve the project goals, and the anticipated impact on the agri-food system, should be briefly described. The Summary should describe how the proposed RAU aligns and strengthen its Institutional Strategic Plan. In addition, it should identify the roles of national, regional and international partners – academic, industrial and sectoral – that will contribute to the success of the proposed RAU.

**IV. AGRI-FOOD SYSTEM TRANSFORMATION CHALLENGE,**

**AND IMPACT OF PROPOSED RAU STRATEGY**

In this Section (maximum two pages), describe how the Agri-Food System Challenges will be addressed by the proposed RAU should be clearly identified. Because the Agri-Food System Challenges are larger than the possible scope and capacity of a RAU, discuss in some detail (with specifics) how the proposed RAU would contribute to overcoming of the Challenge and especially how it will link with sector actors to leverage the sector impact. Attention should also be given to the RAU internal processes: a) Strengthening leadership and management; b) professionalizing administration; c) building an internationally recognized educational profile within the selected key knowledge gap areas with ability to provide demanded human resources for the regional Agri-food System at all levels from farm to factory and from street to statehouse. Be sure to discuss the regional nature of the Agri-Food System Challenges, to describe why you as the RAU is the best bet for your Governments investment into this. Finally, identify the critical factors to make an impact, and to address the broad potential societal impacts that will result from a successful RAU.

**Va. INSTITUTIONAL LEADERSHIP AND MANAGEMENT CAPACITY**

Describe in this section (maximum three pages), how the RAU will work towards capacitating its existing leaders, institutionalize leadership training and professionalizing its administration. Describe the activities, and the innovations in institutional policies and practices, that will better align the RUA with global best practices for higher education institutions. Be concrete which areas to be addressed, improvements to be made and expected level of achievements.

While the sectoral focus of SHAEA is on the Agri-food System the institutional focus of SHAEA is on the entire anchor university. The number one factor influencing the performance of a given institutions is the capacity of its leadership, its ability to both lead and manage. Leadership and management issues are the number one problem raised by faculty when discussing institutional challenges. Therefore, leaderships willingness to seriously address institutional shortcomings, including its own, will be a critical component in the selection process.

Good managers without leadership capability tends to be good at maintaining status quo while visionary leaders without managerial skills at hand seldom gets very far. The number one trade required by an institutional leader (e.g. Vice Chancellor in a university or CEO in a company) is leaderships competence. Top leaders don’t necessarily need to be good managers but the need people in leading positions who are good managers. This is to emphasize that when talking about Institutional Leadership and Management Capacity it is important that this is understood very broadly so it encompasses the entire university (VC, DVC’s, Principals, Deans, Heads as well as Directors and administrative leaders and managers).

While acknowledging that national situations and institutional governance structures vary widely across Africa, topics that should be considered include:

1. Improved Institutional governance based upon global best practices especially related to financial management and procurement
2. International standards for hiring faculty and university leadership, based upon merit and aligned to the institutional strategy
3. Leadership training to ensure that any staff going into a managerial position is provided with adequate training
4. Policies and practices designed to facilitate Institutional accreditation and benchmarking through global mechanisms
5. International standards for quality assurance
6. A strategy for regionalization to take advantage of the strengths of the institution in a regional context, and to ensure that a diverse, high caliber student body and faculty is recruited
7. Management Information Systems of a global standard employed in university operations
8. Institutional capacity to undertake regular tracer studies of graduates

**Vb. EDUCATION, TEACHING AND LEARNING**

In this Section (maximum four pages), the Education, Teaching and Learning activities within the proposed RAU’s SHAEA related training and education programs should be described. What are the priority for the Education Program? What competencies are needed by graduates to address the Agri-food system challenges? And what skills gaps (pedagogic, academic and methodology) currently exist that the RAU will address?

Transdisciplinary, experiential education programs that are linking with the sector and addressing its needs should be a key component of the RAU profile within all agri-food system related training and education. For programs within the key knowledge gap areas it is a requirement. A focus on learning assessments, attention to student outcomes, and linking to sector actors’ needs is essential for building the human resources required for accelerating agri-food system transformation in the region.

In the narrative, identify the M.S. and Ph.D. programs currently available at the host institution that are related to the key knowledge gap areas. In some detail, discuss the proposed new M.S. and Ph.D. programs that will train students and contribute to the goals of the RAU. What are the current and expected enrollments, and what consultations (with industry and other stakeholders) will been undertaken to guide the launch (or modification) of postgraduate programs?

Describe the Short Courses related to the proposed RAU that are currently offered and discuss the enrollments and revenue generation models currently employed. What additional Short Courses – focused on mid-career professionals (e.g. TVT/University lectures, extension officers, industry, informal sector, civil servant) - will be developed and delivered as part of the proposed RUA, focusing on those that are requested by regional industry and sector employers. Comment on the proposed revenue generation model for Short Courses within the proposed RAU, the expected enrollments and benefits to stakeholders, and the consultative process that has been employed to develop the proposed portfolio of offerings so it links with sector needs.

Within the scope of the proposed RAU, discuss the current teaching and learning methods employed. What innovations (e.g. CARP++, learning assessments, curricula modifications, online courses) in pedagogy will be launched through the proposed RAU? To achieve these goals, what additional resources (e.g. lab facilities, faculty development, smart classrooms, training, staff increase) will be required?

SHAEA is committed to international Accreditation as an important measure of the quality of the academic programs. Discuss plans, and potential challenges, for accreditation (including prospective agencies) at the international level.

Training in the Responsible Conduct of Research, Environmental Health and Safety, and other core topics is an essential part of postgraduate education. Discuss how the training will be delivered, and comment on any institutional or national requirements that exist.

**Vc. SECTORAL PARTNERSHIPS**

In this Section (maximum four pages narrative, plus Tables as indicated below), describe the industrial and/or sectoral partnerships for the proposed RAU. In the proposal development stage, it is expected that each proposed RAU has talked to at least 50 potential partners (both national and regional) to gain a more complete understanding of the Agri-Food System Challenges, what aspects of the Agri-Food System Challenges can be addressed, the skills gaps, and the joint applied investigation/research needs. Please include here what key concepts that emerged from these consultations, and what role the partners played in the development of this proposal.

While partners may evolve over the lifetime of the proposed RAU, it is expected that the academic leadership of the proposed RAU should have secured upfront commitments from a reasonable number of relevant sectoral partners[[1]](#footnote-1) prior to the submission of the proposal. In addition to providing the names of these committed companies and/or partner organizations, describe why these organizations were selected as key partners, and comment on the benefits of the partnership to both the proposed RAU and the partner. If they are existing partners, please provide information on the duration, magnitude and experience with the partnership.

Describe the model for engagement with partners, and comment on the results from any additional existing partnerships that are relevant to the goals of the RAU. Each RAU is expected to have an Industrial Liaison Officer, who is charged with maintaining and building partnerships, especially to the private sector.

Describe the planned model for implementation of key partnership. It is expected that the key partners will help define:

* The Implementation Plan, including role/involvement of the different partners and budget for this
* The academic and skills profile of future graduates and how that translate into learning paradigm, curricula structures and content in current revised/new M.S. and Ph.D. programs
* The design of educational activities linking with sector (CARP++, internships, outreach during research)
* The humans resource needs of the Agri-food sector/system that the short courses will address
* The work on an Agri-food system transformation strategy
* The applied research projects and research themes of the proposed RAU

Describe the process by which partners – sectoral and academic – will contribute to developing and undertaking the trail research activities of the proposed RAU. It is expected that the proposed RAU will take a systems-level approach to building a research portfolio within Agri-food system transformation. Comment on the capacity of the proposed RAU – including faculty expertise, facilities (current or anticipated), and partners – to deliver results in timely manner that will contribute to development in the region. Dissemination of research trail results to the sector is a core requirement for the proposed RAU. Describe how data will be collected, curated, maintained and shared. Beyond publication in international, academic, peer-reviewed journals, and policy brief what information channels or other formal mechanisms will be employed to share research results with sector actors including government, policymakers and decision makers.

Table: Agri-food sector Advisory Board (tentative)

All RAU are expected to maintain an Agri-food sector Advisory Board (AFAB), composed of 7 regional sectoral leaders[[2]](#footnote-2). In the Table below, identify up to seven (7) proposed members of this Board, and comment on their expertise and anticipated contributions and/or roles.

|  |
| --- |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | Company/Organization |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |

Table: Industrial/Sectoral Partners

All confirmed Sectoral Partners should be identified in this Table. In addition, up to seven (7) Letters of Commitment may be attached to the proposal.

|  |
| --- |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |
| Company/Organization Name |
| Location |
| Point of Contact | Position/Title |
| Tel. # | Email |
| Anticipated Contribution to RAU Goals |
| Anticipated Annual Financial Contribution |

**Vd. PARTNERSHIPS WITH ACADEMIC INSTITUTIONS**

In this Section (maximum two pages narrative, plus Table as indicated below), describe the academic partnerships (in-country, regionally and globally) for the proposed RAU. Remember that a few high-quality partnerships are more manageable and more likely to yield impact that a lot of not very committed partnerships. So, quality rather than quantity is highly recommended. These partnerships may be at the department/faculty/college/institutional level. While the partners may evolve over the lifetime of the proposed RAU, it is expected that the academic leadership of the proposed RAU has secured upfront commitments from relevant key partners prior to the submission of the proposal. In addition to providing the names of primary collaborators and their institutional affiliation, describe why these researchers or institutions were selected as partners, and comment on the benefits of the partnership to both the proposed RAU and the collaborator. If the partnership existed prior to the development of this proposal, describe the duration, magnitude and outcomes of the collaboration to date. As well as the experience working with this partner.

Academic partnerships may be arranged to benefit the educational and/or sector research activities of the proposed RAU. Given that the proposed RAU should be regional in scope, address the unique opportunities within the regional collaborations as well as those that are global in nature.

For educational collaborations, describe how the partner will contribute to the academic programs of the proposed RAU (for example, in terms of delivery of lectures, teaching online or virtual courses, sharing pedagogical innovations, contributing to the design of curricula, co-advising students, developing joint degrees) to enhance student learning.

For Human and Institutional Capacity Development (HICD) collaboration (of RAU with international partners and by RAU with local partners) describe how and in what form capacitator provide assistance to the capacitated. Describe how the human and institutional capacity building is interlinked to ensure maximum impact of the activities. Link to the degree possible the capacity building to other activities such as leadership enhancement, professionalization of administration, training, education, research trials with sector, policy work and a like.

For research collaborations, describe how each partner will contribute both to specific research projects and to the overall research agenda of the proposed RAU (for example, through providing access to experimental equipment, sharing software, hosting (and/or sending) staff and postgraduate students for international research experiences, providing technical expertise that does not exist at the host institution). In addition, briefly describe the resources (from research grants or other sources) available to each partner to support the costs of the collaboration.

Table: Academic Partners

All confirmed Academic Partners should be identified in this Table. In addition, up to four (4) Letters of Commitment may be attached to the proposal.

|  |
| --- |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |
| Name of Collaborator |
| Institution of Collaborator |
| Location | Focus of collaboration: education or research |
| Tel. # | Email |

**Ve. STUDENT RECRUITMENT, RETENTION AND SUPPORT**

In this Section (maximum two pages), describe the plan of the proposed RAU to recruit a regionally diverse student body. In the narrative, focus on: advertising and recruitment; specific plans and approaches to recruit regional postgraduate students; ongoing student welfare for all students enrolled in programs offered through the RAU’s SHAEA project; and recruitment for short courses.

RAU are expected to recruit a high-caliber, diverse student body for the SHAEA project. What methods (e.g regional contacts, partners, flyers, internet advertising, recruiting visits) will be employed to recruit postgraduate students? How has the institution (and the involved colleges, faculties and departments affiliated with the proposed SHAEA program) used these methods successfully in the past? What challenges were identified, and how will the RAU address them?

The recruitment and retention of regional students is a special challenge for many institutions, and at least 30% of postgraduate students for under SHAEA must be non-national students. What interventions will the proposed RAU make to achieve, and to maintain, this mandate? What success have those colleges, faculties and departments involved in the proposed RAU had in graduating regional students in the past five years? What policies or actions are in place to retain regional students and keep the connected as alumni’s?

How will the proposed RAU retain and support those postgraduate students recruited to the M.S. and Ph.D. programmes? Comment on planned student welfare committees, mentoring activities, any grievance mechanism to proactively address problems, and institutional resources available to postgraduate students.

Short Courses for mid-career professionals are an integral part of the SHAEA. Describe how the proposed RAU intends to develop Short Courses with a regional focus that will attract participants from across Africa. What strategies will be employed to recruit regional students for these Short Courses?

**Vf. CROSS-CUTTING THEMES**

**GENDER**

Increasing the participation of women in postgraduate degree programs, in the professoriate and in other trades requiring highly skilled human resources is the priority of most Governments. In support of this goal, the current SHAEA program is committed to funding activities that promotes women’s participation in higher and continued education.

In this Section (maximum one page), describe strategies and policies that the RAU, have developed to increase female participation and retention rates. This may include (but is not limited to): mentoring and support activities, policies against sexual discrimination and their enforcement, policies to prevent gender bias in hiring and selection processes and their enforcement, and policies on maternity leave. Where appropriate, distinguish between strategies and policies for postgraduate students and for faculty members.

**Vh. REGIONAL ENGAGEMENT AND IMPACT**

A key element of SHAEA is the focus on regional engagement. In this Section (maximum 2 pages), address how the proposed RAU is both prepared for, and will grow, its regional impact through its educational, outreach including joint trial research and policy activities. If the host university has a formal international strategy, describe the key elements. If the proposed RAU (or main participating colleges or faculties) has a regional strategy, describe how it will be employed to enhance the impact of its outputs.

What are the key regional collaborations (both outreach, teaching and research) that faculty members who participate in the proposed RAU currently participate in? How would the resources and opportunities that are part of the proposed RAU to be leveraged to strengthen and grow these existing collaborations? Does the proposed RAU have commitments for regional partnerships beyond those that are active at this time?

A RAU should, as the name indicates, serve as a regional hub. Is the proposed RAU a participant or leader in any existing regional networks? If so, describe the current contribution. What networks does the proposed RAU envision participating in or leading in the future related to Agri-food system transformation? Comment on which organizations will participate in these networks, what specific contribution the proposed RAU will make, and what impact the regional network will have on the Agri-food system transformation challenges.

In Section Ve, there was an opportunity to describe specific activities associated with the recruitment of regional postgraduate students. In this section, discuss any regional recruitment strategy for faculty members.

**Vi. RAU MANAGEMENT AND GOVERNANCE**

In this Section (maximum three pages narrative, plus Tables as indicated below), describe the anticipated RAU Management both at senior management level and at academic level please also describe the Governance structure.

* Complete the attached Organization Chart first
* Provide the names and affiliations of the proposed International Academic Advisory Board (IAAB)[[3]](#footnote-3)
* Complete the Faculty Participation Table

The narrative provides an opportunity to elaborate on the roles and qualifications of those listed in the attached Tables, with particular focus on the Organization Chart, the International Scientific Advisory Board, and the Industrial Advisory Board. Be sure to also address how the Boards will interact with RAU leadership both and central and academic level to advance the mission of the proposed RAU.

As the leader of the institution, the University Rector/Vice-Chancellor has a crucial role in the success of the proposed RAU. What support will the university leadership provide to activities at academic level? How does the proposed RAU align with the existing institutional strategy?

The Organization Chart provides a template for the management structure and communication lines for the proposed RAU. Discuss how the management team plans to motivate and incentivize faculty members to participate in the education and outreach and policy activities at academic level. How did the broader faculty team, who will participate at academic level activities, contribute to the development of this proposal?

Organization Chart

International Academic Advisory Board (proposed)

|  |
| --- |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |
| Name |
| Position/Title | University/Institution |
| Tel. # | Email |
| Expertise |
| Anticipated Contribution |

Faculty Participation Table

In this Table, list the ten (20) primary faculty at the host institution who will participate in the proposed RAU activities. Briefly describe their expected contributions.

|  |  |
| --- | --- |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |

|  |  |
| --- | --- |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |
| Name | Highest Degree Obtained |
| Position/Title | Department |
| Male/Female | Citizenship |
| Tel. # | Email |
| Disciplinary expertise |
| Anticipated Contribution |

**Vj. STAFF DEVELOPMENT**

The continuous development of staff capacity – both faculty and administrative – to fulfill the goals of the university requires a strategy (maximum two pages) that includes ongoing training, support and mentoring. How will the proposed RAU support the career development of the associated faculty members and key administrative staff? What incentives are available – either through the existing institutional arrangements or the proposed RUA program? If postdoctoral fellows will be employed, describe the mentoring and support – in research and career preparation – that they will receive. What training will be provided to the administrative support staff of the proposed RAU to further their career development? What incentives structures will be developed and enforced? Please be a concrete possible.

**Vk. OPERATIONS**

A successful RAU relies upon the quality of its administrative and financial support staff, policies and procedures to achieve its human resource building and Agri-food system transformation goals. This support is essential at both the institutional and within the involved academic units level.

In this Section (maximum one page), address the following topics:

* Procurement policies and administration, focusing on the institutional policies as well as the staff (both at academic level and at the university level) and resources available to the proposed RAU.
* Financial Management Systems that are in place or will be employed by the proposed RAU. Comment on the position of the proposed RAU within institutional budgetary units.
* Oversight and Audit capacity, with a focus on institutional capacity and policies.

**Vl. IMPLEMENTATION TIMELINE**

The Implementation Timeline is designed to provide a high-level overview of the planned administrative, education and outreach activities of the proposed RAU. In the Table below, identify up to three major activities planned for each year of the project in education, outreach and other topics (e.g. management, institutional impact, facilities). In all aspects of the project, disparate activities should link together to result in a coherent workplan that achieves the objectives of the proposed RAU.

In addition to the Table, this Section can include a narrative (maximum two pages) that provides further details on the Implementation Timeline.

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| **YEAR ONE** |
| **Education** |
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| **Outreach** |
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| **Other Topics** |
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| **YEAR TWO** |
| **Education** |
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| **Outreach** |
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| **Other Topics** |
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| **YEAR THREE** |
| **Education** |
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| **Outreach** |
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| **Other Topics** |
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| **YEAR FOUR** |
| **Education** |
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| **Outreach** |
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| **Other Topics** |
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| **YEAR FIVE** |
| **Education** |
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| **Outreach** |
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| **Other Topics** |
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**Vm. PROJECT WEAKNESSES AT LAUNCH**

The SHAEA Program will through the Regional Facilitation Unit support those proposed RAU that have the Vision, the sector linkages, education capacity and the institutional willingness and capability to make significant contributions in addressing Agri-food system transformation challenges of critical importance in Africa. At the same time, the proposed RAU should be aware of the its internal weaknesses at project launch and have a plan in place to overcome these challenges.

In this Section (maximum one page), identify the most significant (between three and five) capacity gaps that exist at the launch of the proposed RAU. For each of these gaps, describe the strategy to address these weaknesses so that the proposed RAU can achieve its goals.

**Vn. RISK MANAGEMENT STRATEGY**

In this Section (maximum two pages), describe the Risk Management Strategy that will be employed by the proposed RAU.

First, consider the potential risks[[4]](#footnote-4) that could imperil the progress and success of the proposed RAU, and describe the strategy and process that will be used to minimize and address these risks.

Second, describe the strategy that will be used to identify, mitigate and address those unexpected risks that emerge during the lifetime of the proposed RAU.

In both contexts, discuss how the RAU Management at central and academic level, the Industrial Advisory Board, and the International Academic Advisory Board will work together with the institutional leadership to implement the strategy.

**Vo. SUSTAINABILITY**

The SHAEA Program provides significant funding over a multi-year period to support transformation in teaching and linkages with the sector. In this Section (maximum one page), describe the proposed RAU’s plan for future sustainability beyond the period of SHAEA financial support. This sustainability plan should focus on: (1) financial sustainability; (2) ongoing partnerships with relevant industry and Sectoral stakeholders; (3) continual improvement of the student educational opportunities; and (3) ongoing research trials that addresses the proposed Agri-food systems transformation challenges.

In your discussion for financial sustainability, discuss the plans for institutional support to continue the activities of the proposed activities at academic level and comment on student revenue opportunities (both from postgraduate programs and short courses). Also, address how industry and other Sectoral actors will both drive the future transformation agenda and support its costs. If other revenue streams are available or anticipated, be sure to identify them in this section. Be specific in your discussion.

**Vp. PHYSICAL RESOURCES AND FACILITIES**

In this Section (maximum two pages), describe the physical resources and facilities that are available to the proposed RAU. Be sure to comment on how these resources and facilities will enable the workplan of the proposed RAU – in both the education and outreach domains - to be accomplished. Potential examples may include: smart classrooms; computer laboratories and infrastructure; lab facilities; and major experimental equipment.

Up to 25% of the RAU budget may be used for infrastructure – including major equipment and construction expenses. In this Section, be sure to identify major anticipated expenditures as part of the proposed RAU. Include preliminary cost estimates and a plan for maintenance costs both during the lifetime of the proposed project and after the SHAEA funding concludes.

**Vq. INSTITUTIONAL CAPACITY**

In this Section (maximum one page narrative, plus Tables as indicated below), comment on the ability of the RAU to implement large projects.

For past large projects (2012-2017), focus on the institutional success in delivering results in a timely manner that align with the project objectives. As appropriate, focus on projects with both an education and outreach component. If the team submitting the proposed RAU project has been involved in previous large projects, identify the roles that they played. How did the university leadership contribute to the success of the project?

For anticipated future projects (2017-2020), describe (if appropriate) how the other large projects align strategically with the proposed RAU. What resources (if any) will be shared? How will the institution support multiple large concurrent projects and investments?

Past Large Projects (maximum 5)

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| --- |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Total Project Budget (in US$) |
| Short Project Description |

Anticipated (maximum 5) Future Large Projects (2017-2020)

|  |
| --- |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |
| Project Title |
| Project Leader/Principal Investigator |
| Project Funder |  |
| Project Period (mm/yr – mm/yr) | Anticipated Total Project Budget (in US$) |
| Short Project Description |

**Vs. ADDITIONAL INFORMATION**

This optional Section (maximum two pages) provides an opportunity to present information that is not requested in the required sections of the proposal. The proposed RAU may add any additional content that may be relevant to the consideration of the proposal.

**VI. FINANCING**

This proposal Section focuses on the anticipated financial resources that will be available to the proposed RAU.

In Section VIa (maximum one page) describe the main costs that will be covered using the SHAEA funding. Be sure to discuss the budget to be devoted to Education, Outreach/linkages with sector, Facilities and Equipment, and Administrative costs. A maximum of 25% of the SHAEA funding may be used for Facilities and Equipment.

In Section VIb (maximum one page) discuss the co-financing that will be available to the proposed RAU to achieve its workplan. This co-financing can include:

* Institutional financial support for the departments and units involved in the proposed activities at academic level
* University cost-sharing for activities directly related to the proposed RAU
* Direct government financial support for the proposed RAU
* Committed financial support for the proposed RAU from industry and Sectoral partners
* Committed financial support for the proposed RAU from Development Partners
* Research grants (identify the source) that contribute to the broad vision of the proposed RAU

In Section VIc (maximum one page) discuss the external revenue generation model that will be employed by the proposed RAU. What national or institutional policies exist, and what administrative support is available to oversee these activities? Be sure to comment on revenue from fee-paying postgraduate students and short course participants. Also, discuss financial commitments from industry/sectoral partners, and the benefits that will be available to these partners.

**VII. REQUIRED ATTACHMENTS**

1. Copy of the university Strategic Plan
2. Letter of commitment (maximum two pages) from the University Vice-Chancellor or Rector. The letter should: confirm the institutional commitment to the proposed RAU and its proposed goals; (2) commit to providing appropriate space to undertake the proposed RAU workplan; and (3) discuss how the proposed RAU aligns with institutional strategy.
3. Curriculum Vitae[[5]](#footnote-5) of the following individuals:
	* University Vice-Chancellor or Rector and Head of Leadership Component
	* Proposed Deputy for Leadership Component
	* Proposed Head of Academic Component
	* Proposed Deputy Head of Academic Component
	* Up to ten additional administrative leaders and teaching and/or outreach leaders who will be active in the proposed RAU
4. Letters of Commitment (máximum two pages each)
	* From industry/Sectoral partners (maximum 10 letters). The letters should confirm the partner commitment to: the Industry Advisory Board (if applicable); contributing to curricula development; providing student internships; and contributing to the development of the proposed RAU field research workplan. In addition, the letter should provide details on the financial commitment of the partner to the proposed RAU.
	* From regional and national academic partners (maximum 4 letters). The letters should identify how the academic partners will engage with the proposed RAU and describe how the partnerships will lead to the development of a regional hub for Agri-food system transformation.
	* From international academic partners (maximum 4 letters). The letters should describe the nature of the collaboration and the proposed benefits both to the proposed RAU and to the partner. The letter should also describe how the partner will support their costs associated with the partnership.

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1. Up to six Letters of Commitment from industry/sectoral partners should be submitted as part of the proposal. As minimum there must be two industry partners, one international university partner and one agri-food policy Think Tank partner. Other sectoral partners can include relevant Ministries, government agencies, public authorities, chambers of commerce, trade groups, policymakers and other appropriate stakeholders. [↑](#footnote-ref-1)
2. The AFAB should provide guidance and input on the human capacity building and sector linkage activities of the RAU. It is expected to meet biannually (virtually or in person), and provide regular feedback to RAU management on performance, proposed workplans and relevance to development impact on Agri-food system transformation. It should advise on academic programs and directions of future research collaboration. Four of the seven members must be from the private sector (companies, informal sector, farmers). [↑](#footnote-ref-2)
3. The IAAB should be composed of leading academics worldwide who have agreed to provide guidance and input on the education and outreach and policy activities of the proposed RAU. It is expected to meet biannually (virtually or in person), and provide regular feedback to RAU management at central and academic level on performance and proposed workplans. In conjunction with the Industrial Advisory Board, it should advise on academic programs and sector collaboration directions. [↑](#footnote-ref-3)
4. Examples of potential risks could include: student or faculty strikes; non-adherence to the university calendar; significant change to institutional finances; lack of incentives for staff to be involved and carry the extra workload; procurement delays. [↑](#footnote-ref-4)
5. The CV should be of a standard form (maximum two pages) and include the following information: Full name; Position/Title; Institution; Email address and telephone number; Professional Training/Education; Chronological List of Positions; List of up to ten publications related to the proposed RAU, in standard citation format; List of up to five related activities. [↑](#footnote-ref-5)