

SOKOINE UNIVERSITY OF AGRICULTURE



OFFICE OF THE DEPUTY VICE CHANCELLOR (*PLANNING, FINANCE & ADMINISTRATION*)

GUIDELINES ON AFFIRMATIVE ACTIONS FOR THE RECRUITMENT AND RETENTION OF FEMALE STAFF, AND THE ENROLLMENT OF FEMALE STUDENTS AND INDIVIDUALS WITH SPECIAL NEEDS

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Table of Contents

ABBREVIATIONS AND ACRONYMS.....	iv
DEFINITIONS OF KEY TERMS AND CONCEPTS	v
FOREWORD.....	vi
CHAPTER ONE	7
1.0 INTRODUCTION	7
1.1 Background Information	7
1.2 Situation Analysis and Rationale	8
1.3 Objectives of the Guidelines on Affirmative Actions.....	9
1.4 The Scope of the Guideline.....	9
CHAPTER TWO	11
2.0 ORGANIZATIONAL AND GOVERNANCE STRUCTURES.....	11
2.1 Organizational Structure	11
2.2 Governance Structure.....	11
2.3 SUA Vision, Mission, Strategic Objectives and Core Values.....	12
2.3.1 Vision and Mission	12
2.3.2 Strategic Objectives	12
2.3.3 Core Values.....	12
3.0 GUIDELINES FOR AFFIRMATIVE ACTIONS	13
3.1 Recruitment and retention of female staff and staff with special needs	13
3.2 Enrollment and Retention of Female Students and Students with Special Needs	13
4.0 IMPLEMENTATION FRAMEWORK	15
4.1 Organization and Mandate	15
4.2 Key Players on the Implementation of the Guideline	15
4.2.1 SUA management	15
4.2.2 Coordinator of the gender unit	15
4.2.3 Coordinator of the gender desk.....	16
4.2.4 Gender focal persons (GFPs)	16
4.2.5 Integrity committee	16

5.0 MONITORING AND EVALUATION OF THE GUIDELINES.....	17
5.1 Monitoring and Evaluation (M&E) Mechanisms	17
5.2 Review and Amendments	17
BIBLIOGRAPHY	18
APPENDICES	19
Appendix 1a: Approved SUA Organization Structure.....	19
Appendix 1b: Detailed organization structure indicating the placement of a Gender Office/Unit.	20

ABBREVIATIONS AND ACRONYMS

CSP	Corporate Strategic Plan
DVC (ARC)	Deputy Vice Chancellor (Academic, Research and Consultancy)
DVC (PFA)	Deputy Vice Chancellor (Planning, Finance and Administration)
GD	Gender Desk
GFP	Gender Focal Person
GU	Gender Unit
HLIs	Higher Learning Institutions
HoDs	Heads of Departments
KPIs	Key Performance Indicators
M&E	Monitoring & Evaluation
STEM	Science, Technology, Engineering and Mathematics
SUA	Sokoine University of Agriculture
SUAAA	SUA Alumni Association
SUASA	Sokoine University of Agriculture Academic Staff Association
SUASO	Sokoine University of Agriculture Students Organization
TCU	Tanzania Commission for Universities
URT	United Republic of Tanzania
VC	Vice Chancellor

DEFINITIONS OF KEY TERMS AND CONCEPTS

Affirmative Action	Policies, programmes or efforts designed to address historical discrimination and promote equal opportunities for groups that have been marginalized or disadvantaged based on their race, gender, ethnicity, religion, or other characteristics.
Retention	The deliberate policies, strategies, and institutional mechanisms designed to ensure the sustained participation, progression, and success of female staff, female students, and individuals with special needs in workplaces and educational institutions.
Enrolment	The process of registering students in a course, program, or institution.
People with Special Needs	Individuals who require additional or special support to participate in activities or educational programmes due to physical, mental, emotional, or developmental challenges or disabilities.
Gender Equity	A condition in which individuals are treated fairly, regardless of their gender to enable equal access to opportunities, resources, and rewards.
Gender Equality	A state in which individuals are treated equally, regardless of their gender for equal access to opportunities, resources, and rewards.
Gender Mainstreaming	The integration of gender perspectives into policies, programmes, and activities, with the aim of promoting gender equity, equality and inclusivity.
Inclusivity	The deliberate efforts, policies, and institutional frameworks aimed at ensuring equal access, participation, and opportunities for all individuals, particularly female staff, female students, and individuals with special needs, in education and employment sectors.
Integrity	The adherence to ethical principles, transparency, and accountability in implementing policies and practices that promote the recruitment and retention of female staff, female students, and individuals with special needs in education and employment sectors.

FOREWORD

I am delighted to present the “*Guidelines on Affirmative Actions for Recruitment, Retention of Female Staff, Enrollment of Female Students and Those with Special Needs*” at Sokoine University of Agriculture (SUA). These guidelines are a significant step towards promoting diversity within SUA community.

SUA recognizes the importance of gender equity, equality and inclusivity in its community and is committed to creating a supportive and conducive learning and working environment that fosters equality and access to resources, rewards and opportunities for all students and staff. These guidelines reflect this commitment and provide a framework for addressing the challenges faced by female and male staff, students and those with special needs at SUA.

The guidelines outline specific affirmative actions that the university will take to promote the recruitment and retention of female staff, enrollment of female students and those with special needs. These affirmative actions include targeted recruitment efforts, career development opportunities, mentorship programmes, and the provision of accessible facilities for those with special needs.

I am confident that these guidelines will contribute significantly to the attainment of the university’s strategic objectives and enhancement of academic excellence through the promotion of gender equality, and the creation of inclusive learning and working environment.

I argue the university management, staff, and students for their commitment to promote gender equity, equality and inclusivity. I encourage all stakeholders to be part and parcel of the implementation of these guidelines to ensure the attainment of gender equality at SUA.

I am honored to be part of SUA community which continues to play a leading role in promoting agricultural and allied sciences training, research, outreach and service delivery in Tanzania and beyond.

Prof. Raphael T. Chibunda
VICE CHANCELLOR

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Sokoine University of Agriculture (SUA) is a public university located in Morogoro, Tanzania. It was established in 1984 and named after Edward Moringe Sokoine, the country's second prime minister. SUA Charter was established in 2007 and orders SUA to undertake four core mandates namely training, research, outreach and delivery of services. Under the training mandate, the university offers undergraduate and postgraduate programmes in various fields related to agriculture, veterinary science, forestry, wildlife management, social sciences, and natural resources.

As an institution of higher learning, SUA has always endeavoured to promote gender equity, equality and inclusivity through its various programmes. SUA has undertaken several initiatives and measures aimed at improving gender equality at the university and the country at large. These include: the establishment of SUA women's development support project; gender capacity development for SUA staff; introduction of a pre-entry science programme for female students; sensitizing girls to join SUA degree programmes; sensitizing secondary school girls to opt for science, technology, engineering and mathematics (STEM) subjects and career; mainstreaming gender in training, research, outreach activities, and community services; introduction of undergraduate and postgraduate full courses on gender as well as gender considerations in terms of students' welfare.

In recent years, SUA has developed and implemented various guidelines and affirmative actions to promote gender equity, equality and inclusivity in all four core mandates namely teaching, research, outreach, and community services. These efforts include:

- i). Recruitment and retention of female staff: SUA promotes recruitment and retention of female staff fairly and supports government directives on attracting people with special needs. The promotion requires that selection committees for college/centre/unit positions must include at least one female staff. The university further provides mentorship and training programmes for female staff to develop their capacity in research and academic matters and subsequently compete or fit in different posts within the university.
- ii). Enrollment and retention of female students: SUA is committed to increasing the

enrollment and retention of female students in its programmes.

- iii). Enrollment and retention of students with special needs: SUA is committed to ensure that students with special needs are enrolled and retained.

These initiatives aim at creating an inclusive, equitable learning and working environment at SUA. While such efforts are commendable, gender equality has not been fully attained at SUA. There are several gender inequalities that need to be addressed with respect to human resource development (academic and administrative staff), students' enrollment, and people with special needs.

1.2 Situation Analysis and Rationale

SUA has historically specialized in agricultural and allied sciences-related programmes in which female representation is low. Consequently, this creates a significant gender gap in the enrollment and retention of female students as well as the recruitment and retention of female staff in the university. Likewise, the proportion of female staff and students at SUA has been fluctuating. For instance, the statistics for the year 2020/2021 show that the proportion of female staff at the university stands at 36.5%. While, the statistics for the year 2022/2023 show that the proportion of female staff stands at 36.1%, showing a 0.4% decline.

Furthermore, the university's records show that the enrollment of female students has been consistently lower than that of males. For example, in the 2019/2020 academic year, the total number of enrolled students were 10,886, out of which only 2,902 were female equivalent to 26.6% of the total enrollment. In the academic year 2020/2021, a total of 7,364 students were enrolled, of which 3,369 were female, accounting for 45.8% of the total enrollment. However, in the academic year 2021/2022, the number of female students decreased to 2,713, representing 36.3% of the total student population. This decline highlights the need for strengthened affirmative actions to enhance female student enrollment and retention.

Moreover, while students and staff with special needs face infrastructural and structural barriers, they are also affected by various challenges that hinder their full participation. In response to these challenges, SUA has developed guidelines on affirmative actions aimed at promoting the recruitment, enrollment, and retention of female students and staff, while also addressing the needs of individuals with special needs. Therefore, these guidelines on affirmative actions intend to:

- i). Promote gender equity and equality by addressing the historical under-representation of

females in the university.

- ii). Improve diversity and inclusivity by promoting recruitment, and retention of female staff, and enrollment of female students and people with special needs.
- iii). Promote social responsibility for gender equity, equality and inclusivity of students, staff and people with special needs.

1.3 Objectives of the Guidelines on Affirmative Actions

The overall objective of this guideline is to promote gender equity, equality and inclusivity at SUA. The guidelines aim to create a conducive environment for female staff and students to excel in their academic pursuits and careers. The affirmative actions seek to address the historical gender gaps that have disadvantaged women and people with special needs at SUA. The guidelines intend to increase the number of females and people with special needs in training, research, outreach and leadership to increase the enrollment of female students at SUA. Specifically, the guidelines will:

- i). Promote gender equity, equality and inclusivity in all aspects of the university's operations.
- ii). Increase the number of female staff, female students, and individuals with special needs in academic, non-academic, and leadership positions at SUA;
- iii). Create a conducive environment that supports the academic and professional development of female staff, female students, and individuals with special needs;
- iv). Improve the retention rates of female staff, female students, and individuals with special needs at SUA by addressing the unique challenges they face;
- v). Increase the enrollment and retention of female students and those with special needs in all academic programmes at SUA;
- vi). Improve the quality of education and research at SUA;
- vii). Promote awareness and understanding of gender-related issues, including the needs of female staff, female students, and individuals with special needs, among all members of the SUA community;
- viii). Ensure compliance with national and international policies and guidelines on gender equity, equality and inclusivity.

1.4 The Scope of the Guideline

The scope of the guideline covers four (4) main focal areas:

- i). Recruitment and retention of female staff and staff with special needs: The guideline aims to promote the recruitment and retention of female staff and staff with special needs at SUA while encouraging greater engagement of female staff in leadership positions.
- ii). Enrollment of female students: The guideline aims to increase the enrollment of female students in various academic programmes at SUA.
- iii). Improving the learning and working environment: The guideline aims to create a supportive and inclusive environment for both learning and working while addressing cultural and social stereotypes, particularly those affecting female participation in STEM subjects and careers.
- iv). Enrollment and inclusion of students with special needs: The guideline focuses on promoting enrollment, retention, and full inclusion of students with special needs at SUA.

CHAPTER TWO

2.0 ORGANIZATIONAL AND GOVERNANCE STRUCTURES

2.1 Organizational Structure

The organizational structure (**Appendix 1a**) SUA is divided into two main categories: non-executive and executive positions. The non-executive positions include the Chancellor, the Chairman of the University Council, and the Council Vice Chairperson, who provide oversight and governance for the university. The executive positions consist of the Vice Chancellor (VC), the Deputy Vice Chancellor (DVC) responsible for Academic, Research, and Consultancy (ARC), and the DVC responsible for Planning, Finance, and Administration (PFA), who are responsible for the university's operational and strategic leadership. A detailed composition of the university's organizational structure, including the placement of the Gender Unit, is provided in **Appendix 1b**.

The Gender Unit promotes gender equity, equality, and inclusivity at SUA. It develops and implements gender-sensitive policies, enhances recruitment and retention of female staff and staff with special needs, and supports female students' enrollment and academic success. Its key roles include mainstreaming gender considerations in policies, conducting gender analysis, and advocating for gender-sensitive budgeting. The unit also organizes capacity-building programs like training and awareness campaigns and conducts monitoring and evaluation to assess the impact of gender initiatives. Additionally, the Gender Unit advises SUA leadership on gender-related matters, provides mentorship and professional support, and collaborates with national and international stakeholders to align with best practices and policies. Through these efforts, SUA fosters an inclusive and supportive environment for all members.

2.2 Governance Structure

University decisions are made at various levels as stipulated in the SUA Charter (2007). The major decision-making body is the Council, which approves all internal policies, strategies and regulations while the University Senate is the major decision-making body of all academic-related matters. These decisions are reached after being scrutinized by various Boards and Committees of the Council and Senate respectively. Other decision-support organs include the Workers' Council and students, staff and alumni associations such as the Sokoine University of Agriculture Students Organization (SUASO), Sokoine University of Agriculture Academic Staff Association (SUASA) and the SUA Alumni Association (SUAAA).

2.3 SUA Vision, Mission, Strategic Objectives and Core Values

2.3.1 Vision and Mission

According to the 5th SUA Corporate Strategic Plan (SUACSP 2021-2026) the SUA's vision is to *be a leading University in the provision of quality knowledge, skills and innovations in agriculture and allied sciences* with a mission to *undertake training, research in agriculture and allied sciences and deliver highly competitive outputs that contribute to national, regional and global socio-economic development.*

2.3.2 Strategic Objectives

The 5th SUA Corporate Strategic Plan (SUA CSP 2021-2026) has nine (9) Strategic Objectives (SOs) as outlined below:

- i. Improve health services, prevent, treat and control HIV/AIDS, non-communicable diseases and other public health emergencies;
- ii. Implement National Anti-Corruption Strategy;
- iii. Increase student enrolment and improve the quality of graduates;
- iv. Increase the volume and quality of research, publications and innovations;
- v. Enhance outreach, publicity, linkages and partnerships;
- vi. Enhance university financial management and sustainability;
- vii. Improve teaching, research and learning environment;
- viii. Improve management and institutional governance; and
- ix. Mainstream gender issues.

The strategies and targets to achieve these objectives, targets and key performance indicators are detailed in Chapter 3 of the 5th SUA CSP (2021-2026).

2.3.3 Core Values

According to the 5th CSP (2021-2026), SUA undertakes its day-to-day activities based on the following eight (8) main core values *namely effectiveness, pursuit of excellence, creativity and innovativeness, equality and social justice, integrity, transparency and accountability.*

CHAPTER THREE

3.0 GUIDELINES FOR AFFIRMATIVE ACTIONS

SUA is committed to **promoting** gender equity, equality, and inclusivity in all aspects of its operations. To this end, the university has established guidelines for affirmative action in the recruitment and retention of female staff, as well as the enrollment and support of female students and students with special needs.

3.1 Recruitment and retention of female staff and staff with special needs

Sokoine University of Agriculture (SUA) is committed to recruiting and retaining female staff and staff with special needs based on merit, qualifications, and competencies. The goal of ensuring that at least 40% of new appointments are female is not about hiring based on gender alone but about creating an enabling environment that encourages qualified female candidates to apply and advance in their careers. Therefore, to achieve this, SUA shall:

- i. Encourage qualified female candidates to apply for positions through targeted recruitment strategies, outreach programs, and networking.
- ii. Provide mentorship and leadership training to support female staff in career advancement.
- iii. Prioritize career development opportunities for female staff by ensuring equitable access to training, professional development, and promotions.
- iv. Support female staff with maternal responsibilities by offering a conducive work environment within existing laws and regulations.
- v. Ensure a gender-responsive and inclusive workplace that is free from discrimination and harassment.
- vi. Monitor and evaluate gender equality initiatives to track progress and identify areas for improvement in recruitment and retention.
- vii. Conduct capacity-building programs to ensure the inclusion and support of staff with special needs.
- viii. Engender SUA policies and regulations to integrate gender perspectives in career development frameworks.

3.2 Enrollment and Retention of Female Students and Students with Special Needs

SUA is committed to increasing the enrollment and retention of female students and students with special needs through targeted affirmative actions. To achieve this, SUA will:

- i. Conduct outreach programs targeting secondary school female students to encourage them to pursue STEM courses and careers.
- ii. Provide mentorship programs, counseling services, and support groups to guide and empower female students and students with special needs.
- iii. Develop a gender-responsive and inclusive curriculum that addresses the needs and concerns of both male and female students, as well as students with special needs.
- iv. Ensure accessible application and admission procedures for students with special needs to facilitate their enrollment.
- v. Provide appropriate support (e.g., assistive technology, special accommodation, and individualized learning plans) to students with special needs.
- vi. Ensure access to inclusive infrastructure and facilities that accommodate students with special needs.
- vii. Conduct capacity-building programs for staff, faculty, and students to raise awareness about gender issues, challenge stereotypes, and improve support for students with special needs.
- viii. Provide counseling and support services to address the academic and personal challenges faced by female students and students with special needs.
- ix. Establish partnerships with organizations focused on special needs advocacy to strengthen SUA's capacity for inclusive education.

CHAPTER FOUR

4.0 IMPLEMENTATION FRAMEWORK

4.1 Organization and Mandate

The implementation of this guideline shall be institutionalized within the organization structure of the University (**Appendix 1a**). The Deputy Vice Chancellor (PFA) shall oversee the implementation of this guideline (**Appendix 1b**). The day-to-day implementation of the guideline on affirmative action matters shall be under the coordinator of gender unit. The gender unit and the gender desk coordinators shall translate the guideline into implementation programmes and play a leading role in its implementation.

4.2 Key Players on the Implementation of the Guideline

The following shall be the key players in implementing the guideline:

- i). SUA management
- ii). Coordinator of the gender unit
- iii). Coordinator of the gender desk
- iv). Gender focal persons (GFPs)
- v). Integrity committee

4.2.1 SUA management

The university management is responsible for oversee^{ing} the implementation of the guidelines^s and approv^{ing} any amendments from time to time as recommended.

4.2.2 Coordinator of the gender unit

The coordinator of the gender unit shall have the primary responsibility of ensuring that the guidelines^s are implemented across SUA community. The specific tasks of the gender unit coordinator include:

- i). Develop and implement programmes that promote gender equality and the enrollment of female students and those with special needs.
- ii). Develop and implement training programmes for SUA staff on the importance of gender equity, equality and inclusivity in the workplace.
- iii). Monitor and evaluate the progress of the organization in achieving gender equality.
- iv). Collaborate and guide departments and units to ensure that gender equity, equality and inclusivity are integrated in all SUA operations.

- v). Establish partnerships with stakeholders within and outside SUA.

4.2.3 Coordinator of the gender desk

In relation to this guideline, the coordinator of the gender desk shall have the following responsibilities:

- i). Create awareness about the guidelines among all stakeholders within SUA community.
- ii). Implement the guidelines within and outside SUA community.
- iii). Monitor and evaluate the implementation of the guideline.
- iv). Report on the progress of the implementation of the guidelines to the relevant authorities.
- v). Collaborate with other stakeholders within and outside SUA.
- vi). Conduct capacity-building programmes for staff and students about the guidelines.

4.2.4 Gender focal persons (GFPs)

The GFPs are responsible for coordinating the implementation of the guidelines at their units. The GFPs also act as a resource person on gender-related issues at their respective units.

4.2.5 Integrity committee

The integrity committee shall collaborate with the gender unit and gender desk coordinators on unethical-related matters.

CHAPTER FIVE

5.0 MONITORING AND EVALUATION OF THE GUIDELINES

5.1 Monitoring and Evaluation (M&E) Mechanisms

The M&E mechanisms shall focus on:

- i). Develop the key performance indicators (KPIs) to measure progress towards achieving the goals of the guideline.
- ii). Prepare tools for collecting data to monitor the implementation of the guideline.
- iii). Conduct a review of the guidelines to assess their effectiveness and identify any gaps or areas that need improvement.
- iv). Establish feedback mechanisms on the implementation of the guidelines.
- v). Prepare and present quarterly and annual progress reports to SUA authorities.

5.2 Review and Amendments

The guidelines shall be reviewed after every five years to take into account lessons learnt and new developments.

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SUA Student by-laws (2016)

SUA Staff Code of Conduct and Ethics (2010)

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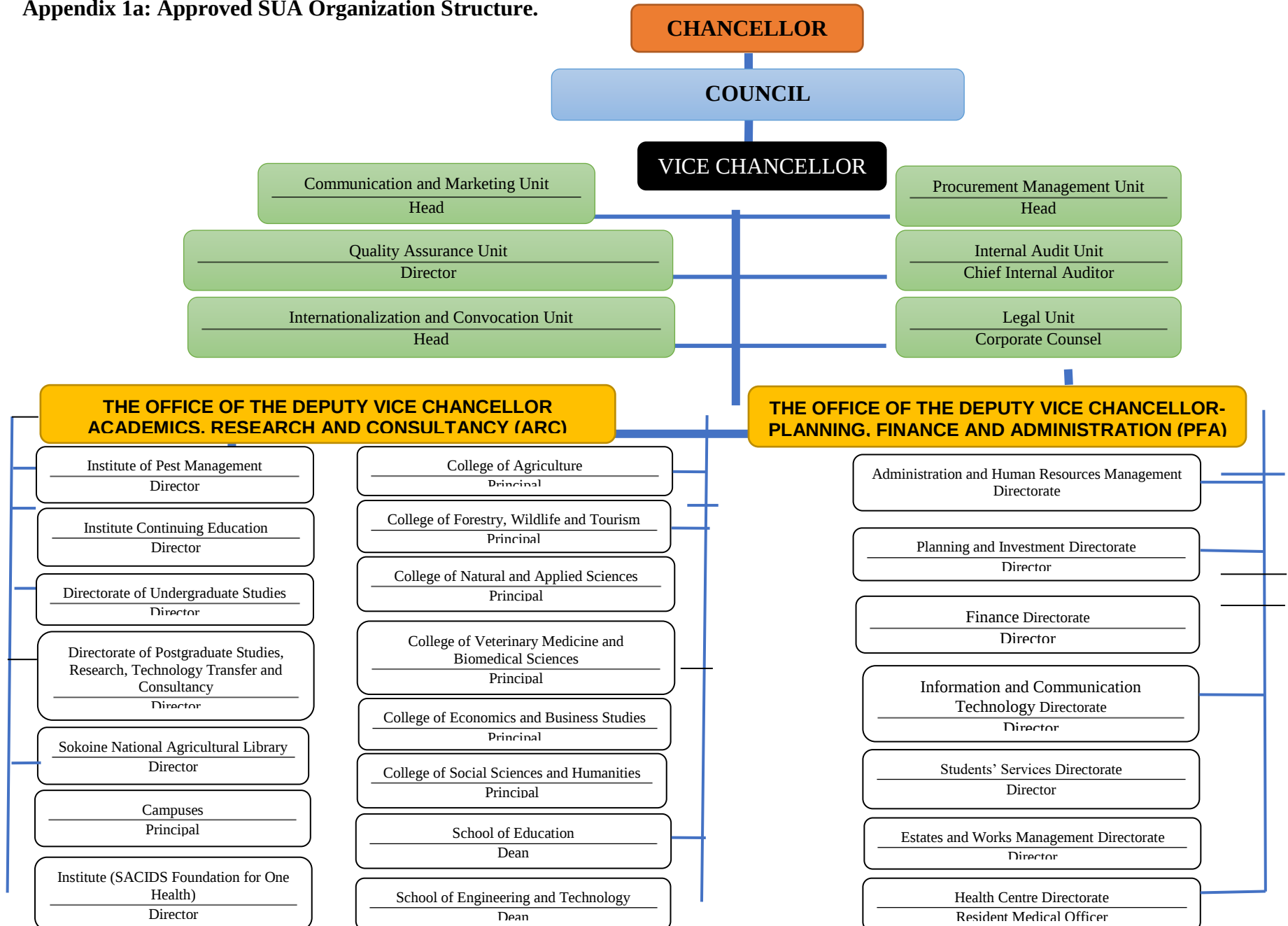
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SUA Gender Policy (2012).

APPENDICES

Appendix 1a: Approved SUA Organization Structure.



Appendix 1b: Detailed organization structure indicating the placement of a Gender Office/Unit.

S/N	COLLEGE/SCHOOL/INSTITUTE/ ADMINISTRATIVE ENTITIES	DEPARTMENTS/SECTIONS/UNITS
A: Main Campus		
1.	Vice Chancellor's Office	i. Legal Services Unit ii. Internal Audit Unit iii. Communication and Marketing Unit iv. Quality Assurance Bureau and v. Procurement Management Unit vi. Internationalization and Convocation Unit
2.	Deputy Vice Chancellor (Academic, Research and Consultancy)	i. International Office ii. Directorate of Postgraduate Studies, Research, Technology Transfer and Consultancy iii. Directorate of Undergraduate Studies
2.1	College of Agriculture (CoA)	i. Crop Science and Horticulture ii. Agricultural Extension and Community Development iii. Soil and Geological Sciences iv. Human Nutrition and Consumer Sciences v. Animal, Aquaculture and Range Sciences vi. SUA Model Training Farm
2.2	College of Forestry, Wildlife and Tourism Management (CFWT)	i. Forest and Environmental Economics ii. Forest Technology and Wood Science iii. Forest Biology and Ecosystem Management iv. Wildlife Management v. Tourism and Recreation
2.3	College of Veterinary Medicine and Biomedical Sciences (CVMBBS)	i. Veterinary Anatomy and Pathology ii. Veterinary Physiology, Biochemistry and Pharmacology iii. Veterinary Surgery and Theriogenology iv. Veterinary Microbiology, Parasitology and Biotechnology v. Veterinary Medicine and Public Health
2.4	College of Economics and Business Studies (CEBS)	i. Agricultural and Natural Resources Economics ii. Finance and Accounting iii. Management and Entrepreneurship.
2.5	Prospective College of Social Sciences and Humanities (CSSH)	i. Development Studies ii. Policy Planning and Management iii. Language Studies
2.6	Proposed School of Engineering and Technology (SET)	i. Agricultural Engineering ii. Civil and Water Resources Engineering iii. Food Science and Technology
2.7	Institute of Pest Management (IPM)	
2.8	Institute for Continuing Education (ICE)	

S/N	COLLEGE/SCHOOL/INSTITUTE/ ADMINISTRATIVE ENTITIES	DEPARTMENTS/SECTIONS/UNITS
2.9	SACIDS Foundation for One Health Institute	
2.10	Sokoine National Agricultural Library (SNAL)	
2.11	National Carbon Monitoring Centre (NCCM)	
B	Solomon Mahlangu Campus	
2.12	College Natural and Applied Sciences (CoNAS)	i. Informatics and Computational Sciences ii. Mathematics and Statistics iii. Geography and Environmental Studies iv. Biosciences v. Chemistry and Physics
2.13	School of Education (SoE)	i. Educational Psychology, Counselling and Curriculum Studies ii. Educational Foundations and Management
C	Mizengo Pinda Campus	i. Department of Natural Resources Management and Conservation ii. Department of Agricultural Sciences iii. Department of Social Sciences and ICT
2.14	Deputy Vice Chancellor (Planning, Finance & Administration)	i. Directorate of Planning and Development ii. Directorate of Human Resources and Administration iii. Directorate of Finance iv. Directorate of Estates and Works v. Directorate of Hospital and Health Services vi. Directorate of Student Services vii. Directorate of Communication and Information Technology viii. SUA Housing and Accommodation Bureau ix. University Farm/Model Farm x. Sports and Games Unit xi. Auxiliary Police and Security Unit xii. Gender Office/Unit