UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

(Proposed COLLEGE OF EDUCATION AND SPORTS SCIENCES)

STRATEGIC PLAN

2018-2023

July 2019

FOREWORD

The College of Education and External Studies (CEES) is one of the six Colleges that constitute the University of Nairobi. It is situated near Kikuyu town, about 25 kilometres West of Nairobi. Presently it has a student population of approximately 8,000.

The College meets the expectations of its stakeholders by: ensuring that the programmes offered meet the national and international requirements for teacher preparation; that the curricula are reviewed from time to time, and that the programmes are demand-driven and meet market needs. The College has established linkages and collaborations with similar institutions in different parts of the world, thus providing a conducive working environment and ensuring good relations with the outside community. These linkages and collaborations benefit the College in developing programmes to meet needs of stakeholders; enhance capacity building, facilitate research and publication, promote staff and student exchange, improve infrastructure and benchmark academic programmes to ensure the quality.

The programmes offered range from the diploma to degree levels in education and sports sciences, using different modes of instructional delivery, though the face-to-face mode is predominant. The College has a pool of qualified and competent teaching and non-teaching staff, sufficient infrastructure and a well-co-ordinated transport service.

This Strategic Plan has been developed to guide the College as it moves towards becoming a leader in teacher education, sports sciences training, research and community service for sustainable development.

 I call upon our staff, students and related stakeholders to participate fully and play their part in the implementation of this Strategic Plan. We must commit ourselves to this as a team, and together we shall succeed.

Principal, CEES

LIST OF ACRONYMS

AA	-	Academic Affairs
ADOs	-	Assistant Dean of Students
AFRICE	-	Africa for Research in Comparative Education
AIE	-	Authority to incur expenditure
AWPs	-	Annual Work Plans
B.Ed	-	Bachelor of Education
BCUC	-	Board of Common Undergraduate Courses
BERE	-	Bureau for Educational/ Research and Evaluation
CEES	-	College of Education and External Studies
CEPA	-	Centre for Pedagogy and Andragogy
CESS	-	College of Education and Sports Sciences
CESSP	-	Centre for Self Sponsored Programmes
CIPL	-	Centre for International Programmes and Links
CODs	-	Chairmen of Departments
CUE	-	Commission for University Education
DETA	-	Distance Education and Teacher Education in Africa
DP	-	Deputy Principal KSC
DVC	-	Deputy Vice Chancellor
FMIS	-	Financial management information system
FO	-	Finance Officer
FPD	-	Finance, Planning and Development
FY	-	Financial Year
HODs	-	Heads of Departments
HR	-	Human resource
HRMIS	-	Human resource management information system
ICT	-	Information Communication Technology
IERE	-	Institute of Educational Research and Evaluation
IGAs	-	Income generating activities

IGUs	-	**Income generating units**
ISO	-	**International Organization of Standardization**
IVR	-	**Interactive Voice Response**
KPIs	-	**Key performance indicators**
KRA	-	**Key result area**
KSC	-	**Kenya Science Campus**
KSTC	-	**Kenya Science Teachers College**
KUCCPS	-	**Kenya Universities and Colleges Central Placement Service**
LIS	-	**Library Information Services**
M & E	-	**Monitoring and Evaluation**
MD	-	**Managing Director**
MIS	-	**Management information systems**
ODeL	-	**Open, Distance and e-Learning**
OP	-	**Operational procedures**
PPP	-	**Private public partnership**
R & E	-	**Research and Extension**
RGMIS	-	**Research grant management information system**
RPE	-	**Research, Production and Extension**
SA	-	**Student Affairs**
SMIS	-	**Student management information systems**
SO	-	**Strategic objective**
SOJ	-	**School of Journalism**
STEM	-	**Science, technology, engineering and mathematics**
SWA	-	**Student Welfare Authority**
SWOT	-	**Strength, weaknesses, opportunities and threats**
TBE	-	**To be established**
TVET	-	**Technical and Vocational Education and Training**
UAE	-	**United Arab Emirates**
UEB	-	**University Executive Board**

UMB	**-**	**University Management Board**
UNES	**-**	**University of Nairobi Enterprises and Services**
UNESCO	**-**	**United Nations Educational, Scientific and Cultural Organization**
UON	**-**	**University of Nairobi**
UONAA	**-**	**University of Nairobi Alumni Association**
VC	**-**	**Vice Chancellor**

1.0 INTRODUCTION

1.1 Background

The proposed College of Education and Sports Sciences (CESS), currently known as the College of Education and External Studies (CEES) is situated near Kikuyu Town, approximately 25 kilometres west of Nairobi. The college is a key player in the training of teachers and other human resource who manage and ensure successful performance in the education sector. It is one of the six Colleges that make up the University of Nairobi.

The history of professional training of graduate teachers in Kenya dates back to 1966 when the Bachelor of Arts Education programme was introduced. The Faculty of Education was established in 1972 to train Bachelor of Education (B.Ed) teachers in the University of Nairobi (UoN) with assistance from United Nations Educational, Scientific and Cultural Organization (UNESCO). The intention was to provide a broad educational background and professional training appropriate for teaching at the secondary school level as well as teacher education at the tertiary level. The intention was halted in 1978, when the Faculty was transferred to Kenyatta University College, which was then a constituent college of the University of Nairobi. In 1985, Kenyatta University received its charter as an autonomous institution of higher learning, which is now an independent University. This meant that the University of Nairobi was left without one of its very popular programmes and a voice in shaping the future human resources development in Kenya.

As the premier institution, the University of Nairobi needed to be at the forefront of setting the pace in the development of education sciences. Thus, in 1988, the University of Nairobi revived the Faculty of Education within the College of Adult and Distance Education. For better and effective management, the College was then re-organized, re-structured and renamed the College of Education and External Studies with the f three faculties: the Faculty of Education, the Faculty of External Studies (later renamed School of Continuing and Distance Education) and the Faculty of Social Sciences. The first cohort of 460 students was admitted into the Faculty of Education to pursue Bachelor of Education (B.Ed) Arts degree. The Faculty of Education further introduced the B.Ed Science degree in 2000. A structural change introduced in 2005 had the faculty transformed into the School of Education and the Faculty of Social Sciences disbanded and staff deployed to other faculties in the University.

In May 2007, the Public Universities Inspection Board recommended that the then Kenya Science Teachers College (KSTC) be made part of the University of Nairobi to boost efforts of the College to train teachers in Science Education at graduate level. The government approved the recommendation and, in October 2007, KSTC was handed over to the University, becoming the Kenya Science Campus (KSC). The Campus has todate enhanced the science and technology teacher education programmes with the view of contributing to the achievement of the Kenya Vision 2030. Indeed, it is at the Kenya Science Campus that the B.Ed, Science and the B.Ed, ICT programmes are offered. The latter programme was developed in 2010 and received its first cohort of 21 government-sponsored students in 2012.

Sports Sciences discipline was introduced in 2005 in the School of Education under the department of Physical Education and Sport, to train physical education teachers, instructors as well as sports and physical fitness managers. The department has since been proposed to be a vibrant School of Physical Education and Sports Sciences. Already it has the necessary programme base to support teaching and research in sports sciences-related knowledge areas. Sports sciences are a welcome diversity which complements the established education sciences. Plans to create the necessary infrastructure to support teaching, learning and office spaces as well as enable effective and efficient functioning of the proposed School of Physical Education and Sports Sciences Kasarani are already at an advanced stage.

In the year 2017, another structural change resulted in the creation of Open, Distance and e-Learning (ODeL) campus to manage the Open and e-learning modes of delivery in conjunction with schools and faculties of the University. Consequently, the School of Continuing and Distance Education ceased to exist and all education-related programmes are due to be transferred to the School of Education, these are Bachelor of Education Arts (by distance), Bachelor of Education Science (by distance), Peace Education as well as Adult and Community Education. This change necessitated a review of the functions and nomenclature of the College which has since been proposed to be renamed as the College of Education and Sports Sciences (CESS), and will be home to two well established disciplines locally and internationally, that is; Education Sciences and Sports Sciences.

The College receives funds from the government through the University budgetary allocation system and has regional outreach through the University of Nairobi Campuses in Nairobi, Kisumu, and Mombasa. In addition, regional learning centres under ODel Campus are being improved and strengthened to deliver the mandate of the College.

1.2 Rationale

The rationale for engaging in strategic planning for the college cannot be separated from that of the University. Since 2005, University operations have been driven by various strategic plans, which have made it to deliver on its mandate. The first wholesome strategic plan covered 2005 - 2010. To align it to changing realities, it was reviewed and recast mid-stream to cover 2008 - 2013. In 2013, the University prepared a comprehensive strategic plan to cover the duration 2013 – 2018.

According to standard corporate practice in the public sector, it is therefore necessary for the University to prepare a new strategic plan covering 2018-2023. The strategic plan will drive the University strategy, within the usual monitoring and evaluation framework. Much as the strategic plan will address the way forward up to 2023, it will have to take cognizance of these factors:

a) The significant achievements of the Strategic Plan of 2013 - 2018 and the short-term implementation plan and priorities for FY 2016/17 and FY 2017/18.

b) The changes that have taken place in the College's operating environment to warrant changes in the priorities 2018-2023.

c) What the College needs to do differently to achieve the planned activities and targets for 2018-2023.

d) The immediate priorities that the University should focus on in the FY 2018-2019.

As we develop this strategic plan for 2018-2023, we have to underscore the need for the University to:

a) Maintain its leadership as the leading University in Kenya and the region,

b) Sustain its capability to attract top students and competent staff,

c) Upscale its mentorship role among public universities and the higher education sector in Kenya,

d) Work towards having a financially self-sustaining and self-reliant institution,

e) Have a working and teaching environment that conforms to world-class standards, and

f) Create a new and enabling culture among its students and staff.

As is the standard practice, the implementation of the key performance indicators (KPIs) shall be through the University's corporate, the colleges and the central Units performance contracts. Consequently, quarterly and annual performance reports of the College shall be employed to monitor and evaluate the implementation of this strategic plan.

1.3 Methodology

In developing this strategic plan, a collaborative approach engaging all stakeholders based on global best practices was applied.

a) Data Collection

The data collection process to develop this strategic plan began in November 2017. Questionnaire-based interviews were utilized to gather information from stakeholders and form the basis of an internal analysis. Annex 3 shows all the stakeholders who were identified.

b) Drafting

A thorough situational analysis was undertaken to ensure that the resulting strategies are relevant, responsive and appropriate. The situation analysis enabled the members of the strategic task force to understand the organization better, and develop a clearer appreciation of its strengths, weaknesses, opportunities and threats (SWOT).

A strategic planning session held at Lake Naivasha Simba Lodge in February 2018 brought together the members of the strategy taskforce. Operational concepts and strategies were discussed and presented during this meeting. Ideas collected through the situational analysis as well as interviews and discussions with various stakeholders were presented and validated for inclusion in the draft strategic document.

The draft strategic plan was refined in June 2018.

c) Stakeholder Engagement

The draft strategic plan was presented to the University Executive Board (UEB), Senateand the University of Nairobi Council for input.

d) Finalization

The strategy taskforce had a final working session to develop the final document and incorporate the inputs of the stakeholders.

e) Approval

After the plan was subjected to scrutiny by the UMB and Senate, it was presented for approval by the University of Nairobi Council before implementation.

VISION, MISSION AND CORE VALUES

Philosophical Framework

Strategic planning is a process that attempts to shape the future of an organization. It is based on the premise that the future of an organization is not pre-destined, but can be changed. The planning requires that four fundamental questions be answered.

a) Where are we now? (Situational analysis)
b) Where do we want to be? (Vision, Mission, Objectives)
c) How do we get there? (Strategies)
d) How will we know we are getting there? (Monitoring and evaluation of annual work plans derived from the five-year strategic plan)

Through strategic planning, organizations are able to improve efficiency, economy, effectiveness and excellence. In this way, organizations achieve the best use of physical, financial and human resources available to them. A strategic plan articulates strategies to be employed in confronting challenges facing an organization, developing sustainable competitive advantage and finding the right place in the environment.

The development of a strategic plan is a collaborative process involving all significant stakeholders. Thus, the process is all-encompassing and the implementation efforts require support by all stakeholders.

Undertaking this task, the University is guided and energized by not only the concrete achievements of the past fifty years but also its core business consisting of discovery, transmission and preservation of knowledge and the stimulation of the intellectual life and cultural development of Kenya. From its seminal years as the Royal Technical College of East Africa, the University has chosen a distinct path in higher education, its character in the larger part being shaped by its founding motto: "*Unitate et Labore*".

The University management is responsible for the world-class standards of the University as a whole. It is expected that the lower level units will excel in their disciplines, monitored and evaluated by the University management. In addition, the University accepts its moral responsibility to empower people's lives and to connect with its stakeholders and the society.

2.0 EVALUATION OF ACHIEVEMENTS OF THE 2013-2018 COLLEGE STRATEGIC PLAN

The College fully identifies with the philosophy of the University as spelt out in its Vision and Mission and aims at contributing to the development of human capital in the education sciences and the sports sciences. In the just ended plan period the college made thus number of achievements in the performance of its core functions of teaching, learning, research and consultancy.

2.1 Achievements

1. Launching of Early Childhood Education Masters programme and the programmes of the Department of Educational Administration and Planning in Kisumu Campus
2. Placing students in the B.Ed (ICT) programme by the Joint Admissions Board (JAB), now known as Kenya Universities and Colleges Central Placement Service (KUCCPS)
3. Launching a PhD programme in Early Childhood Education
4. Developing Masters programmes in subject methods
5. Creating Centre for Pedagogy and Andragogy (CEPA)
6. Entrenching the use of ICT in the College's academic and administrative functions
7. Development of Masters programmes in Sport Sciences
8. Mainstreaming co-curricular activities into the student academic life and providing quality students' welfare services
9. Creating ODeL Campus
10. Developing winning research proposals
11. Holding regular departmental seminars for graduate students
12. Increasing web-based content and modules

13. Accreditation of Kisumu and Mombasa campuses by the Commission for University Education (CUE) to offer university programmes
14. Enhancing partnerships and collaborations with institutions in thepublic and the private sectors, locally and internationally. This is exemplified in the number of exchange programmes and guest speakers to the college.
15. Holding international conferences at the KSC (DETA Conference, AFRICE Conference and the Value Creating Education Conference.
16. Launching the CEES Alumni Chapter at the Nairobi Safari Club
17. Improving ISO-rating from ISO-2008 to ISO-2015
18. Increasing the number of staff publications, and citations in the Google Scholar and in international journals and books
19. Improving the learning environment for enhanced safety and quality of education.
20. Holding regular sensitization seminars on corrupt practices, drug and substance abuse, disaster preparedness and institutional culture.

These achievements have not come without struggle. In the last strategic plan period, the college was faced with numerous challenges:

2.2 Challenges

1. Weak financial resource-based occasioned by irregular and insufficient capitation
2. Dwindling enrolment in module II programmes
3. Inappropriate and unfavourable government policies on graduate teacher placement
4. Land ownership issues that have restricted infrastructure development for decades.
5. Difficulties in recruiting staff for specialized subject areas such as history methods
6. Policies that do not support the recruitment of graduate assistants
7. Ineffective use of appraisal reports to improve performance
8. Inadequate library and computer space for use by faculty and students
9. Ineffective use of evaluation reports in decision making and capacity building
10. Customer feedback not readily available and where available, not analyzed to determine trends (UON/OP/63)
11. Absence of quarterly reports on resolved internal and external complaints.
12. Use of obsolete filing systems in finance and procurement
13. Inability to have stable academic years due to student and industrial unrests.
14. Inadequate support for teaching practice as a key component for teacher professional development.
15. The CUE requirement that all doctoral programmes be offered by course work, examination, and thesis
16. Inadequate office space and limited connectivity

In addressing the challenges faced by the College in the just ended operational period, these are some of the key lessons learnt, which can be used for the current and the future programming.

2.3 Lessons Learnt

1. There is inadequate support for university education by the government
2. There is goodwill from international stakeholders
3. There is a need for the College to acquire title deeds
4. Conforming to CUE guidelines may be counter-productive to some extent.

5. There is a need to develop a strong institutional culture to improve the quality and standards of education.
6. There is a need to professionalize the management of the institution in line with the specializations offered
7. There is an urgent need to identify Income-generating activities (IGAs) outside the conventional module II programmes.
8. There is a need to enrol government-sponsored students in Kisumu and Mombasa campuses
9. There is a need to strengthen financial support for teaching practice as a key component of teacher professional development.
10. There is a need to improve data management (systems) and usage in decision-making at all levels of the college.
11. Standard PROG/STD/02 Section 4 of the CUE Universities Regulations, Standards and Guidelines 2014 is constraining the growth and development of quality graduate education in the University.

3.1 Mandate

The Mandate of the College subsumed under the mandate of the University of Nairobi is Teaching and Learning, Research and Innovation, Consultancy, and Community Service. The objectives and functions of the University are given in detail in the University of Nairobi Charter 2013.

3.2 Vision and Mission

Vision

To be a leading centre of excellence in education and sports sciences

Mission

To maintain a leadership role in the realm of educational studies, sports sciences and teacher professional development through creation, preservation, integration, transmission and utilization of knowledge

Slogan

The clarion call for the University during this Strategic Plan Period will be:

> *"Leading with excellence"*

Core Values

The greatest challenge is that the University has had no mechanisms to operationalize the core values and have them instilled in all staff and students to guide their behaviour and actions as part of the institutional culture. In this strategic plan, there are strategies in the Governance and Culture strategic theme that will help achieve this.

The University shall be bound by the National Values and Principles of Governance as espoused in Articles 10 and 232 of the Constitution. The key values include inclusiveness, professionalism, good governance, integrity, transparency and accountability, equity, and sustainable development. The University shall be guided by the following core values:

a) **Freedom of thought and expression:** We shall promote and defend freedom of thought and expression in all our academic inquiry and activities.

b) **Innovativeness:** We shall be innovative in meeting our Mission.

c) **Commitment:** We are committed to the mission of the University and always act in the best interests of the University.

d) **Trust:** We trust the good intentions of others, view conflicts as positive and resolve them creatively and effectively to meet the vision and mission of the University.

e) **Care:** We foster a leadership culture that cares, is people-focused, that connects to and is responsive to the needs of internal and external customers, and promotes stewardship over University resources.

f) **Teamwork:** We work together as a team to realize the collective results that the University wishes to achieve.

STRATEGIC ANALYSIS

Strategic analysis involves analysing the internal and the external environments in which the organization operates. This strategic analysis is critical in understanding the conditions within which organizations operate. These conditions can either facilitate or hinder organizations to achieve excellence in performance. The analysis provides an appreciation of the capabilities of an organization and the external factors that affect it. Therefore, the strategic analysis identifies the strengths, weaknesses, opportunities and threats (SWOT), which provide a good indication of what the future strategies will be. Below are the results of the strategic analysis:

Strengths	Weaknesses
a) Strong UoN brand	a) Leadership and management challenges at all the levels in the University.
b) Strong physical asset resources base	b) Weak mentorship structures
c) Diverse and popular academic programmes	c) Stretched physical infrastructure and facilities (suboptimal use and maintenance)
d) Leadership in research in the region	d) Occasional incidences of drug and substance abuse
e) Diverse student body	e) Occasional security challenges
f) Highly skilled faculty and staff	f) Aging faculty and staff
g) Established ICT infrastructure	g) Slow procurement processes
h) Strategic location	h) Inadequate marketing and branding
i) Strong local and global ranking of the University	i) University website not user-friendly and content not dynamic
	j) Poor culture of data and information management
	k) Low completion rates of graduate students

l)   Staff and students indiscipline

Opportunities	Threats
a) Availability of partners	a) Increasing trade union activity
b) Technology transfer	b) Increasing competition
c) Technological developments	c) Duplication and diversity of regulators for academic programmes
d) Asset development, investment and management	d) Declining exchequer funding
e) Exploiting the large alumni base	e) Terrorism and insecurity
f) Increasing demand for e-learning	f) Declining real purchasing power
g) Increasing demand for STEM and TVET programmes	g) Continuing prevalence of lifestyle diseases
h) High demand for health, agricultural education and extension services	h) Increasing cyber insecurity
i) Curriculum reform at the national level	i) Technological obsolescence
j) Agenda 2063 of the African union and UN SDGs	j) Delayed recruitment of graduate teachers
k) Increasing demand for Sport Sciences programmes	k) Conflicting policies on teacher professional development
l) Leveraging on existing collaborations and linkages with international higher education institutions for possible funding and support	

STRATEGIC THEMES, OBJECTIVES, STRATEGIES, OUTCOMES & KEY INITIATIVES

Strategic Themes
Strategic themes are the focal points of the strategic planning process and are derived from the strategic analysis. Inadequate attention to these themes will adversely affect the performance of an organization. After a comprehensive strategic analysis of the University's position, these strategic themes were identified for action:

1. Teaching and Learning
2. Student Affairs
3. Research, Innovation and Enterprise
4. Resources
5. Competitiveness and Image
6. Governance, Leadership and Culture

The University has three core business areas: Teaching and Learning; Students' Affairs as well as Research, Innovation and Enterprise. These constitute the first three strategic themes, which we refer

to as the Pillars. In addition, there are two themes that act as enablers of the pillars: Resources; as well as Competitiveness and Image. The pillars and enablers are predicated on one strategic theme which acts as the foundation for the strategic plan: Governance, Leadership and Culture. The strategic themes are shown in Figure 5.1. The figure also shows the vision and key outcomes of the plan.

Figure 5.1: Strategic Themes of the University

Vision: A world-class university committed to scholarly excellence

Outcomes: Quality graduates | Better citizens for tomorrow | High impact research outputs |Sustainable resource base |Strong corporate image |Improved & sustainable institutional performance

Pillars

- Teaching & Learning
- Research, Innovation & Enterprise
- Students' Affairs

Enablers

Resources

Competitiveness & Image

Foundation

Governance, Leadership & Culture

Below are the strategic objectives, corresponding strategies, outcomes and key initiatives formulated for each strategic theme:

Strategic Objectives, Strategies, Outcomes and Key Initiatives

Teaching and Learning

Teaching and Learning is one of the core businesses of the University. Excellence in teaching and learning guarantees the survival and success of the University in a highly competitive environment. The University must thereforeposition itself to compete favourably with other world-class institutions,while playing its expected pivotal role in national development by equipping learners with relevant knowledge, skills and values. It will be active in mentoring emerging peer institutions. By maintaining excellence in teaching and learning, the University will remain relevant and successful.

The key result area and the strategic objective for this pillar are given in Table 5.1, and whose outcomes, strategies and key initiatives are also shown.

Key Result Area 1: *Quality graduates in diverse fields*

Strategic Objective 1: To *design and implement relevant and innovative teaching and learning programmes*

Table 5.1: *Teaching and Learning – Outcomes, Strategies, and Key Initiatives*

Outcomes	Strategies	Key Initiatives
Outcome 1.1: Improved quality and delivery of teaching and learning programmes	**Strategy 1.1:** Enhance the quality and delivery of academic programmes in compliance with all regulatory requirements on University education	1. Establish new thematic areas to reflect best practice for teacher preparation through review of programmes and establishment of new entities such as Schools 2. Establish and implement class-room and lecture hall standards 3. Audit existing teaching facilities for compliance to defined standards and recommendations 4. Establish and implement new schools to reflect best practices for teacher preparation. 5. Design and implement faculty mentorship programme 6. Review academic processes for improved efficiency and effectiveness 7. Implement online student registration 8. Digitize student files in academic units 9. Enforce the policy on external examination and management of results 10. Ensure that all faculty are trained on pedagogy and andragogy 11. Establish mechanisms to assist students to choose elective units from other disciplines in the University 12. Enhance the teaching and learning of science and ICT methods courses/units
	Strategy 1.2: Rationalize workload and professionally align academic staff to teach and supervise students	1. Implement the report on rationalization of teaching workload in the College.
Outcome 1.2: Increased staff motivation and commitment	**Strategy 1.3:** Provide suitable working environment for all the academic staff	1. Develop and implement minimum standards of teaching staff office space 2. Take inventory of all office space in the College with a view to rationalize and provide adequate space to all faculty members 3. Operationalize and strengthen the functions of the Office of Career Servicesin the College
Outcome 1.3: Increased quality of STEM	**Strategy 1.4:** Improve the quality of STEMprogrammes	1. Increase and equip the classrooms, laboratories and industrial and technical programme-based workshops in Kenya

Outcomes	Strategies	Key Initiatives
programmes		Science Campus (KSC) 2. Enhance the development of life-long learning and functional literacy courses 3. Develop and implement TVET Teacher training Programmes in KSC
Outcome 1.4: Increased access to education and training	**Strategy 1.5**: Upscale access to quality education and training through increased adoption of educational technology	1. Develop gymnasia for teaching sportssciences programmes 2. Develop and offer programmes usingthe e-learning mode in the college. 3. Enrol students in e-learning programmes in the College
Outcome 1.5: Improved employability of graduates in diversified fields	**Strategy 1.6:** Produce practical oriented graduates in diverse fields to attract employment	1. Develop and implement a framework for experiential/competence/problem-based learning in all programmes 2. Re-engineer common core courses and incorporate leadership and soft skills in one of the courses 3. Revamp the Dean of Students office to become a robust office for Career Services and Placement 4. Design and implement a tracer study programme using discipline-based alumni association database
Outcome 1.6: Increased internationalization of the University	**Strategy 1.7:** Promote and enhance internalization of the University	1. Develop hostels for international students 2. Develop and implement support systems for international students 3. Market University programmes in exhibitions and forums 4. Monitor and report on a regular basis completion rates and progression of international students 5. Implement mechanisms to attract international students and academic staff
Outcome 1.7: Increased number of graduate students in diverse fields	**Strategy 1.8:** Review existing graduate programmes to attract more students	1. Select flagship graduate programmes and revamp, differentiate and grow them 2. Rationalize fees structures for graduate programmes across the University. 3. Create , furnish and equip the Graduate Computer Laboratory in the CEES Library 4. Provide learning space/carrels for graduate students

Research, Innovation and Enterprise

Research, Innovation and Enterprise is a core business of the university. It covers research, scholarship and related commercial activities. The university must address this issue to remain relevant in its pursuit of extending the frontiers of knowledge development and application. Research, Innovation

and Enterprise enables the university to contribute towards the dynamic social needs that are the hallmark of civilization and development of human life,and have great potential for wealth creation. If this potential is not exploited, the university will lose out on the national agenda and the aspiration of the Kenya Vision 2030 and its global ranking and competitiveness will be weakened.

The key result area and the strategic objective for this pillar are given below.

Key Result Area 2:*High impact research outputs that addresses societal needs*

Strategic Objective 2:*To be a leading Institution in scholarly, research and creative productivity in Africa*

Table 5.2 shows the outcomes, strategies and key initiatives.

*Table 5.2:**Research, Innovation & Enterprise - Outcomes, Strategies and Key Initiatives*

Outcomes	Strategies	Initiatives
Outcome 2.1: Increased visibility and uptake of UON research output	**Strategy 2.1:** Build active research teams focusing on national and regional priority areas **Strategy 2.2:**Strengthen research infrastructure and facilities	1. Operationalize the Bureau of Educational Research and Evaluation (BERE) 2. Develop several high priority multi-disciplinary thematic research areas to attract grant funding 3. Create proposals and engage ministries and counties to fund the 'Big Four' government priorities of manufacturing, universal health coverage andfood security. 4. Strengthen *The Fountain Journal of Education Research*, enabling indexing in international databases 5. Develop capacity in grants proposal writing 6. Create an inventory of research infrastructure 7. Encourage the development of cutting-edge shared research facilities 8. Create mechanisms for funding of *The Fountain Journal of Education Research*. 9. Encourage researchers to publish/attend conferences and write grants proposals. 10. Increase number of publications in peer reviewed journals 11. Grow the number of chapters published in edited books 12. Grow the number of books published
Outcome 2.2: Adequate funding to support research, scholarly and creative activities	**Strategy 2.3:**Grow research, consultancy and commercialization revenue	1. Scan the environment and identify opportunities for research and consultancies, and provide pre- and post-award support services to faculty 2. Implement the Technology Transfer Office plan 3. Train faculty on commercialization of research 4. Establish an inventory of research activities
Outcome 2.3: Enhanced role in	**Strategy 2.4:**Develop the Innovation Park	1. Implement the Innovation Park Feasibility Study and Master plan

Outcomes	Strategies	Initiatives
national innovation ecosystem	atUON	

Student Affairs

Students are the core customers of the university and require adequate welfare and support services to ensure their wellbeing while in the university. These services constitute a critical component in the delivery and continued enhancement of excellence in teaching, learning and therefore are essential in the production of quality and holistic graduates.

Below are the key result area and the strategic objective for this pillar.

Key Result Area 3: *Better citizens for tomorrow*

Strategic Objective 3: *To improve student welfare services through the development and implementation of appropriate minimum standards*

Table 5.3 shows the outcomes, strategies and key initiatives.

Table 5.3: Student Affairs – Outcomes, Strategies and Key Initiatives

Outcomes	Strategies	Key Initiatives
Outcome 3.1: Increased satisfaction of resident students	**Strategy 3.1:** Improve standards and capacity of student accommodation services	1. Implement a minimum standard for university hostels (include biometric access control) 2. Review the fees for student welfare services 3. Implement policy framework to enable private sector and alumni to participate in refurbishment of student hostels in exchange for naming rights 4. Participate in the building of new/modern student hostels through PPP and endowment by prominent individuals and the alumni 5. Sink, install and commission boreholes for the Kenya Science Campus and Kikuyu Campus 6. Expand hostels at Kenya Science Campusto accommodateat least 1000 students.
Outcome 3.2: Enhanced student satisfaction	**Strategy 3.2:** Re-engineer student affairs processes to become more efficient	1. Strengthen the Dean of Students Officein the College to be a onestop shop for all student non-academic matters 2. Implement the student mentorship and counselling programme
Outcome 3.3: Increased moral values and sense of responsibility in students	**Strategy 3.3:** Change student culture to project a more positive outlook	1. Roll out a culture change programme for students 2. Build human resource capacity for handling drug and substance abuseamong student and staff counsellors 3. Strengthen the work study programme 4. Institutionalise Corporate Social Responsibility by students
Outcome 3.4: Increased allegiance to the university by	**Strategy 3.4:** Show case student talent in co-curricular activities	1. Participate in theUoNOrchestra as one of the best in the country by tapping into corporate sponsorship

Outcomes	Strategies	Key Initiatives
the students and the alumni		2. Support the reinvigoration of the rugby and basketball teams to national prominence by tapping into corporate sponsorship and alumni 3. Participate in the annual inter-campus sports competition 4. Implement student recognition and appreciation programme for exceptional performance and talent

Resources

Resources constitute a key enabler of university business. They are made up of human resource, financial resources and physical infrastructure. The ability of the university to deliver on its mandate will depend on the resources available and the efficiency of their deployment. This strategic plan will require an up-scaled level of resources to deliver the planned outcomes. Failure to pay attention to resource challenges will result in sub-optimal performance. Below are the key result areas and strategic objective for this enabler.

Key Result Area 4: *Sustainable resource base*

Strategic Objective 4: *To build a sustainable resource base*

Table 5.4 provides the outcomes, strategies and key initiatives for the three categories of resources: human, physical infrastructure and facilities and finance. Each of the resource categories also lists the specific KRA for that category as outlined below.

5.2.4.1 Human Resource

Key Result Area 4.1: *Rationalized staffing and productive staff*

Table 5.4: Resources (Human Resource) – Outcomes, Strategies and Key initiatives

Outcomes	Strategies	Key Initiatives
Outcome 4.1.1: Improved staff motivation and satisfaction	**Strategy 4.1.1:**Establishand operationalize mechanisms that empower staff	1. Develop and implement a staff recognition and appreciation programme for exceptional talent and excellent performance 2. Implement the HR policy manual
Outcome 4.1.2: Increased staff productivity	**Strategy 4.1.2:**Implement a performance- based incentive and sanctions system	1. Implement a reward and sanction system based on the results of the staff performance appraisal and theperformance contract 2. Implement the staff appraisal instrument to be aligned with the Strategic Plan 3. Implement quarterly monitoring of individual performance 4. Implement the report on current workload for non-teaching Staff

Outcomes	Strategies	Key Initiatives
Outcome 4.1.3: Adequate work force at all times	**Strategy 4.1.3:**Establish and operationalize a succession planning programme	1. Review and implement a faculty staff development pipeline policy for succession planning 2. Implement a succession policy for non-teaching staff 3. Mentorship of young faculty for career progression
Outcome 4.1.4: Enhanced trust and confidence between the staff unions and the management	**Strategy 4.1.4:**Structured engagement with the staff unions leadership	1. Liaise with the resource persons in charge of staff unions matters and interact with the unions on a regular basis

5.2.4.2 Physical Infrastructure and Facilities

Key Result Area 4.2:*Appropriate, adequate and properly maintained physical facilities and infrastructure.*

The physical infrastructure consists of Land and buildings, ICT, and Utilities and conservancy (power, water and waste disposal). Table 5.5 shows the outcomes, strategies and key initiatives for these sub-categories.

Table 5.5: *Physical Infrastructure and facilities – Outcomes, Strategies and Key initiatives*

Outcomes	Strategies	Key Initiatives
Land and Buildings		
Outcome 4.2.1: Improved cash flow	**Strategy 4.2.1:** Improve land utilization for higher financial returns	1. Develop, modernize, manage and utilize optimally available spaceand facilities including Kasarani for the proposed School of Physical Education and Sports Sciences
Outcome 4.2.2: Well-maintained state of the art facilities	**Strategy 4.2.3:** Adopt a rigorous facility monitoring, evaluation and maintenance system	1. Invite the private sector to participate in refurbishing and maintaining of college buildings in exchange for naming rights 2. Implement a system for the management of space and facilities in the College. 3. Construct anew gate at Library Hill 4. Install, test and commission a stand-by generator at the Library Hill Complex
Information and Communication Technology (ICT)		
Outcome 4.2.3: Improved quality of services to end-users	**Strategy 4.2.4:** Implement a secure, robust and integrated	1. Implement call centre with Interactive Voice Response (IVR), and integration with social media and the University MIS 2. Implement a biometric system for staff

Outcomes	Strategies	Key Initiatives
	ICT infrastructure	3. Participate in the review of the SMIS and address the challenges academic units are facing such as double registration and the enforcement of examination regulations 4. Implement key priorities in the ICT Master Plan 5. Replace manual sign-in with automated student class attendance sign-in. 6. Establish examination centres complete with surveillance cameras. 7. Use the established TV and Radio station in the School of Journalism for educational media purposes in the College.
Outcome 4.2.4: Faster turn-around time of all student and staff processes	**Strategy 4.2.5:** Achieve world-class university ICT service provision	1. Operationalize an automated course evaluation and link to staff appraisal system 2. Integrate and mainstream core MIS applications 3. Re-engineer the College website to become a one-stop shop for information for all the stakeholders 4. Implement a dashboard that provides management with information for decision making support 5. Implement recommendations on the library automation
Utilities and Conservancy		
Outcome 4.2.5: Enhanced greening of the university	**Strategy 4.2.6:** Exploit and use sustainable renewable energy sources	1. Install solar energy systems in selected College buildings
	Strategy 4.2.7: Reduced use of paper in governance meetings	1. Implement a knowledge management system for paperless governance meetings in the College

5.2.4.3 Financial Resources and Sustainability

Key Result Area 4.3: *Adequate and sustainable financial resources*

Table 5.6: *Resources (Financial) – Outcomes, strategies, and Key initiatives*

Outcomes	Strategies	Key Initiatives
Outcome 4.3.1: Increased funding	**Strategy 4.3.1:** Engage the Government and the private sector for enhanced resourcing	1. Establish a co-ordination office to oversee technical proposal writing for funding in the college.
Outcome 4.3.2: Positive cash flow	**Strategy 4.3.2:** Strengthen controls in the management of income generation	1. Implement the report on income generating activities in the University (1994 University of Nairobi Council report) 2. Enforce the existing policy on fee payment, and student course registration through SMIS (no fees no examinations) 3. Review the financial viability of College IGUs and upscale selected IGUs to commercial business entities 4. Revamp the nursery school in Kenya Science as a viable IGU.
Outcome 4.3.3: Timely and informed decision making	**Strategy 4.3.3:** Enhance the financial management systems	1. Implement a management accounting reporting system 2. Re-engineerand devolve further financial management to the schools/institutes/centres/departments 3. Develop a robust debt recovery plan and tracking of students debtors.

Competitiveness and Image

Global market competitiveness and image is an important enabler of university operations. The University operates in a very competitive global environment. Institutions of higher learning intensely compete with each other in the attraction of quality staff, resources and students. The University needs to develop a sustainable competitive advantage if it has to remain vibrant and successful,and this will require a strong brand, high visibility, a positive image and consistently favourable ranking. Below are the key result area and strategic objective for this enabler.

Key Result Area 5: *Strong corporate image*

Strategic Objective 5: *To enhance the competitiveness and image of the University*

Tables 5.7: provides the outcomes, strategies and key initiatives for this enabler.

Table 5.7: Competitiveness and Image – Outcomes, Strategies and Key Initiatives

Outcomes	Strategies	Key Initiatives
Outcome 5.1: Improved brand equity and visibility	**Strategy 5.1:** Brand and position the university based on value proposition	1. Strengthen the marketing and communications committee to profile the college locally and internationally. 2. Develop and implement coordinated marketing plan for the college. 3. Implement the branding, marketing and communication policy
Outcome 5.2: Increased industry linkage / partnerships	**Strategy 5.2:** Strategic engagement with the industry	1. Launch marketing efforts targetingthe education industry
Outcome 5.3: Improved competitiveness and Image	**Strategy 5.3:** Market the university locally and internationally	1. Use established TV/Radio station for education media services. 2. Document and implement key achievements of the Collegeon the College website 3. Utilize the Data Analytics Centre to analyse, document and share information on local and global contemporary issues of interest to the government,the industry and the public.

Governance, Leadership & Culture

Governance, leadership and culture form the foundation theme for the University. University governance provides the way universities are managed and operated, and good governance will lead to improved operational efficiency, excellence, higher stakeholder satisfaction and achievement of University mandates. The University internal governance organs include Council, University Executive Board (UEB), Senate, Deans' Committee, College Management Board, College Academic Board, Faculty/School Academic Board and Departmental Board. The roles of these organs need to be clear and the interface between them properly managed.

The internal culture of the University plays an important role in governance. A strong culture that is supportive of the vision and mission of the university contributes to success. The strategies and the initiatives set out herein are intended to instil appropriate culture and enhance the efficient functioning of the internal governance organs.

Below are the key result area and the strategic objective for this foundation.

Key Result Area 6:*Improved and sustainable institutional performance*

Strategic Objective 6: *To institutionalize governance mechanisms and leadership culture that facilitate the realization of the University's vision and mission*

Table 5.8shows the outcomes, strategies and key initiatives for this foundation.

Table 5.8: *Governance, Leadership and Culture – Outcomes, Strategies and Key Initiatives*

Outcomes	Strategies	Key Initiatives
Outcome 6.1: Increased efficiency and effectiveness	**Strategy 6.1:** Review and streamline the internal governance organs of the University	1. Rationalize the structure of the College to incorporate new schools, institutes and centres. 2. Complete the governance organs of the College 3. Increase devolution to Schools/Institutes/Centres/Basic operating Units to complete processes
	Strategy 6.2: Develop leadership capacity at all the management levels	1. Implement a leadership training programme across all management levels in the College. 2. Build capacity in strategy execution in the College. 3. Adopt evidence-based decision making processes
Outcome 6.2: Increased commitment, loyalty and responsibility in staff	**Strategy 6.3:** Institutionalize an appropriate culture in the University	1. Participate in the development and implementation of a culture change programme, informed by the core values 2. Intensify training of staff on integrity , gender and ethnic balance, care, cohesiveness and peaceful coexistence in the society

STRATEGIC PLAN IMPLEMENTATION

Implementation Plan

An excellent strategy will deliver expected results if its implementation is good. Various activities ought to be carried out to ensure successful implementation of this strategy. Below is a review of the key activities.

Internal Consistency

Successful implementation of a strategic plan requires congruence of the various internal dimensions of an organization. Key among these are strategy, structure, systems, style (leadership), staff (skills,

number, attitudes) and shared values. These need to be well communicated to support the University strategic plan being implemented. All this needs to be spearheaded by the UEB.

Annual Work Plans

Annual Work Plan (AWPs) are prepared every year on the basis of intended outcomes, strategies and budgets, reflecting achievements and lessons learnt from the preceding year. The AWPs provide detailed activities that have been planned to be accomplished during the year for the result or the set of results identified by the University or a Unit andcomprise:

      a) The strategic initiatives to be executed;

      b) The expected outputs, related to the relevant outcome;

      c) The planned annual targets and KPIs

      d) Activities carried out towards achievement of the expected outputs;

      e) Timeframe for undertaking the planned activities;

      f) Those responsible for carrying out the activity;

      g) The resources required to execute each activity; and

      h) The budget.

A corporate five-year implementation plan has been developed based on the strategic objectives and is shown in Annex 1. It shows the outcomes, performance indicators for each outcome, targets to be achieved over the Plan Period, the officers responsible for achieving these targets and key initiatives to be undertaken. The Strategic Plan Taskforce will develop an annual work plan for the first year of operation, FY 2018/19. In subsequent years, annual work plans should be developed in the same manner.

1.1.1 Budgets Alignment

It will be important to align both the College budget for FY 2018/19 with the College AWP for FY 2018/19. This means that the budget will be reviewed to fund the prioritized strategic initiatives. In subsequent years, the College annual work plans should be developed ahead of the budgeting cycle so that the annual budgets are driven by the priorities in the strategy.

Communication of the Strategic Plan

All teaching and non-teaching staff will be involved in implementing this strategic plan, and will be spearheaded by the Deans, the Directors and the Heads of Departments.

2.1 Financing the Plan

The revenue from the various sources over the last six years is shown in Table 6.1. It is evident that the total revenue has been going down since FY 2015/16 with the drop in academic revenue (module II)due to reduced enrolment and the restructuring of the college. Therefore, the downward trend in revenues is bound to continue. Table 6.2 shows the projected income for the next five years. It is clear that the projected internal sources of revenue will remain low. The College therefore needs to mobilize resources from other sources to fund specific strategic initiatives, such as capital projects.

Table 6.1: College Actual Revenue

Sources of Revenue	FY 2012/13 KShs'000	FY 2013/14 KShs'000	FY 2014/15 KShs'000	FY 2015/16 KShs'000	FY 2016/17 KShs'000
Academic Revenue Module I	57,935	57,923	65,452	66,314	61,026
Academic Revenue Module II	910,384	906,599	935,545	817,963	589,445
Research Grants	4,243	4,279	18,679	9,384	0
Rental Income	2,276	2,469	2,712	2,799	2,861
Income Generating Units(IGUs)	6,504	6,291	9,217	12,688	11,610
Total Revenue	**981,342**	**977,561**	**1,031,605**	**909,148**	**664,942**

Table 6.2: College Projected Revenue

Sources of Revenue	FY 2017/18 KShs'000	FY 2018/19 KShs'000	FY 2019/20 KShs'000	FY 2020/21 KShs'000	FY 2022/23 KShs'000
Academic revenue Module I	59,427	62,695	66,519	70,576	74,881
Academic revenue Module II	123,023	129,789	137,706	146,106	155,018
Research Grants	6,323	6,642	6,977	7,330	7,700
Rental Income	2,970	3,120	3,278	3,444	3,617
Income Generating Units(IGUs)	11,176	11,740	12,333	12,956	13,610
Total Revenue	**202,919**	**213,986**	**226,813**	**240,412**	**254,826**

Table 6.3 shows the actual recurrent and capital expenditure over the last five years, together with the total expenditure per year. It is evident that expenditure began to be controlled in 2013/14 as revenues

began to drop. This strengthens the earlier argument that the College must find new sources to fund specific strategic initiatives.

Table 6.3: College Actual Expenditure

Recurrent Expenditure	FY2012/13 Kshs'000	FY 2013/14 Kshs'000	FY 2014/15 Kshs'000	FY 2015/16 Kshs'000	FY 2016/17 Kshs'000
Medical Scheme	10,165	16,108	12,448	9,248	19,435
Direct Service Provider	61,568	56,309	7,965	44,159	26,351
Projects Supervision	8,855	7,448	4,917	1,469	12,270
Operations and Maintenance	21,506	31,459	29,640	30,522	32,249
Teaching and Research	195,961	102,487	102,326	90,704	161,553
Income Generating Units	5,116	2,148	2,715	4,047	3,274
Total Recurrent Expenditure	**303,171**	**215,959**	**160,011**	**180,149**	**255,132**
Capital Expenditure					
Purchase of Plant and Equipment	5,996	13,694	1,318	3,822	6,932
Capital Development	0	0	2,000	0	0
Buildings	0	0	0	0	0
Expenditure on ICT	0	0	0	0	0
Academic Gowns	0	0	481	0	0
Total Capital Expenditure	**5,996**	**13,694**	**3,318**	**4,303**	**6,932**

Table 6.4 shows the projected expenditure for the next five years. Comparing this table and Table 6.2 on projected income, it is clear that the College will be running a deficit budget. This needs to be addressed by finding innovative ways of generating new revenue while containing costs.

Table 6.4 College Projected Expenditure

	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21	FY 2021/22
Recurrent Expenditure	KShs'000	KShs'000	KShs'000	KShs'000	KShs'000
Medical Scheme	19,168	12,142	12,628	13,132	13,658
Direct Service Provider	15,501	16.119	16,764	17,435	18,131
Projects Supervision	6.235	6,484	6,743	7,013	7,293
Operations and Maintenance	40,338	8,553	8,874	9,229	9,598
Teaching and Research	168,096	47,471	49,370	51,345	53,398
Income Generating Units	2,232	3,620	3,764	3,915	4,072
Total Recurrent Expenditure	**259,570**	**94,369**	**98,143**	**102,069**	**106,150**
Capital Expenditure					
Purchase of Plant and Equipment	13,897	3,000	15,000	5,000	8,000
Capital Development	0	3,000	200,000	162,000	7,000
Strategic Development Projects	0	0	10,000	120,000	320,000
Expenditure on ICT	0	800	150	0	200
Academic Gowns	0	0	0	300	0
Total Capital Expenditure	**13,897**	**6,800**	**225,150**	**287,300**	**335,200**
Total Expenditure	**273,467**	**101,169**	**323,293**	**389,369**	**441,350**

Some of the proposed new sources of funding are:

a) PPP funding for:

- The gymnasium inKasarani   KES 250M
- The new office block   KES 150M
- The examination centre   KES 200M
- KSC Hostels   KES 200M

b) Debt financing of capital projects

c) Bilateral donors (such as Japan, Sweden, UAE, Qatar, Finland, Africa Development Bank and Asia Development Bank)

2.2 Alignment of Organizational Structure

The Collegeneeds to review its organizational structure and align it to the strategic plan.The challenges identified in the strategic plan in Table 6.5 have been considered for action, together with their structural implications.

Table 6.5: Organizational structure recommendations

Challenges identified in the strategic plan	Organizational structure implications
• Disconnect to between governance organs at different levels (broken governance structure/ pipe)	• Rationalize governance structure
• Systems that are slow to respond (bureaucracy) • Lower level units not fully empowered to make decisions	• Rationalize College Administration • Streamline Schools/institutes/centres/departments • Decentralize to Schools/Institutes/Centres and Basic Operating Units
• Highly centralized Monitoring and Evaluation Unit	• Strengthen the Performance Management Unit and decentralize to the Schools, centres and departments.
• Dearth of data for monitoring and evaluating the strategic plan • Some of the critical processes are still manual • Lack of a dashboard to provide information to management for decision support	• Strengthenthe Data Management processes in the College by working with ICT and the stakeholders who generate data (see Figure 6.3)

Figure 6.3: Basis for establishing a Data Management Office
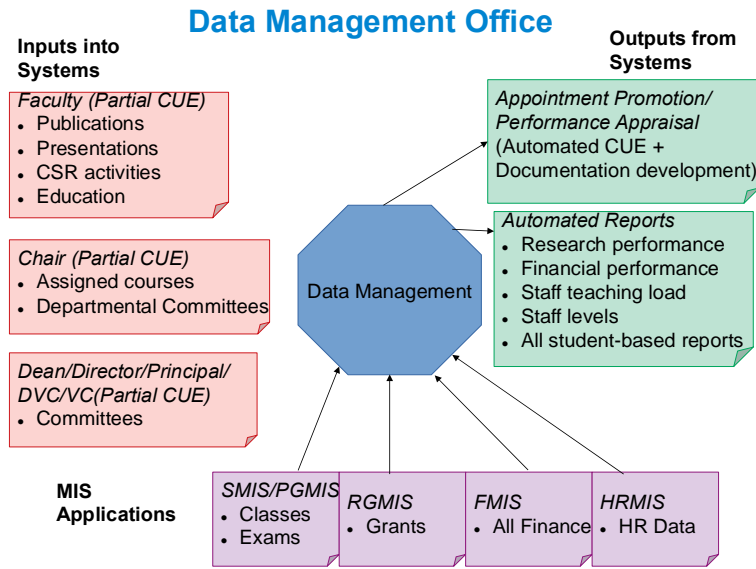
2.3 Risk Management Framework

Risk-taking in a strategic plan is inevitable as the strategies contained therein are enablers of change.Change introduces uncertainty, hence risk. The management of risk is the proactive identification, assessment and control of risks that may affect the delivery of the strategic plan's objectives. Bold objectives and attendant strategies, inherently carry and element of risk, that must be managed to minimize their impact, and ensure that the stated objectives can be realized. A key tenet of ISO 9000:2015, on which the University is certified, is the identification of risk, and delineation of mitigation measures. Risk management, therefore, is a continuous activity that must be carried out throughout the life of the strategic plan, accounting for changes in the internal and the external environments.

The objectives of risk management are to increase the probability of positive impactful events occurring while decreasing that for negative events. Risk management aims to identify and prioritise risks in advance of their occurrence by describing risk events in terms of likelihood or probability of occurrence, and their impact on realization of the objectives if they did. Probability is the evaluated likelihood of a particular outcome actually happening, including a consideration of the frequency with which the outcome may arise, whereas the impact is the evaluated effect of result of a particular actual outcome and could ideally be considered against time and cost.

Strategies to handle specific risk events can be categorised into three broad areas:

1. Risk Avoidance, which is the most effective way to deal with the causes of risks as it removes them. This however is often not possible.

2. Risk Mitigation (Control) seeks to reduce the probability or impact of a risk event

3. Risk Sharing allocates proportions of risk to different parties thereby reducing each party's

individual risk.

The *Likelihood (L) parameter is* operationalized at three levels: 1 – Low; 2 – Moderate; 3 – High.It quantifies the chances of a risk event occurring. Similarly the *Severity (S)* parameter uses the same levels to represent the impact if a risk event occurred. The *Resultant Risk Level (R)* is the product L and S, as shown in Table 6.6. The potential major risks that may hinder the full implementation of the strategic plan and proposed mitigation measures are presented in Table 6.7.

Table 6.6 Resultant Risk Level (R)

Risk Level	Low	Moderate	High
Resultant Score	1, 2, 3	4, 6	9

Table 6.7: Identified Risks and Mitigation Strategies

SN	Risks	L	S	Level (R)	Mitigation Strategy
1	**Strategic Risks**				
1.1	Stalled or slow implementation of projects and initiatives due to poor coordination between the user, the procurement and the finance departments	3	3	High (9)	• Proactively build strong synergies between relevant key departments; • Strengthen processes within the procurement department
1.3	High turnover of key qualified staff in certain areas, for example ICT	2	3	Moderate (6)	• Develop and staff implementation retention programmes; • Implement the ICT Masterplan
1.4	Weak monitoring and evaluation of the strategic plan implementation	2	2	Moderate (4)	• Implement the robust M&E programme developed as part of this strategic plan.
1.5	Political interference with the management of the university	1	2	Low (2)	• Proactively engage government to maintain a good relationship
2	**Financial Risks**				
2.1	Not realizing target resource levels necessary to fund the strategic plan	2	3	Moderate (6)	• Closely monitor cash flow and re-prioritize projects and initiatives as necessary; • Control the growing wage bill; • Adequately resource the strategic plan initaitves.

SN	Risks	L	S	Level (R)	Mitigation Strategy
3	**Operational Risks**				
3.1	Student unrest resulting in adisruption of university activities	2	3	Moderate (6)	• Engage student leaders to address issues early before such issues get out of hand
3.2	Disruption of university activities due to staff strikes	2	3	Moderate (6)	• Proactively engage the unions to address issues early
3.2	Resistance to change from staff members on new initiatives	1	3	Low (3)	• Actively engage staff members through change management programmes and effective monitoring and evaluation
4	**Technological Risks**				
4.1	Data and information insecurity	2	3	Moderate (6)	• Remain vigilant for new threats, while implementing secure data management policies and systems; • Continually train staff on cyber security issues.
4.2	Rapidly changing technology, especially ICT	2	2	Moderate (4)	• Keep a record of and introduce changing technologies.
4.3	Reluctance by staff to embrace use of developed MIS	2	3	High (6)	• Proactively involve the user in development of, and provide comprehensive training on new systems • Implement change management programs for MIS that bring about significant changes
5	**Organizational Risks**				
5.1	Large number of staff in key areas soon reaching retirement age	3	3	High (9)	• Develop and implement succession plans • Review the post-retirement policy

Monitoring and Evaluation Framework

Monitoring can be defined as the process of continually tracking the implementation of planned programmes or activities to assess their progress and performance. *Evaluation* is the determination to

what extent set objectives have been successfully met. Monitoring and evaluation (M&E) provides regular and timely information in support of evidence-based decision-making serving as a key driver towards the realization of an organization's goals. The information prepared includes progress made, challenges encountered and emerging issues identified. This information can also be used to promote a culture of learning and an application of lessons learnt.

This strategic plan best practice principles call for the use of indicator identification; the frequency of data collection;the responsibility of data collection; the data analysis and use; the reporting and the dissemination to guide the monitoring process; assessment of progress towards achieving plan outcomes; evaluations focused on whether the results are being achieved, clear logical pathways where results from one level, flow towards the next level and so on leading to the achievement of the overall goal.

The M&E framework shall be managed by the Transformation, Performance Management and Reform Unit. M&E of the strategic plan shall be integrated with the performance contracting process to eliminate duplication of effort and to make the process more effective. The integrated framework, however, will contain these key elements. In June of each year, colleges and central units set performance targets as part of their annual work plans (January 2017-June 2018) derived from this plan, and their cascaded plans. On a regular basis, colleges and central units will monitor their progress of implementation to establish if performance targets are being met in order to detect potential difficulties; to assist in addressing any difficulties during implementation; and to provide feedback for the next implementation phase. The colleges/central units will monitor the progress of their respective annual work plans through regular meetings. Finally, evaluation of the plans is important to find out if the intended results are being realized. The performance evaluation will be carried out quarterly and annually both at the College/Central Unit level and at the corporate level.

Details of the M&E process shall be as outlined in the *Monitoring and Evaluation Plan 2018-2023*,[1] including templates for the quarterly and annual evaluations.

2.4 Cascading Framework

The performance of the university will depend on the performance of ALL employees. Everyone has a role to play. The desired corporate outcomes will only be realized only if they are translated to key results of colleges and central units, and those of teams and individual members of staff. There must be a focus across all the levels of the university that is consistently aligned to the university's strategy.

The cascading framework employed is summarized in Figure 6.4. The extended corporate work plan defines the top-level strategy, with the implementation matrix forming the basis for the corporate scorecard. At the lower tiers (the Central units, the Colleges, the schools and the departments).Extended annual work plans will be derived from the corporate plan, with additional and relevant implementation details and activities incorporated.

Employee scorecards (performance appraisal instruments) are defined by their job descriptions and work assignments shall be clearly aligned both individually and collectively to their units' plans. As employees meet their personal objectives and perform, their unit's performance targets and objectives are met. This in turn ensures that the overall corporate objectives, and therefore institutional outcomes are realized.

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1   The *UON Monitoring and Evaluation Plan 2018-2023* shall be developed by the Performance Monitoring and Delivery Unit by June 30th 2018.

Figure 6.4: Corporate to Employee Cascading Framework

Delivering on the Vision/Mission

STRATEGIC
DIRECTION

Corporate
Initiatives

+ College/Unit
Initiatives

STRATEGY

Tier 1
Corporate
Strategic
Plan

Tier 2
College/
Unit
Plan

Employee
Appraisal
Form

TACTICAL
EXECUTION

PERFORMANCE

How will we
achieve our
Vision

How does our
college/unit
Contribute to our
strategy

How do I
contribute
to our strategy
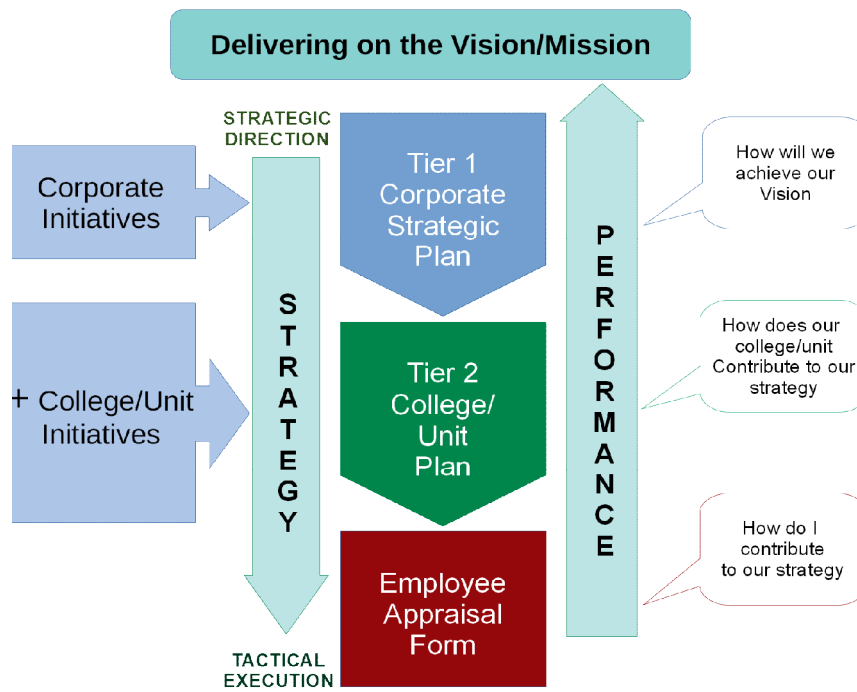
ANNEXES

Annex 1 – Implementation Plan

A1.1: Teaching and Learning

Key Result Area 1: *Quality graduates in diverse fields*

Strategic Objective 1: *To design and implement relevant and innovative teaching and learning programmes*

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 1.1: Enhance the quality and delivery of academic programmes in compliance with all regulatory requirements on university education **Key Initiatives** 1. Establish new thematic areas to reflect best practice for teacher preparation through review of programmes and establishment of new entities such as schools and centres 2. Establish and implement class-room and lecture hall standards 3. Audit existing teaching facilities for compliance to defined standards and implement	**Outcome 1.1:** Improved quality and delivery of teaching and learning programmes	Number of existing programmes that are in line with the basic education curriculum framework	5.5	10%	25%	50%	75%	100%	Principal/Deans/ Directors/Chairmen of Department/ Academic Leaders
		% of existing teaching facilities that are in compliance with defined standards	TBE	10% growth	15% growth	20% growth	30% growth	75%	Principal/ Deans/Directors/ Construction & Maintenance Manager

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
recommendations 4. Establish new schools to reflect best practices for teacher preparation. 5. Design and implement faculty mentorship programme 6. Review academic processes for improved efficiency and effectiveness 7. Implement online student registration 8. Digitize student files in academic units 9. Enforce the policy on external examination and management of results 10. Ensure that all faculty are trained on pedagogy and andragogy 11. Establish mechanisms to enable students to choose elective units from other disciplines in the University 12. Enhance the teaching and learning of science and ICT methods courses/units		Four news schools established	1.5	15%	20%	25%	25%	>80%	Principal/Deans/ Directors/ Senior Academic Staff / Chairmen of Departments
		Number of lecturers who been mentored	100%	100%	100%	100%	100%	100%	Principal/Deans/ Directors/ Senior Academic Staff
		Average faculty student evaluation rating	TBE	10% growth	10% growth	10% growth	10% growth	> 80%	Principal/Deans/ Directors/ Chairmen of Department
		% of academic units registering their first years online	-	50%	100%	100%	100%	100%	Principal/Director ICT/ Deans/Directors
		% of academic units with digitized student files	-	10%	50%	100%	100%	100%	Principal/Director ICT/ Deans/Directors
		% of faculty trained on pedagogy and	14.42%	40%	60%	80%	100%	100%	DVC(AA)/Principal/ Director CEPA

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
		andragogy							
		Average faculty student evaluation rating	TBE	10% growth	10% growth	10% growth	10% growth	> 80%	Principal/Deans/ Directors,
		Hiring Lecturers in the field of ICT	1	1	1	1	1	5	DVC(FPD)/ Principal/Deans/ Chairmen of Department
Strategy 1.2: Rationalize workload and appoint academic staff to teach and supervise students based on their areas of specialization **Key Initiatives** 1. Implement the teaching workload rationalization report		% of academic units that have rationalized the teaching workload	TBE	75%	100%	100%	100%	100%	Principal/Deputy Principal/Deans/ Directors/ Chairmen of Departments
Strategy 1.3: Provide suitable working environment for all academic staff **Key Initiatives** 1. Develop and implement minimum standards of teaching staff office space 2. Take inventory of all the office space in the college with a view to rationalize and provide space to all the faculty members	**Outcome 1.2:** Increased staff motivation and commitment	% of teaching staff with offices that meet the minimum standards	TBE	10% growth	15% growth	20% growth	30% growth	100%	Principal/Deans/ Directors/ Construction & Maintenance Manager

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
3. Operationalize and strengthen the functions of the Office of Career Services at the College									
Strategy 1.4: Improve the quality and the quantity of STEM programmes **Key Initiative** 1. Increase and equip the classrooms, laboratories and the industrial and technical programme-based workshops in Kenya Science Campus (KSC) 2. Enhance the development of life-long learning and functional literacy courses 3. Develop and implement TVET Teacher training Programmes in KSC	**Outcome 1.3:** Increased quality and quantity of STEM programmes	% of academic units with adequate and equipped labs for STEM programs	3(KSC)	10% growth	15% growth	20% growth	30% growth	75%	Principal/Deputy Principal/ Deans/Directors/ Chairmen of Departments
		Number of new life-long learning and functional literacy	0	1	1	1	1	1	Principals/Deputy Principal/Deans/ Chairmen of Departments/ Academic Leaders
		Develop programmes and establish a school for technical and vocational teacher Training	1	1	1	1	1	2	Principal/Deputy Principal/Deans/ Chairmen of Departments/ Academic Leaders/ All Academic staff

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 1.5: Upscale access to quality education and training through increased adoption of educational technology **Key Initiatives** 1. Develop gymnasia for teaching and learning of Sport Sciences programmes 2. Develop and offer programmes using e-learning mode in the college. 3. Enrol students in e-learning programmes in the College	**Outcome 1.4:** Increased access to education and training	Develop gymnasia for teaching and learning of sports sciences	0	1	1	1	1	1	Principal/Deans/ Chairmen of Departments/ Construction & Maintenance Manager
		Offer programmes using the e-learning mode	0	1	1	1	1	3	Principals/ Deans/Chairmen of Departments/All Academic staff
		Number of students enrolled	0	0	10	10	10	10	Principal/Deputy Principal/ Deans/Chairmen of Departments/All Academic staff
Strategy 1.6: Produce practical oriented graduates in diverse fields suitable for employment **Key Initiatives** 1. Develop and implement a framework for experiential/competence/problem-based learning in University programmes	**Outcome 1.5:** Improved employability of graduates in diversified fields	% of undergraduate students that participate in industrial attachment	100%	100%	100%	100%	100%	10%	Principal/Deputy Principal/Deans/ Academic Registrar/ Chairmen of Departments/ All

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
2. Re-engineer common core courses and incorporate leadership and soft skills in one of the courses 3. Revamp the Dean of Students office to become a robust office for Career Services and Placement 4. Design and implement a tracer study programme using discipline-based alumni association database									Academic Staff
		Number of programmes with inbuilt experiential learning	100%	100%	100%	100%	100%	100%	Deans/Directors/ Chairmen of Departments / Academic Leaders/ All Academic staff
		Number of new/re-engineered common core courses that give students life skills	0	-	1	1	1	1	DVC(AA)/Principal/ Deputy Principal/ Deans/Directors/ Director BCUC/ Chairmen of Departments
		Number of students successfully placed in jobs	TBE	10% growth	15% growth	15% growth	15% growth	15% growth	Placement Officer/ Deans/Directors
		Number of tracer studies using discipline based alumni associations	0	1	1	1	1	1	Director/UONAA/ Deans/Directors
Strategy 1.7: Promote and enhance internalization of the University	**Outcome 1.6:** Increased international-	% of international students accommodated	TBE	1% growth	1% growth	1% growth	1% growth	1% growth	Deans/ Chairmen of Departments / Senior Academic

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Key Initiatives 1. Develop hostels for international students 2. Develop and implement support systems for international students 3. Market University programmes in international markets 4. Monitor and report on a regular basis completion rates and progression of international students 5. Implement mechanisms to attract international students and academic staff	lization of the University	Number of international students as % of total graduate students	0.25%	1% growth	1% growth	1% growth	1% growth	1% growth	staff/Director CIPL
		Number of countries represented in the University student body	TBE	1% growth	1% growth	1% growth	1% growth	1% growth	
		Number of international faculty	TBE	1% growth	1% growth	1% growth	1% growth	1% growth	DVC (FPD)/DVC(AA)/ Principal/Deans/ Directors
Strategy 1.8: Review existing graduate programmes to attract more students **Key Initiatives** 1. Select flagship graduate programmes and revamp, differentiate and grow them 2. Rationalize fees structures for graduate programmes across the University 3. Create , furnish and equip the Graduate	**Outcome 1.7:** Increased number of graduate students in diverse fields	No. of students in flagship programmes	20?	2% growth	2% growth	2% growth	2% growth	2% growth	DVC (AA)/ Principal/ Deans/Directors/ Director Graduate School/Chairmen of Departments
		% of graduate programmes with reviewed fee structure	TBE	20%	100%	100%	100%	100%	

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Computer Laboratory in the CEES Library 4. Provide learning space/carrels for Graduate Students		% Completion of the CEES Library	TBE	100%	-	-	-	-	Principal/Director LIS/Deans/ Manager Construction & Maintenance,

A1.2: Research, Innovation and Enterprise

Key Result Area 2:*High impact research outputs that addresses societal needs*

Strategic Objective 2:*To be a leading Institution in scholarly, research and creative productivity in Africa*

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 2.1: Build active research teams focusing on national and regional priority areas **Strategy 2.2:**Strengthen research infrastructure and facilities **Key Initiatives** 1. Operationalize the Bureau of Educational Research and Evaluation (BERE) 2. Develop several high priority multi-disciplinary thematic research areas to attract large grant funding 3. Write proposals and engage ministries and counties to fund the 'Big Four' government priorities of manufacturing, universal health coverage and food security. 4. Strengthen *The Fountain Journal of Education Research*, enabling indexing in international databases 5. Develop capacity in grants proposal writing 6. Create an inventory of research infrastructure	**Outcome 2.1:**Increased visibility and uptake of UoN research output	Fully functioning Bureau of Educational Research and Evaluation (BERE)	0	1	1	1	1	1	DVC(RPE)/ Principal/Deans/ Directors/ Chairmen of Departments
		Active research teams in the College	0	0	1	1	1	1	DVC(RPE)/ Principal/Deans/ Director/Chairmen of Departments
		Number of new 'Big Four' funded projects	N/A	0	1	1	1	1	Principal/Director (R&E)/ Deans/Directors/ All Academic Staff
		Strengthen *The Fountain Journal of Education Research*	1	1	1	1	1	2	DVC(RPE)/ Principal/Deans/ Directors/ Chairmen of Departments

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
7. Encourage the development of cutting-edge shared research facilities 8. Create mechanisms for funding of *The Fountain Journal of Education Research.* 9. Encourage researchers to publish/attend conferences/grants proposal writing seminars 10. Grow the number of chapters published in edited books 11. Grow the number of books published		Number of publications in peer reviewed journals	75	10% growth	10% growth	10% growth	10% growth	10% growth	Principal/Deans/ All Academic Staff/Chairmen of Departments
		Number of chapters in edited books	1	1% growth	1% growth	1% growth	1% growth	1% growth	Principal/Deans/ All Academic Staff/Chairmen of Departments
		Number of books published	1	1% growth	1% growth	1% growth	1% growth	1% growth	Principal/Deans/ All Academic Staff/Chairmen of Departments
		Number Research Grants over KES 1m each	2	-	1	1	-	1	Director/R&E
		Number of cutting edge shared research facilities	1	1	1	1	1	1	DVC (RPE)/ Principal/Deputy Principal/Deans
		Consulting opportunities identified	0	1	-	-	-	-	DVC(RPE)/ Principal/Dean/ All Academic Staff/MD UNES

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 2.3: Grow research, consultancy and commercialization revenue **Key Initiatives** 1. Scan the environment and identify opportunities for research and consultancies, and provide pre- and post-award support services to the faculty 2. Implement the Technology Transfer Office plan 3. Train faculty on the commercialization of research 4. Establish an inventory of research activities	**Outcome 2.2:** Adequate funding to support research, scholarly and creative activities	Consulting opportunities identified	0	-	-	1	-	-	DVC(RPE)/ Principal/Deans/ MD UNES/ All Academic Staff
		Number of faculty with an active grant	2	-	-	1	1	1	DVC(RPE)/ Principal/Dean/ Director UNES/ Academic Staff
Strategy 2.4: Develop the Innovation Park at UON **Key Initiative** 1. Implement the Innovation Park Feasibility Study and Master plan	**Outcome 2.3:** Enhanced role in the national innovation ecosystem	% Implementation of the Master Plan	0	-	-	-	-	1	VC,/DVC(RPE)/ Principal/Dean

A1.3: Student Affairs

Key Result Area 3: *Better citizens for tomorrow*

Strategic Objective 3: *To improve student welfare services though development and implementation of appropriate minimum standards*

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 3.1: Improve standards and capacity of student accommodation services **Key Initiatives** 1. Implement a minimum standard for university hostels (including biometric access control) 2. Review the fees for student welfare services 3. Implement a policy framework to enable the private sector and the alumni to participate in refurbishing of student hostels in exchange for naming rights 4. Participate in the building of new/modern student hostels through the PPP and	**Outcome 3.1:** Increased satisfaction of resident students	Resident Student's satisfaction index	TBE	-	+1%	+1%	+1%	+1%	DVC (SA)/ Principal/ Deputy Principal/ Director SWA
		Number of Hostels meeting minimum standards	-	-	1	1	1	1	DVC(FPD)/ DVC (SA)/ Principal/ Deputy Principal/ Director SWA/FO

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
endowment by prominent individuals and the alumni 5. Sink, install and commission the boreholes for Kenya Science Campus and Kikuyu Campus 6. Expand hostels at Kenya Science Campus with a minimum bed capacity of 1000		% of fees reviewed for student welfare services	-						
		Bore hole sank and commissioned	-	-	1	-	-	-	DVC(FPD)/DVC (SA)/Principal/ Deputy Principal/ Construction &Maintenance Manager/ Director SWA
		New accommodation space created	0	-	-	-	-	1	DVC (SA)/ Principal/ Deputy Principal/ Director SWA

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline						Responsibility
				Y1	Y2	Y3	Y4	Y5		
Strategy 3.2: Re-engineer student affairs processes to become more efficient **Key Initiatives** 1. Strengthen the Dean of Students Office in the College to be a one stop shop for all student non-academic matters 2. Implement the student mentorship and counselling programme	**Outcome 3.2:** Enhanced student satisfaction	Student's satisfaction index	66.6%	68%	71%	73%	74%	75%		Principal/ Deputy Principal/Dean/ Chairmen of Departments
Strategy 3.3: Change student culture towards a more positive outlook **Key Initiatives** 1. Roll out a culture change programme for students 2. Build capacity for handling drug and substance abuse in both student and staff counsellors 3. Strengthen the work study programme 4. Institutionalize Corporate Social Responsibility by students	**Outcome 3.3:** Increased moral and sense of responsibility in students	Number of indiscipline cases	2	Reduce by 1%	Reduce by 1%	Reduce by 1%	Reduce by 1%	Reduce by 1%		DVC(SA)/ Principal/ Deputy Principal/ Deans/ Chairmen of Departments/ ADOs

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 3.4: Show case student talent in co-curricular activities **Key Initiatives** 1. Participate in theUoN Orchestra as one of the best in the country by tapping into corporate sponsorship 2. Support the reinvigoration of the rugby and basketball teams to national prominence by tapping into corporate sponsorship and the alumni 3. Participate in the annual inter-campus sports competition 4. Implement student recognition and appreciation programme for exceptional performance and talent	**Outcome 3.4:** Increased allegiance to the University by the students and the alumni	Participation in annual concerts	1	2	2	2	2	2	DVC(SA)/ Principal/ Deputy Principal/ Deans/ Chairmen of Departments/ ADOs
		Position of the rugby team in the National league	3	3	2	2	1	1	DVC(SA)/ Principal/ Deputy Principal/ Deans/ Chairmen of Departments/ ADOs
		Position of the basketball team in the National league	3	3	2	2	1	1	

A1.4: Resources

Key Result Area 4: *Sustainable resource base*

Strategic Objective 4: *To build a sustainable resource base*

A.1.4.1 Human Resource

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.1.1: Establish and operationalize mechanisms that empower staff **Key Initiatives** 1. Develop and implement a staff recognition and appreciation programme for exceptional talent and excellent performance 2. Implement the HR policy manual	**Outcome 4.1.1**Improved staff motivation and satisfaction	Employee Satisfaction index	79.13%	79.3	79.5	79.7	79.9	80.1	DVC(HRA)/ Principal/Deputy Principal/ Registrar
Strategy 4.1.2: Implement a performance-based incentive and sanctions system **Key Initiatives** 1. Implement a reward and sanction system based on the results of the staff performance appraisal and	**Outcome 4.1.2** Increased staff productivity	Average teaching staff performance Appraisal Index	54.46%	+4%	+4%	+5%	+6%	+6%	DVC(HRA)/ Principal/ Deputy Principal/Dean/ Registrar
		Average non-teaching staff performance Appraisal Index	56.56%	+4%	+4%	+5%	+6%	+6%	

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
performance contract 2. Implement the staff appraisal instrument to be aligned with the Strategic Plan 3. Implement quarterly monitoring of individual performance 4. Implement the report on the current workload for non-teaching Staff		% Implementation of the report on workload for non-teaching staff	0%	20%	50%	100%	100%	100%	DVC(HRA)/ Administration Registrar
		% of non-academic units with an automated clocking system	0	50%	100%	100%	100%	100%	DVC(HRA)/ Administration Registrar
Strategy 4.1.3: Establish and operationalize a succession planning programme **Key Initiatives** 1. Review and implement a faculty staff development pipeline policy for succession planning 2. Implement a succession policy for non-teaching staff 3. Mentorship of young faculty for career progression	**Outcome 4.1.3** Adequate work force at all times	% Implementation of the faculty staff development pipeline policy	33%	40%	80%	100%	100%	100%	DVC(HRA)/ Principal/Dean/ Directors/ Administration Registrar/College Registrar
		% Implementation of the succession policy for non-teaching staff	12.5%	40%	80%	100%	100%	100%	DVC(HRA)/ Principal/ Administration Registrar
		Ratio of staff hired and promoted vs. staff who have exited	5:2	5:2	5:2	5:2	4:1	3:1	DVC (HRA)

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.1.4: Structured engagement with staff union leadership **Key Initiative** 1. Liaise with the resource person in charge of staff union matters and to interact with the unions on a regular basis	**Outcome 4.1.4** Enhanced trust and confidence between staff unions and the management	Number of structured meetings held with the staff unions leadership	-	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly	DVC (HRA)/ Administration Registrar

A1.4.2 Physical Infrastructure and Facilities

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Land and Buildings									
Strategy 4.2.1: Improve land utilization for higher financial returns **Key Initiatives** 1. Develop, modernize, manage and utilize optimally available space and facilities including Kasarani for the proposed School of Physical Education and Sport Science	**Outcome 4.2.1** Improved cash flow	Construction of gymnasium, teaching and learning and office space at Kasarani	-	1	1	1		1	VC/DVC(FPD)/ Principal/Dean/ Estate Manager/ Construction & Maintenance Manager
Strategy 4.2.3: Adopt a rigorous facility monitoring, evaluation and maintenance system **Key Initiative** 1. Invite the private sector to participate in refurbishing and maintaining of college buildings in exchange for naming rights 2. Implement a system for the management of space and facilities in the College. 3. Construct new gate at the Library Hill 4. Install, test and commission a stand-by generator at Library Hill	**Outcome 4.2.2** Well maintained state of the art facilities	No. of buildings refurbished, maintained and named	1	1	1	1	1	1	DVC(FPD)/ Principal/ Deputy Principal/ Estates Manager

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Information and Communication Technology (ICT)									
Strategy 4.2.4: Implement a secure, robust and integrated ICT infrastructure **Key Initiatives** 1. Implement call centre with Interactive Voice Response (IVR), and integration with social media and University MIS 2. Implement a biometric system for staff 3. Participate in the review of the SMIS and address the challenges academic units are facing such as double registration and enforcement of examination regulations 4. Implement key priorities in the ICT Master Plan 5. Replace manual sign-in with automated student class attendance sign-in. 6. Establish examination centres complete with surveillance cameras. 7. Use established TV and Radio station for educational media purposes in the College	**Outcome 4.2.3** Improved quality of services to the end-users	% of end-users accessing the University Intranet	78%	80	90	100	100	100	Deans/ Directors/ CODs
		% of Faculty accessing the internet	75%	80	90	100	100	100	Deans/ Directors/CODs
		% of ICT Services Availability	96%	+0.5	+0.5	+1	+1	+1	DVC(HRA)/ Director ICT
		Number of serious security breaches per year	2	1	1	0	0	0	DVC(HRA)/ Director ICT
		Website user-friendly index	-	50%	60%	70%	80%	80%	Director ICT/ Director Corporate Affairs

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.2.5: Achieve world-class University ICT service provision **Key Initiatives** 1. Operationalize an automated course evaluation and link to the staff appraisal system 2. Integrate and mainstream core MIS applications 3. Re-engineer the College website to become a one-stop shop for information to all the stakeholders 4. Implement a dashboard that provides management with information for decision making support 5. Implement recommendations on the library automation	**Outcome 4.2.4** Faster turn-around time of all student and staff processes	% Automation of course evaluation tool	-	100%	-	-	-	-	DVC AA/ Director ICT
		% of automated evaluation tool linked to the staff appraisal system	-	-	100 %	-	-	-	DVC AA/ Director ICT
		% Core MIS applications reengineered and integrated	TBE	50%	60%	80%	90%	100%	DVC(HRA)/ Director ICT
		% Implementation of the library automation system	68%	80%	95%	100	100	100	DVC (RIE)/ Director LIS
Utilities and Conservancy									
Strategy 4.2.6: Exploit and use sustainable renewable energy sources **Key Initiative** 1. Install solar energy systems in selected University Buildings	**Outcome 4.2.5** Enhanced greening of the University	% Implementation of the solar energy system project	0	-	100	100	100	100	DVC (FPD)/ Principal/ Estates Manager

Strategies/Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.2.7: Reduced use of paper in governance meetings **Key Initiative** 1. Implement a knowledge management system to enable all governance meetings to go paperless		% Implementation of knowledge management system	0	-	100	100	100	100	DVC (HRA)/ Director ICT/College Registrar

A1.4.3 Financial Resources

Strategies/ Initiatives/ Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.3.1: Engage the Government and private sector for enhanced resourcing **Key Initiatives** 1. Establish a co-ordination office to oversee technical proposal writing for funding in the college.	**Outcome 4.3.1** Increased funding	% Increase in capitation attributable to deliberate engagement with GoK	5.47b	5.68b	5.80b	6.05b	6.29b	6.55b	VC/DVC(FPD)/ FO
		Appropriation in Aid	196.18	1 % growth	1 % growth	1 % growth	1 % growth	1 % growth	DVC(FPD)/ Principal/ FO
		Amount of money generated from County scholarships	-	-	-	-	-	1m	DVC(FPD)/ Director Advancement/F O/Principal
Strategy 4.3.2 Strengthen controls in the management of income generation	**Outcome 4.3.2** Positive cash flow	% of loss making IGUs closed down	-	100%	100%	100%	100%	100%	DVC(FPD)/ Principal/ MD UNES

Strategies/ Initiatives/ Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Key Initiatives 1. Implement the report on income generating activities in the University (1994 UON Council report) 2. Enforce existing policy on fee payment, and student course registration through SMIS (no fees no examinations) 3. Review the financial viability of the College IGUs and upscale selected IGUs to commercial business entities 4. Revamp the nursery school in Kenya Science as a viable IGU.		Dividend remitted to College by UNES/CESSP	0	21m	39m	60m	105m	150m	DVC(FPD)/ Director CESSP/ MD UNES
		% Reduction of new student fees debts	TBE	100%	100%	100%	100%	100%	DVC (AA)/ DVC (FDP)/Principal/ Director CESSP/ Deans/Directors
		Fully functioning comprehensive school	-	-	-	-	-	1	Principal/Deputy Principal/Deans/ Directors/ Chairmen of Departments
Strategy 4.3.3 Enhance the Financial Management Systems **Key Initiatives** 1. Implement a management accounting reporting system	**Outcome 4.3.3** Timely and informed decision making	Number of senior managers trained in management accounting skills	-	100%	100%	100%	100%	100%	DVC(FPD)/DVC (HRA)/FO
		Number of key	20%	20%	25%	30%	35%	40%	DVC(FPD)/

Strategies/ Initiatives/ Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
2. Re-engineerand devolve further financial management to the schools/institutes/departments/centres 3. Develop a robust debt recovery plan and tracking of students debtors		financial management decisions devolved to the College level							Principal/ FO

A1.5: Competitiveness and Image

Key Result Area 5:   *Strong corporate image*

Strategic Objective 5: *To enhance the competitiveness and image of the University*

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target / Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 5.1: Brand and position the University based on value proposition **Key Initiatives** 1. Strengthen the marketing and communications committee to profile the college locally and	**Outcome5.1:**Improved brand equity and visibility	Brand and corporate image Perception index	TBE	+5%	+5%	+5%	+5%	+5%	DVC(HRA)/Principal/Deputy Principal/Directors/ Deans Corporate Affairs
		Operational Marketing and communication department	-	-	100%	100%	100%	100%	DVC(HRA)/ Principal/ Deans/Directors
		Marketing communication plan	-	-	100%	100%	100%	100%	Principal/Deputy Principal/Deans/Director Corporate Affairs

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target / Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
internationally. 2. Develop and implement coordinated marketing plan for the college. 3. Implement the branding, marketing and communication policy		% of Establishment of Marketing and communication data analytic centre	-	-	100	100	100	100	VC/DVC(HRA)/Principal/Deans/Director Corporate Affairs
		% of brand and marketing and communication policy implementation	TBE	50	100	100	100	100	VC/DVCs/ Principals/ Deans/ Directors/Director Corporate Affairs
Strategy 5.2 Strategic engagement with the industry **Strategic Initiative** 1. Launch marketing efforts targeted to the industry	Outcome5.2: Improved industry linkage / partnerships	Number of industry partners	TBE	+5	+10	+15	+15	+15	VC/ DVCs/ Principal/ Deans/ Chairmen of Departments/ Director Corporate Affairs.
Strategy 5.3 Market the University locally and internationally **Key initiatives** 1. Use established TV/Radio station for education media services.	Outcome5.3: Improved competitiveness and Image	Number of positive media appearance initiated by the UoN	TBE	+5	+10	+15	+20	+25	Director Corporate Affairs
		Relative preference of the University as a university of choice by prospective undergraduate and post graduate students	TBE	+5%	+5%	+5%	+5%	+5%	DVC(AA)/Principals/ Deans/ Directors,/Director Corporate Affairs,

Strategies / initiatives	Outcomes	KPIs	Baseline (2017/18)	Target / Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
2. Document and implement key achievements of the College on the College website 3. Utilize the Data Analytics Centre to analyse, document and share information on contemporary local and global contemporary issues of interest to the government, the industry and the public		% of Establishment of UoN radio station	-	50%	100%	100%	100%	100%	DVC(FPD)/Director SOJ/Dean SOE
		% of Establishment of UoN TV station	-	20%	60%	100%	100%	100%	DVC (FPD)/ Director SOJ/Dean SOE
		Global (and Africa) Webometrics ranking of the University	7	6	5	4	3	2	VC/DVCs/ Principal/Deputy Principal/ Deans/ Directors/Director ICTC
		Global (under 50) ranking of the University	7	6	5	4	3	2	VC/ DVC(RIE)/Principal/Deputy Principal/Deans/ Directors/Director ICTC
		Engagement of a public relations firm	-	100%	100%	100%	100%	100%	VC/Director corporate Affairs
		Profile and package University achievement and exceptional performance and talents of both staff and students	-	20%	40%	60%	80%	100%	VC/ DVCs/Principal/Deputy Principal/Deans/ Directors/Director Corporate Affairs
		% Documentation of key achievements on foyers/websites	-	100	100	100	100	100	VC/ DVCs/ Principals/Deputy Principal/ Deans/ Directors/ Director Corporate Affairs

A1.6: Governance, Leadership & Culture

Key Result Area 6: *Improved institutional performance*

Strategic Objective 6: *To institutionalize governance mechanisms and leadership culture that facilitate the realization of the University's vision and mission*

Strategies / initiatives	Outcome	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 6.1: Review and streamline the internal governance organs of the University **Key Initiatives** 1. Rationalize the structure of the College to incorporate new schools, institutes and centres. 2. Cascade the governance organs of the College 3. Increase devolution to Schools/Institutes/Centres/Basic operating Units **Strategy 6.2:** Develop leadership capacity at all management levels **Key Initiatives** 1. Implement a leadership training programme across all management levels in the College.	**Outcome6.1:**Increased efficiency and effectiveness	New Schools, Institutes and Centre	0	2	1	1	1	1	VC/DVCs/ Principal/ Dean/ HoDs/Academic members of staff
		Reduced turnaround time: Time from AIE completion to cash transaction	1 1/2 weeks	1 week	1 week	1 week	1 week	1 week	VC/ DVC (HRA)/DVC(FPD)/ Principal/Deans/ Registrar Administration/FO/ Head of Departments/College Registrar
		Reduced turnaround time: Promotions from lecturer to senior lecture (from the application to the interview time)	4 months	3 months	3 months	3 months	3 months	3 months	DVC (HRA)/Principal/ Deans/ Deputy Principal/ Registrar Administration/College Registrar

Strategies / initiatives	Outcome	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
2. Build capacity in strategy execution in the College. 3. Adopt evidence-based decision making processes		Average staff performance rating	55.51%	+4%	+4%	+5%	+6%	+6%	DVC (HRA)/Principal/ Deputy Principal/ Registrar Administration
Strategy 6.3: Institutionalize an appropriate culture in the University **Key Initiative** 1. Participate in the development and implementation of a culture change programme, informed by the core values 2. Intensify training of staff on integrity , gender and ethnic balance, care, cohesiveness and peaceful coexistence in the society	**Outcome6.2:**Increased commitment, loyalty and responsibility of staff	Number of lectures missing classes	0	Reduce by 10%	Reduce by 10%	Reduce by 10%	Reduce by 10%	Reduce by 10%	DVC (AA)/ Principals/Deputy Principal/ Deans/Directors/ Chairmen of Departments/All staff
		% of staff reporting late (from the clocking system)	20	Reduce by 10%	Reduce by 10%	Reduce by 10%	Reduce by 10%	Reduce by 10%	DVC (HRA)/Principal/ Deputy Principal/ Unit Administrators/ All staff
		% of staff rated below average	44.49%	Reduce by 5%	Reduce by 5%	Reduce by 5%	Reduce by 10%	Reduce by 10%	DVC(HRA)/Principal/ Deans/ Registrar Administration/Unit Administrators/ All staff