



UNIVERSITY OF NAIROBI

Strategic Plan 2008-2013

Reviewed in June 2010

Draft I

Preface

The 2008 – 2013 Strategic Plan is a product of a thorough review and recasting of the 2005 -2010 Strategic Plan. This review was necessitated by the critical changes that have either occurred or are expected to occur in the internal and external environments of the University. These changes are outlined in chapter I of the plan. Therefore, the purpose of the review was to align the plan with the aforesaid changes.

The new plan was developed after a thorough review of the policy and strategy documents obtained from the Government and the University. This was followed by a wide consultation with key stakeholders from within and outside the University. In addition, the first draft of the strategic plan was presented and discussed at various levels of the University structure, namely University Management Board, the Senate and College Academic Boards. Ideas from these fora were used to improve the plan.

The plan has six major sections, namely introduction; vision, mission and core values; strategic analysis; strategic objectives and strategies; and implementation plan.

This is a corporate-level plan from which units at lower levels are expected to develop their own strategic plans in a descending order. Based on this process, the next level of strategic planning is the College and the administrative units of the University (i.e. academic, administration, finance, student affairs etc). The process is cascaded further down to the basic operational units. The basic logic in this process is that the strategies of the immediate higher unit become strategic objectives for the immediate lower units.

This plan was reviewed again in June, 2010. This was necessitated by changes that occurred since 2008, particularly emanating from government sector specific standards documents and sector performance standards that streamlined approach to performance contracting for public sector institutions. The review re-aligned the strategic plan to vision 2030 and the new constitution

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ASK	Agricultural Society of Kenya
BPS	Board of Postgraduate Studies
CAB	College Academic Board
CIPL	Centre for International Programmes and Links
CMO	Chief Medical Officer
CODs	Chairmen of Departments
Dept.	Department
Dir.	Director
DOS	Dean of Students
DVC (A&F)	Deputy Vice-Chancellor (Administration and Finance)
DVC (AA)	Deputy Vice-Chancellor (Academic Affairs)
EE's	External Examiners
FB	Faculty Board
FO	Finance Officer
Govt.	Government
HELB	Higher Education Loans Board
HIV	Human Immune Deficiency Virus
HODs	Head of Departments
HRMIS	Human Resource Management Information System
ICT	Information and Communication Technology
IGUs	Income Generating Units
ISO	International Organization for Standardization
MD	Managing Director
O&M	Operating and Maintenance
ODL	Open and Distance Learning
PC	Personal Computer
Ph.D.	Doctor of Philosophy

PR	Public Relation
Reg. Acad.	Registrar, Academic
Reg. Adm.	Registrar, Administration
SWA	Students Welfare Authority
SWOT	Strengths, Weaknesses, Opportunities and Threats
UMB	University Management Board
UN	United Nations
UNES	University of Nairobi Enterprise Services
VC	Vice-Chancellor

EXECUTIVE SUMMARY

University of Nairobi is the oldest and largest University in Kenya. From its humble beginning in 1956 with 215 students, today it has an enrollment of over 36,000. The University offers a diverse range of academic programmes and is organized into 6 Colleges, 3 Faculties, 6 Institutes, 17 Schools and 67 teaching departments. It has the highest concentration of scholars in the country.

As the University has grown overtime, it has become a complex entity. It has also had to contend with an ever changing external environment. Resources are dwindling against the background of rising demand for higher education. Public Universities are all competing for scarce Government resources.

The University is facing fierce competition from both local and foreign institutions. It will have to continue to create superior value to survive this competitive onslaught. Demands on the University have increased. Various stakeholders are demanding more from the institution than was the case in the past. Continued performance improvement is now a basic requirement.

The international and local rating of the University has become a major concern. The increased publicity arising from hosting high profile local and international dignitaries has made the University to be subjected to more public scrutiny. This has led to greater public expectations from the University. Thus the need to provide high quality service to stakeholders at all times.

There is need to incorporate the research, innovation and technology sector performance standard in the Strategic Plan. This way, the University will be actively contributing to national development. In addition, the plan is fully aligned to Vision 2030.

These and other challenges mean the University has to embrace change. Effective response will involve the re-thinking of old assumptions of University education that may have worked well in the past but could trap and immobilize the institution in the future. Innovativeness is key for future success.

The University will have to be responsive to those we serve. Customer focus and engagement with society need to be urgently incorporated in our activities.

To confront these challenges, the University has revised its current strategic plan. The new plan spells out the new vision, mission and objectives of the institution.

The new vision is: **A world-class university committed to scholarly excellence.**

Similarly, the recast mission is: **To provide quality university education and training and to embody the aspirations of the Kenyan people and the global community through creation, preservation, integration, transmission and utilization of knowledge.**

Activities of the University will revolve around four (4) strategic issues. These are:

- Resources and Governance
- Teaching and Learning
- Research, Innovation and Technology
- Competitiveness of the University

Arising from the strategic issues, the following four (4) strategic objectives will be pursued during the plan period:

- To manage the University efficiently
- To produce quality and holistic graduates
- To contribute to scientific and technological innovations
- To enhance the competitiveness of the University

The University will continue to pragmatically grow student numbers. It will offer diverse programmes. New ones will be introduced while existing ones will be continuously reviewed to ensure relevance. New sources of funding will be sought. Fundraising from various sources including alumni and corporate organizations will be vigorously pursued. More revenue will be sought from traditional sources. Collaborative arrangements will be sought with other institutions within and outside the country.

By maintaining this strategic thrust and focusing on the strategic issues identified, the University will make significant progress towards realizing its vision, mission and objectives.

1. INTRODUCTION

1.1 *Background*

University of Nairobi is the oldest university in Kenya. The University has its origins in the Royal Technical College of East Africa (RTCEA), which was established in 1956 to offer education and training in technology and business. In 1960 RTCEA as The Royal College, Nairobi, became affiliated to the University of London as a constituent college, and thereby began to offer degrees of the University of London for some of its academic programmes. In 1963, the Royal College became the University College, Nairobi, as part of the newly established University of East Africa. Subsequently, the University of Nairobi was established out of the University College, Nairobi in 1970.

From the first 215 students who registered to study in the Royal Technical College of East Africa when it opened its doors to students for the first time on 23rd April 1956, there are today over 40,000 students enrolled in the University of Nairobi. Of this enrolment, 16,000 are Government sponsored while another 33,000 are privately sponsored. The University of Nairobi thus is not just the largest public university in Kenya, but from the fact that its 'private wing' alone is larger than all the major private universities put together. Moreover with over 49,000 students enrolled, University of Nairobi is one of the largest universities in Africa today.

The University of Nairobi offers one of the most diverse range of academic programmes in this region. Whereas RTCEA started off with only seven academic units, namely; Faculty of Architecture and Art, Faculty of Arts, Faculty of Commerce, Faculty of Engineering, Faculty of Science, Department of Surveying, and Department of Domestic Science, the university today has more than 100 schools, faculties, institutes and departments distributed in six colleges.

Today the University of Nairobi has the largest concentration of scholars in the country. The University has been, and continues to be a centre for intellectual life, a locus of research activity extending the boundaries of knowledge, a resource for professional development, and a key player in the growing global network of scholarship. The University has a great variety of disciplines within its wide array of academic programmes. These disciplines include: humanities and social sciences; natural and mathematical sciences; engineering and the built environment; arts and design; computing and informatics; law and business studies; medicine and health sciences; agriculture and food sciences; veterinary and animal sciences; and education. The programmes in these disciplines are backed up by an ever-expanding open learning facility. The diversity encourages

shared ideas across disciplines and promotes multidisciplinary endeavours. The programmes are offered through six colleges, three faculties, six institutes, seventeen schools and sixty seven teaching departments.

The University of Nairobi, by its history and position finds itself with the inherent role of providing leadership in the domain of higher education. This role however, has now to be fulfilled in the context of changing paradigms. The leadership demanded of the University has to be demonstrated in the context of a global arena. The external environment within which this role has to be performed has changed dramatically and it has acquired an international character. The University of Nairobi must take stock of this new dimension and come to terms with the special challenges and obligations brought about by these changes. Indeed, this international network of knowledge and exchange is increasing opportunities within and across disciplines, and creating new partnerships and collaborations, resulting in remarkable improvements in higher education worldwide and strengthening the quality of life.

The external environment of the University has continued to change. This means new opportunities and challenges have surfaced. It is in light of this change in circumstances that it became necessary to review the strategic plan and recast it.

In undertaking this exercise, the team reviewed relevant literature, including Government legislation, policy documents and pertinent reports as well as pertinent University policies and programmes. The team also interviewed key people from different stakeholder groups, including the Chairman of Council, Vice-Chancellor, Deputy Vice-Chancellors, University management, staff, labour union officials, students, alumni, Ministry of Education, Ministry of Science and Technology, Commission for Higher Education, and selected private and public sector Chief Executives. From the various University units, the committee requested written submissions providing comments and suggestions on what needs to be changed, removed or included in the strategic plan. A list of the documents reviewed and the persons interviewed is shown in Annexure I.

1.2 Challenges Facing the University

The University of Nairobi is facing major challenges, characterized by dwindling resources set against the background of increasing demand for higher education. Public Universities now have to compete for scarce Government resources. The diminished capability of the Exchequer to continue meeting fully the financial needs of the universities, largely due to budgetary pressure on the Government and the shift towards provision of free primary and subsidized secondary education have resulted in a policy that devolves greater responsibilities for financing higher education to the respective institutions.

The 1980s and 1990s were marked by diminished performance of the Kenyan economy, which hampered the rate of job creation. This has resulted in many unemployed graduates. As a consequence, the society now questions the relevance of the education offered at the universities. This presents tertiary institutions, including universities, with both challenges and opportunities, which require them to focus on their mandates within the economy and the need for greater efficiency and effectiveness in the fulfillment of those mandates.

High-speed internet connectivity (undersea fibre) and national fibre backbone have created enormous opportunities for ICT applications that the University can exploit gainfully. Similarly cell phone offers a means for enhancing quality of service delivery to our customers.

Furthermore, the rapid technological changes and advances require an increasingly adaptive and sophisticated workforce. Other factors including economic downturns, declines in Exchequer releases, inadequate endowment funds, limited philanthropic, corporate and alumni contributions, coupled with the need to keep tuition fees affordable, have at the same time seriously diminished the financial resources of public university education and imperiled its accessibility and affordability.

The situation is further compounded by the increasing demand for higher education from qualified high school graduates who nevertheless cannot secure admission to the public universities due to limited facilities. In this regard, only about 20% of those who qualify for university education are offered admission to public universities through Government sponsorship. At the national level therefore, there is growing pressure on public universities to provide greater access to their programmes without compromising the academic standards, to provide support services to sustain a high student throughput. In addition, the Government is requiring universities to demonstrate their capacity to expand and sustain the programs they mount, while being more accountable to the public. The University absorbed Kenya Polytechnic and South Eastern University College as a constituent colleges and Kenya Science Teachers' College as a campus since 2007. These facilities present unique opportunities and challenges that must inform the strategic plan.

The increasing sophistication of the Kenyan economy itself is demanding more skilled personnel to meet the needs of a more enlightened market. The global trend is that knowledge-based and value adding economic activities are increasingly becoming the stimuli of economic growth. Consequently, national economies are relying on higher knowledge in order to retain and expand their economic niches and competitiveness at the national and global arenas. These

technological advances now require an ever adaptive, more strategically agile and sophisticated work force. As a result of these changes, employers are demanding workers with increased technical expertise, practical skills and enhanced abilities to learn as new technologies emerge.

The perceived declining quality of university education, and the institutional crisis associated with these changes have been the subject of considerable analysis and debate since the 1990s. Research, conferences, workshops, and commissioned studies by various stakeholders have generated abundant information and understanding [1]. The present constraint is therefore, not based on lack of knowledge or a sense of what is required, but rather the inability to take the necessary actions occasioned by political sensitivities, financial limitations, or ineffective management styles. In recent years, the search for the way forward has yielded significant insights into the nature of the challenges facing the University, and some initiatives are being taken to deal with some of these challenges.

Internal stakeholders have a fairly positive perception of the University while external stakeholders' perceptions have improved considerably. The positive perceptions are influenced by the tremendous improvements in virtually every aspect of the University. On the other hand, it is apparent that the negative perceptions by the external stakeholders, while not as high as they used to five years ago, are largely informed by the past incidents of student unrest. It is clear that the positive change in the students' behaviour has not been internalized by some of the external stakeholders. This is a matter of concern as it affects the image of the University.

The University is facing competition from locally incorporated and foreign institutions of higher learning. The most popular competitive strategy used by competitors is expansion in student numbers and academic programmes. The competition is compounded by the international ranking of Universities. This has significant implications for the strategic positioning of the University.

The legal implications of the draft Universities' Act, the proposed national strategy for University education and report of the public Universities inspection board should be kept in perspective when charting the strategic direction for the University into the future.

The emergence of trade unionism among traditionally non-unionised staff and the increased number of Unions at the Public Universities has greatly increased

¹ Revitalizing Universities in Africa: Strategy and Guidelines. Prepared by Association of African Universities for The World Bank. 1997.

focus on terms and conditions of service for the staff. This has created need to strategize on how to deal with this new phenomenon.

It is important that the University's Strategic Plan be synchronized with Vision 2030; the Strategic Plan of the Ministry of Higher Education, Science and Technology; The sector performance standards released in May 2010; and other Higher Education Sector Strategies.

There is a trend towards over-reliance on resources generated through self-sponsored programmes. This exposes the University considerably as was experienced in the first quarter of 2008. It is also likely that Module II intake will either plateau or decline.

The establishment of Alumni Associations at the University, both at the University and Programme levels is a positive development that should be nurtured for the mutual benefit of both parties.

In all this, however, the University of Nairobi retains some valuable strengths. Its long history gives it some tried and tested traditions upon which the revitalization plan is being built. The University of Nairobi community and its alumni have maintained a high profile and pride in the institution. The pursuit of excellence in all aspects of University life has been unrelenting and has continued to receive recognition in various ways locally and in the international arena. The University, therefore, has a strong foundation and pillars upon which to anchor its strategies for dealing with the above challenges.

1.3 The Need for Change

At its founding as the Royal Technical College of East Africa, what is today the University of Nairobi was meant to train personnel in technology and business. In between, when it became a University in 1970, its mandate naturally expanded to encompass various academic studies and scholarship. However, time has now come for the University to reassess its position as a place of learning and scholarship and to seek a leadership role in this area. To this extent, it is evident that the University has no choice but to embark on a process of change and rejuvenation. The need for strategic planning within the University is thus conditioned by the need for greater relevance and efficiency in the manner in which the University fulfils its mandate. The catalyst for this is the agenda at the national level requiring public institutions to become more attuned to their stakeholders' expectations and define their obligations afresh, in light of the strategic direction the country is taking through Vision 2030 and new constitution dispensation.

There is no doubt that higher education is facing escalating expectations and demands while at the same time experiencing serious, resource shortfalls. Planning must therefore take cognizance of these challenges and respond to them adequately. The University is increasingly moving into realms of greater accountability and display greater sensitivity to the needs of the stakeholders. A terse duality arises whereby the institution is taking on greater responsibility while the level of its financial support from the Government is dwindling in real terms. This new paradigm requires greater autonomy for the University, and a recasting of its vision, mission and core values. It compels the University to chart a new strategic direction guided by a shared vision, strategic thinking and agility, while at the same time being increasingly aware of the importance of its position in a worldwide context. This must form the major driving force for strategic planning in the University.

In striving to achieve the desired position, it is paramount that the advancement of the whole institution takes precedence over the advancement of any single unit, and that the progress of any single unit fits into the plan of the whole. Our diversity must inform the entire planning effort in order to build on synergies that will, in turn, transform the University of Nairobi into a truly world class university. For this reason therefore, the environment in the entire University must support active rather than passive approaches, where the body politic of transforming and governing the University is neither minimized nor neglected.

It is recognized that a strategic plan is a means, and not an end. Consequently, by itself, a strategic plan accomplishes very little. For this reason therefore, it is only when the plan is transformed into a set of concrete, time bound action plans with clearly defined, and attainable, targets that the transformative power of the strategic plan is unlocked. The action plans presented here form a step-by-step timetable for the way forward. Through this, the University intends to marshal its acknowledged strengths around identified opportunities, in order to address its weaknesses and minimize associated threats to its development, transformation and contribution to the national agenda and the society in general.

This Institutional Strategic Plan assumes that the need for change is a genuine concern to all stakeholders, that the concerned parties will seek appropriate solutions, and that they are capable of working together for the common good.

2. VISION, MISSION AND VALUES

2.1 *Philosophical Framework*

The process of "strategic planning" involves the collective effort to answer a set of fundamental questions. These questions revolve around: what is our business; where we have come from; where we are today; where we want to be; and, by when. Strategic planning involves, therefore, a careful consideration of the aspirations of the institution, articulation of its goals, identification of the strengths and weaknesses, setting priorities, and the means of achieving them. The planning process offers a periodic opportunity to take stock, to challenge the conventional wisdom, provides the inspiration to develop a strategy, and to ultimately determine the best fit in the prevailing circumstances.

In approaching this task, the University of Nairobi will be guided and energized not only by the concrete achievements of the past 50 years, but also by its core business of participating in the 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 of Nairobi has chosen a distinct path in higher education, its character in large part being shaped by the founding motto of "Unitate et Labore." The challenges of the 21st Century now require the University to recast its vision, mission and guiding philosophy.

The guiding principles of the philosophical framework for reviewing the strategic plan were an outcome of interviews and compilation of perceptions of the stakeholders. Two key concept principles are to classify who we are and clarify what we stand for.

We believe that the University administration is responsible for the *World-class* standards of the University as a whole, based on benchmarks consistent with its values. We also believe that the lower level units should excel within their various disciplines beyond the world-class standard set, monitored, maintained and evaluated by the University administration. In addition, the University has a moral responsibility to empower people's lives and to reconnect with the stakeholders and society at large.

In conclusion, the guiding principles are summarized as follows: a need to connect to and inspire the Kenyan community, to provide leadership, stewardship, to give hope in developing faith within the Kenyan society, as a people to excel in whatever they choose to do with a moral responsibility.

2.2 *Mandate*

The University of Nairobi Act, 1985, states *inter alia* that the objects and functions of the University are:

- ◆ To provide directly, or in collaboration with other institutions of higher learning, facilities for university education, including technological and professional education, and for research;
- ◆ To participate in the discovery, transmission and preservation of knowledge and to stimulate the intellectual life and cultural development of Kenya;
- ◆ To conduct examinations for and to grant such academic awards as may be provided for in the statutes;
- ◆ Subject to the Universities Act, to co-operate with the Government in the planned development of university education and, in particular, to examine and approve proposals for new Faculties, new Departments, new degree courses, or new subjects of study submitted to it by any constituent college or other post-secondary institution;
- ◆ To determine who may teach and what may be taught and how it may be taught in the University

2.3 *Vision*

The demand for a shared vision for the University arises from the need to set a new strategic direction that will propel the institution to higher levels of effectiveness, efficiency and relevance in the pursuit of its business. Given the arguments made in chapter one above, the University of Nairobi aspires to be:

**A world-class university committed to scholarly
excellence**

2.4 *Mission*

Deriving from this, the University has recast its mission as follows:

**To provide quality university education and training
and to embody the aspirations of the Kenyan people
and the global community through creation,
preservation, integration, transmission and utilization
of knowledge**

2.5 Core Values

In order to realize the above vision and mission, certain shared values shall be nurtured. There is great need for the University to be guided by the right values derived from the virtues and moral standards of the Kenyan and wider society.

The University shall be guided by the following core values:

- ◆ **Freedom of thought and expression.** We shall promote and defend freedom of thought and expression in academic inquiry and other activities.
- ◆ **Innovativeness and creativity.** Innovativeness and creativity shall be the hallmark of our activities as we initiate and adapt to change.
- ◆ **Good corporate governance.** We embrace and practice good corporate governance. In this regard, we shall ensure that all our processes and procedures are marked by efficiency, effectiveness and transparency; we are accountable for our decisions and actions; our decision-making processes are participative and consultative; and our decisions and actions reflect meritocracy and are open and transparent;
- ◆ **Team spirit and teamwork.** We shall foster a work environment characterized by team spirit and teamwork.
- ◆ **Professionalism.** In all our actions and interactions, we shall maintain ethical behaviour, professional etiquette and honesty.
- ◆ **Quality customer service.** We shall provide quality services to our clients.
- ◆ **Responsible corporate citizenship and strong social responsibility.** We shall nurture responsible corporate citizenship and strong social responsibility.
- ◆ **Respect for and conservation of the environment.** In all our activities, we shall strive to respect and protect the environment.

3. STRATEGIC ANALYSIS

3.1 *Evaluation of Past performance*

The University of Nairobi has continued to operate under very difficult circumstances. Resources have remained the biggest constraint to improved performance of the University. Despite this challenge, the University has continued to produce quality graduates and conduct research in many areas of academic endeavor.

Continued success in the future will depend upon the University's ability to mobilize adequate resources. The major sources of funds for the University have been tuition fees, Government grants, research grants and income generation. As shown in table 1 below, income from all these sources grew. Further growth in the future will be warranted.

Table 1: Revenue for 2004/05 - 2007/08

Sources of revenue	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Exchequer	2,676	2,676	3,330	3,379	3,500	4,069
Module I fees	378	420	433	461	467	467
Module II fees	1,979	2,281	2,428	2,443	3,360	3786
External Research Grant	?????	501	594	627	858	1,388
Other Income	1,024	794	1,040	1,419	1,446	1,506
Total Income	6,057	6,672	7,825	8,329	9,631	11,216

In 2005/2006 the University was put on performance contract just like other public sector institutions. Performance of the University was rated 'Very Good'. The University was rated number one in all the departments and state Corporations under the Ministry of Education (including all public Universities). The University will strive to maintain this rating while aiming to be among the top ten Universities on the continent.

A baseline customer satisfaction survey was carried out at the University by the Steadman Group in February 2007. The customer satisfaction index for the

University was 65% which was a good achievement. However, further improvement is being sought. A service charter was developed and is being implemented. The University is also at an advanced stage in securing ISO 9001-2000 certification.

Through sensitization and training, staff now adhere more to rules and regulations than in the past. Indeed, staff discipline has significantly improved. Some of the training programmes that were carried out include governance, results based management and pedagogy. Over 850 staff have been trained in transformative leadership and results based management, 1700 in ISO certification and 840 in pedagogic skills.

In addition to staff training, compensation was also enhanced. Staff salaries and allowances were enhanced and this was critical in motivating and retaining staff.

Investment in infrastructure increased significantly from July 2005 to November 2007. Several stalled projects, particularly buildings, were completed and new ones started. Various assets were procured for use in the University. These included vehicles, furniture, plant and equipment. Buildings were refurbished and given facelifts.

The state of ICT also improved significantly. This was particularly important since ICT is the prime mover of performance improvement in the University. Further investments in infrastructure will continue in the quest to achieve even higher performance.

Table 2 below shows expenditures on infrastructure over the past three years. These expenditures were made possible by increased revenues to the University especially from module II programmes.

Table 2: Expenditures on Projects, other assets and ICT

Sources of revenue	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Asset Addition	198	774	22,009	3,538	162	199
Work in Progress	878	1,020	1,131	202	251	162
Expenditure on ICT	19	18	99	83	59	176
Total	1,095	1,812	23,239	3,823	472	537

The quality of library service significantly improved. Purchase of new volumes has been going on continuously. The e-resources have enhanced access to more material required for academic work, for instance the library subscribes to 20 electronic data bases providing access to over 20,000 (full text) electronic journals.

Student enrollment remained steady over the last four years as shown in tables 3 and 4 below. This meant offering increased access to higher education to Kenyans.

Table 3: Postgraduate admission in the last four years

Programme	2003/2004	2004/2005	2005/2006	2006/2007
Postgraduate Diploma	122	143	168	255
Masters	1491	1514	1938	2536
PhD.	52	56	79	90
TOTAL	1665	1713	2185	2881

Table 4: Undergraduate admission in the last four years

Programme	2003/2004	2004/2005	2005/2006	2006/2007
Module I	3157	3101	2325	2771
Module II	3254	5511	4337	2946
TOTAL	6411	8612	6662	5717

The image of the University has improved. There have been no incidents of student indiscipline (i.e. riots) and no unplanned University closures.

3.2 Analysis of SWOT

The need to chart out a path for the future requires a critical evaluation of those key factors, both internal and external, that will influence the institution in achieving its stated mission and goals during the plan period. This is achieved through the process of SWOT analysis, which revolves around identifying the institutional strengths, weaknesses, opportunities and threats.

a) Strengths

Higher visibility of the University.

The University has been attracting high profile local and international dignitaries who have delivered speeches on topical issues affecting the country.

Strategic Location

The University of Nairobi is one of the historical landmarks that graces the city of Nairobi, serving as a symbolic reminder of our national heritage. Nairobi is not only the capital city but also the central hub of business in the region.

An established corporate name

The University has a nationally known history as the first in Kenya and a proven record of over 80,000 graduates. Of these, many are established and in key positions in the Government, and other institutions worldwide. The institution is considered a source of excellence and a leading institution in new initiatives in response to national and global needs. Its academic staff have serviced and given consultation with Government and other institutions locally and internationally.

Qualified teaching staff

The University has a vast base of highly qualified academic staff whose talent, academic achievements and diversity are unparalleled in the region. Currently, there are 91 full professors, 175 associate professors, 258 senior lecturers, 648 lecturers, 128 tutorial fellows and 8 graduate assistants.

A diversity of academic programmes

Over the years, the University has continued to play its mandate as a public institution by designing, implementing and managing quality academic programmes in response to national priorities. Currently, there are 43 undergraduate programmes and 317 postgraduate programmes, all of which have rich curricula. In addition, the programmes are taught using a variety of modern modes and technologies.

Quality and relevant research

Extending the frontiers of knowledge continues to be a core activity of the University. Indeed, University members of staff have continued to undertake important and cutting edge research in every field of study. Notable in this regard is the pioneering work in the area of HIV/AIDS and the search for a preventive vaccine. Over 1700 research publications have been produced over the last three years.

Brilliant and talented students

The University has some of the most brilliant undergraduate students in the country. This is because the large array of the University's degree programmes attracts students with the highest grades in the Kenya National Secondary Examinations. The scenario is repeated at postgraduate level.

Large real estate asset base

The University has vast tracks of land in Nairobi and other parts of the country. Also, the University owns many residential properties in Nairobi. If exploited for commercial purposes, these assets can generate more revenue for the University.

International linkages and collaborations

The University can boast of being linked with 176 international institutions around the world, covering a diverse range of disciplines, and equaled by the diversity in programmes.

An established network of extra mural centres countrywide

The University has 10 extra-mural centers spread across all provinces in the country. These centers have continued to play a pivotal role in giving support services to the Distance Education students. More sub-centers are being developed to bring the programmes closer to the external students.

Vast potential for income generation

Most of the academic units at the University have embraced the concept of income generation. This has enabled the University to improve physical facilities, ICT infrastructure, purchase utility vehicles and improve staff welfare. However, most of the University's potential in this area, particularly in research and enrolment of privately sponsored students, has not been fully utilized.

Capacity for consultancy

The University has the largest pool of highly qualified professionals in the country. This competence is spread through virtually all professional disciplines. With the rapid expansion of the national economy, it can be envisaged that there will be heightened need for consultancy services in both the public and private sectors.

Improved ICT capacity

There has been a large expansion and growth in the area of ICTs in the University. The level of awareness and acceptance of the technology as a major driver in realizing the University objectives has improved tremendously. The computer network infrastructure is now about 70% covering all campuses that spread within a distance of about 22 kilometers. The PC to user ratios have doubled in the last three years standing at about 1:12 for students, 1:4 for academic staff and 1:1 for Senior Administrative staff. The Management Information Systems (MIS) portfolio has increased with over 8 large information systems, including online students' registration and an up-to-date corporate website. With the decentralization of staff to colleges, the ICT Centre has become much more efficient in meeting the needs of the users.

b) Weaknesses

Over-reliance on Module II finances.

The university cannot meet its monthly regular payroll obligations without support from module II revenue. Any slight disruption to the academic programmes creates serious cash-flow problems. Academic programmes cannot run unless fees is paid up-front.

Pressure on facilities due to increased student numbers.

The student population has grown faster than the expansion of physical facilities. However, this increased demand is an expression of public confidence in the quality of the University's academic programmes.

Low output at postgraduate training level

Although the University has a large undergraduate student enrolment, the corresponding graduate enrolment is relatively low. In the last two academic years, about 4,000 and 169 students have graduated with masters and PhD degrees, respectively.

Stretched resources and facilities

The teaching, learning and research facilities in various units are currently generally stretched. The same is true for the teaching staff. Although ICT infrastructure has greatly improved, more needs to be done. Among other things, the foregoing weaknesses have made it difficult to regularize the University's academic calendar.

Weak link between supply and demand for staff pay packages

The University pay packages are currently strictly structured according to grades. The reality however is that various academic disciplines as well as individual staff command different costs in the open market for their services. The University's inability to recognize this difference in their offering of the pay package to staff considerably undermines its ability to attract and retain staff.

Management of student affairs

Presently the facilities and management of non-academic student affairs are managed by various units. There is need for greater co-ordination between the units. Clearly defined common goals are urgently needed to enhance and deliver services and support towards a positive healthy enjoyable experience, an environment for the development of life skills and confidence (through activities, sports and vocational) to face the larger society, linkages with society with a moral integrity and teamwork and responsibility through association.

Low enrolment of international students

The number of international students enrolled in the various programmes of the University currently (2007/2008) stands at 286.

Academic staff development

The obvious route for the development of academic staff in the University is through recruitment of young graduates with potential at the Graduate Assistant and Tutorial Fellow level. These positions are currently not formally provided for in the staff establishments of the various Departments. The consequence is that the Departments can only recruit persons on staff development through the blocking of lecturer positions. Many Departments are however reluctant to do this because it denies them the use of such positions for active teaching. This process obviously compromises the staff development programmes.

Inadequate public relations profile

The University Public Relations office does not have a support system of experts. In addition, the University has not attempted to create a consolidated front which is consistent, efficient in its strategy in upgrading its contemporary corporate image and position itself in the context of a competitive environment (of Universities), technological advancement and innovation and dynamic global change and concerns.

Inadequate exploitation of real estate resources

The University owns vast real estate resources within the city of Nairobi and across the entire country. In many cases the properties are not fully utilised. In Nairobi, there are a number of plots prime areas with relatively dilapidated buildings. In many parts of the country, the University has land which is lying fallow. The inability to exploit such property to optimal potentials is tying capital that could be used for more strategic development of the University.

Less involvement by senior staff in mentoring of junior staff

The University has the largest pool of professors more than any other institution of learning in the country. However in many respects the academic leadership of the professors is not adequately being felt. The connection between the professors and the rest of the staff in a department is generally weak. Younger members of staff in a department, who badly need academic mentoring from the Professors, often do not seem to be getting such support from the professors. The consequence of this is that the academic progress of the department suffers.

Cumulative budgetary deficits

Over the years, the University has operated on a deficit budget. It is only in the last two (2) years that there has not been an annual budgetary deficit. This has reduced the cumulative deficit of Ksh.1billion in the 2004/2005 financial year to

current cumulative deficit of Ksh.800m in the 2006/2007 financial year. This situation complicates financial management of the University and impairs achievement of the desired objectives.

Stalled projects

There are several uncompleted projects spread all over the 7 campuses of the University. This is unsightly and has result in escalated contract billing due to interest rates accruing on unpaid bills and breaching of contracts. This adds to the accumulation of the University debts.

c) Opportunities

High speed Internet connectivity (under -sea fibre cable) and national fibre backbone.

The landing of the fibre cable into the East African region has seen a reduction of internet bandwidth costs to about 10% of what it was six months ago. This has enabled increased access to ICT services which can be harnessed for productive and efficient services.

Increased utilization of mobile phones for various academic applications.

Mobile utilization for information dissemination and access to academic resources on the internet has been enabled through a proliferation of mobile based applications. The University needs to integrate the mobile technology with its information systems for effective communication with its diverse stake holders

Increased demand for academic and executive development programmes.

The demand for higher education from qualified high school graduates has been on the increase. The same is the case for postgraduate training and executive development.

Growth potential created by the new constitution.

The new constitution of Kenya promises to unlock a significant growth in the country's economy. A growing economy presents many growth prospects across all productive sectors.

Increased autonomy

The Government has directed that State Corporations must now embrace modern business management practices. To this end State Corporations Boards have been accorded relative autonomy in running their respective organizations, including the appointment of Chief Executive Officers (CEO) and other

management staff. Additionally, each public university now has its own Chancellor. These changes are meant to revitalize the universities by according them greater autonomy and freedom of operation. The University should seize this opportunity as it re-positions itself as a major player in the knowledge industry.

University-Industry collaboration

There is no policy on how to collaborate with industry and the current University-industry collaboration is very weak. For University-Government collaboration, it is important that the University drafts policies in line with those in Government.

Growing demand for higher education

The demand for higher education from qualified high school graduates has been on the increase. The same is the case for postgraduate training. A growing economy presents many growth opportunities.

Growing demand for consultancies

The university in any society exhibits the greatest concentration of people with expertise and knowledge that can be gainfully utilized in solving societal problems through consultancies and innovations. There are now increased consultancy opportunities arising from the Millennium Development Goals, Vision 2030 and regional developments.

Existing ICT capacity

The rapid and continuing growth and development of technology, especially information technology (IT), is beginning to have a major impact in the country. This provides higher education institutions with great opportunities to improve the quality, effectiveness and the flexibility of university education; to improve institutional and academic administration; and to generate income.

Rapid technological advances

There is an accelerated growth in technological advances, which have, in turn, transformed the way people live and work. Taking advantage of some of these technological advances will enhance the quality of our academic programmes and hence the competitiveness of our graduates in the job market. The University must, therefore, devise appropriate strategies to respond to this threat.

d) Threats

Emerging thinking regarding utilisation of Module II funds.

There is emerging thinking that is likely to impose constraints on the application of Module II funds.

Poaching of University staff by other universities.

Experienced University staffs have been targeted by competition. Losing such staff is very costly to the University.

Emerging legislation regarding ownership and use of land.

The University is a large land owner. This land has not been fully utilized by the University. Ownership of the unused land may revert to Government

Increased pressure to admit more students.

Students admitted through JAB wait up to two years before joining the University. In an effort to correct this situation, there is pressure to admit more students. This may be challenging given that the physical facilities are already stretched.

Inaccurate perceptions on the quality of academic programmes

There have been tremendous developments affecting academic programmes at the University. This include investments in ICT, Modernisation of the library systems, completion of stalled projects, training and development of staff and achievement of ISO certification. The full import of these developments in enhancing the quality of academic programmes has not been fully appreciated by the public.

Constraining regulatory framework

The University of Nairobi operates under an Act of Parliament, the University of Nairobi Act (1985) Cap 210 of the Laws of Kenya. Being a public institution, the University is also subject to the State Corporations Act, which tends to be more restrictive rather than facilitative. The contemporary environment requires a prudent and more business like approach in the management of the University in order to seize the emerging opportunities.

Escalating cost of education

The escalating cost of higher education coupled with lack of a clear and consistent policy in the national education system have tended to undermine the human resource base, which is essential for long-term socio-economic growth. The number of both high school and university level students has drastically increased thereby affecting the capacity and the ability of the economy to absorb such large numbers of students in the job market.

Moreover, the cost of tuition, learning materials and living expenses are out of reach for most parents. Increased levels of poverty have greatly compromised accessibility and affordability of higher education. The need arises, therefore, for the University to align its planning and future development with the national goals of increased accessibility and affordability of higher education.

Increasing competition locally and internationally

The most salient feature of university education in Kenya has been the rapid growth in the number of institutions and enrolments particularly during the

recent past. Foreign universities have also gained access to the market. Thus the University of Nairobi is competing with other universities at the global, regional, national and metropolitan levels.

Both local and foreign competition will intensify during the plan period (2008-2013) because of the expected establishment of several private universities, the expanding capacity of the existing institutions and the anticipated adoption of more innovative modes of tuition – that has been made possible by emerging technologies.

HIV/AIDS and other emerging life threatening medical conditions

Universities are not only competing for customers but also for staff. The supply of human resources in all universities in Kenya and indeed in the region, especially at Ph.D. level, is rapidly diminishing due to reduced opportunities for scholarships, high cost of such training and the lack of competitiveness of university academic staff salaries when compared with other sectors of the economy in the region. This has resulted in serious internal and external brain drain. The problem has also been compounded by the HIV/AIDS pandemic. The University has, therefore, to review and realign its remuneration structure so as to attract and retain competent and suitably qualified staff. Further, the University has to continue being in the forefront of the fight against HIV/AIDS pandemic and other emerging diseases.

Inadequate funding by Government

The Government funding for higher education has continued to increase in the past years. However this increase has not realized any tangible benefits to the University due to inflationary trends in the economy and the general high cost of different academic programmes.

Unlike other public universities, University of Nairobi offers the majority of programmes whose unit costs are far much higher than the current capitation received from the Government in respect of sponsorship of undergraduate students. This has resulted in a situation in which the University has to provide subsidies from other resources to ensure adequate resourcing of these programmes. Public Universities have already submitted proposals on the differentiated unit costs which when implemented will address this unfavourable situation. Continued delay in the implementation will further worsen the financial position of the University.

High cost of ICT facilities

As the University aims for world-class excellence, integrating state-of-the art ICT facilities in all aspects of University life-teaching, learning, research and administration becomes essential. The high cost of computer hardware and

software coupled with rapidly changing technologies, presents a major challenge for the University to remain current and provide wide coverage and use of ICT.

High rates of poverty in the country

The poverty index in Kenya according to the UN stands at 50% for those who are below one (1) dollar per day. This results in many Kenyans being unable to access higher education. At the moment only 12% of the secondary school graduates who apply for admission to public Universities are sponsored by Government. This leaves over 88% to seek admission in module II programmes in public universities or admission into private Universities where mandatory fees payment is a requirement.

4. STRATEGIC ISSUES, OBJECTIVES, STRATEGIES AND OUTCOMES

Strategic issues are key challenges facing an organization . They have to be addressed if the organization is to improve its performance. Failure to adequately address these issues will adversely affect the organization. After a comprehensive strategic analysis of the University, four (4) strategic issues were identified for action. These were:

- Resources and Governance
- Teaching and Learning
- Research, Innovation and Technology
- Competitiveness of the University

Objectives and corresponding strategies were formulated for these strategic issues

4.1. Resources and Governance

The ability of the University to achieve its Mandate, Vision, Mission and objectives will depend on the resources available and how well they are managed. The resource are the physical assets, money and people (staff). While efficiently and effectively utilising existing resources, the University is expected to mobilize additional resources. This will enhance capacity to deliver superior vale thereby enhance its competitiveness. Failure to manage these resources proficiently will lead to unsatisfactory performance.

Objective 1

To manage the University efficiently

- Increase and diversify revenue base
- Instill fiscal discipline in all operations and maintain a balanced budget.
- Enhance income generated from university assets and safeguard university assets and investments
- Enhance staff motivation, retention and performance
- Develop, implement and enforce staff policies, rules and regulations
- Review and implement policy on staff training and progression
- Develop a result based human resource function

- Strengthen University organs responsible for physical planning and development.
- Formulate an appropriate infrastructure development, management and maintenance policy
- Provide modern and adequate equipment for teaching, learning research and administration.
- Review and implement policy on under-utilised university facilities.
- Implement an evolutionary ICT policy
- Provide quality network infrastructure and improve student and staff access to ICT resources
- Enhance library resources for staff and students
- Increased utilization of library resources
- Review management structure, systems and functions
- Review the role of subsidiary companies and manage them in line with the best business practices
- Enhance a culture revolving around the Vision, Mission and Values of the University
- Strengthen cascading of the university's strategic agenda

The expected outcomes to be achieved are:

- Enhanced financial health
- Productive and satisfied workforce
- Adequate and State of the art physical facilities
- Improved teaching and management efficiency
- Adequate support to programmes and research
- Improved governance and management of the University

4.2 Teaching and Learning

A University plays a pivotal role in national development by equipping learners with relevant knowledge, skills and value systems. The University of Nairobi is endowed in terms of human capital and diversified academic programmes and must therefore play a leading role in generation and dissemination of relevant knowledge in order to meet developmental challenges of the 21st Century and beyond, including competition resulting from globalisation. Teaching and learning is the core business of the University. If there is no excellence in this area, there will be no guarantee for survival and success in a highly competitive environment.

Student welfare is a critical component in delivering and continually enhancing excellence in teaching and learning. Good facilities, amenities and living conditions are essential in enhancing production of quality graduates. If student welfare is not adequately addressed, the University can fail to produce quality and holistic graduates.

Objective 2

To produce quality and holistic graduates

Strategies

- a) Develop and implement innovative, quality and relevant academic programmes
- b) Enhance roll-out of open and distance learning
- c) Enhance integration of ICT into teaching and learning
- d) Mainstream co-curricular activities into student academic life
- e) Provide quality and affordable students accommodation and catering services

The expected outcomes to be achieved are:

- Enhanced quality of academic programmes
- Increased alignment of programmes to Vision 2030 and the new constitution
- Increased access to academic programmes
- Improved quality of graduates
- Holistic graduates

4.3 Research, Innovation and Consultancy

Research, Innovation and Consultancy are key strategic issues that the University must address in order to remain relevant in its pursuit to extend the frontiers of knowledge. Innovation and Research enable the University to contribute towards the body of knowledge that is the hallmark of civilization, development and for the improvement of human life. Failure of the University to devote resources and attention to this strategic issue will result in poor ratings of the University in the International arena, poor image and ultimately be rendered irrelevant. The students and public expect a vibrant research output that will help improve the life of the Kenyan people.

Consultancy is an area where the University has great potential for income generation and to contribute towards national development. If this potential is not exploited the University and the nation will continue to lose out.

Objective 3

To contribute to scientific and technological innovations

Strategies

- ◆ Enhance the University's research output, knowledge creation and dissemination.
- ◆ Promote use of research consultancy output to develop products/solutions to societal problems.

The expected outcomes to be achieved are:

- Enhanced research capacity and output
- Innovative university contributing to the national agenda

4.4 Competitiveness of the University

In the age of globalization, the trend is for institutions to foster networks, partnerships and linkages in order to enhance their competitive edge. The University of Nairobi occupies a position of advantage that can be utilized in fostering mutual linkages and partnerships with other peer institutions and industry. Whereas the University has a number of existing academic linkages, more value-adding networks, partnerships and linkages need to be build at local, regional and international levels if the University is to reposition itself in the global arena as viable and vibrant institution of higher learning.

In addition, the University needs to create a positive space in the minds of the public and potential students by answering a number of key questions as to what it stands for, particularly in the present competitive, innovative and dynamic world. Who are we? How do we remove the hanging 'negative' image of poor student Governance? What is our culture that can be marketed and extended as a product when they become Alumni? These are the issues that this strategic plan must address as we strive to improve on our image. In this day and age when the University is faced with competition from other institutions, it will be

unfortunate if we do not brand and re-brand in order to enhance our corporate image and develop our culture that the University and its staff shall live by.

Objective 4

To enhance the competitiveness of the University

- Actively seek and promote partnerships and linkages that support the core functions of the University
- Enhance the University brand and secure a more favorable university positioning among its current and potential stakeholders.

The expected outcomes are:

- Better ranking of the University
- Consistent positive corporate image

5. IMPLEMENTATION FRAMEWORK

In this chapter, we outline how the corporate strategic plan will be cascaded to the lower units of the university, the appropriate structure for its implementation, the funding of the strategic plan and monitoring and evaluation of the implementation process.

5.1 Cascading the Strategic Plan to Lower Levels

The corporate strategic plan will be cascaded to all lower levels in order for these units to plan how they intend to help the University to achieve its corporate results. This will happen after the corporate plan has been approved by the Council.

The cascading process will involve taking the relevant strategies at the corporate level as the strategic objectives at the lower level units and developing the strategies and other aspects of the strategic plan at that level. It will also involve translating the implementation plan at outcome level into an implementation plan at action and output level. For academic functions, the cascading will be in two stages; first at the College level and then at the basic operating units. For Central Administration functions, e.g. Human Resources, Finance and ICT, the cascading will be done in one stage.

Finally, each unit will prepare the operating plan for the first year and each year subsequently, including budgets. This plan becomes the basis for the annual performance contracts for key persons in each unit. At the same time, the budgets at the unit level should be “cascaded upwards” to the institutional budgeting process. Heads of units will need to be trained on cascading, development of performance contracts and monitoring and evaluation.

5.2 Implementation Structure

We recommend implementation structures at both the Central Administration and College levels in order to institutionalize strategic management in the University and carry out monitoring and evaluation of the strategic implementation process. At Central Administration level, we recommend that a Unit in the Office of the Deputy Vice-Chancellor (Administration and Finance) be created to be in charge of strategic planning and implementation. The specific functions of this unit are:

- ◆ Development of the corporate strategic plan
- ◆ Harmonization of corporate and unit strategic plans
- ◆ Help in drafting performance contracts for all levels and staff

- ◆ Developing and implementing a performance monitoring framework and system across the University governance structure (from UMB to CODs)
- ◆ Coordinating performance monitoring for performance evaluation
- ◆ Identifying and bench-marking with twining universities - fostering
- ◆ Coordination of performance evaluation
- ◆ Coordination of ISO 9001:2008 activities

This unit shall have dedicated staff and resources.

A similar structure is recommended to be established at the College level. The key responsibility of the College strategic plan unit is to coordinate implementation of strategic plan in all the units of the College and reviewing the self-assessment quarterly reports by the various units before they go to the central level for consolidation.

5.3 Financing the Strategic Plan

5.3.1 Revenue

This strategic plan will be funded from traditional revenue streams namely: -

- ◆ Government Capitation and Special Grants
- ◆ Tuition Fees (Module I and II)
- ◆ External Research Grants
- ◆ Consultancy and IGUs

In addition, other revenue streams will be created. These are: -

- a) Students Welfare Authority (Accommodation and Catering Fees)
- c) Rentals, University Press, College Based IGUs and Investment Income.
- d) Miscellaneous Receipts (Agency Fees, Accreditation, Telephone-Fax, debt collections, Other Incomes)
- e) Endowment fund

The University will also make concerted efforts to fundraise from various sources and address the structural implications.

In general, the University will endeavour to grow revenue by more than 9% per year throughout the next two years. Since the current budget (2010/2011 financial year) is Kshs. 10.9 billion projected growth will translate to *Kshs. 14.1 billion* in the financial year 2012/2013 and yearly as shown in Table 5 below.

Table 5: Projected revenue from different streams for the period 2011/12 - 2012/13

Sources of Revenue	Projected Revenue (Kshs Millions)							
	2007/8	2008/9	2009/10	2010/11	2010/11	Rate assumptions	2011/12	2012/13
	Actual	Actual	Actual	Budget	Adjusted		Projection	Projection
Government Capitation	3379	3500	4069	4567	4567	1.04	4,750	4,940
Tuition Fees-Module I	461	467	467	515	515	1.05	541	568
Tuition Fees -Module II & III	2443	3360	3786	3611	3786	1.10	4,165	4,581
External Research Grant	627	858	1388	900	1388	1.30	1,804	2,346
Other Revenues	1,419	1,446	1,506	1,301	1,506	1.05	1,581	1,660
Total	8,329	9,631	11,216	10,894	11,762		12,841	14,095
Growth		15.6	16.5	(2.9)	4.9		9.2	9.8

5.3.2 Expenditure

The University expenditure will be aligned to this strategic and the yearly performance contracts to ensure that the financial resources are used to drive the designed strategic development and growth of the University as shown in table 6 below.

Table 6: Projected yearly expenditure pattern for the period 2010/11 - 2012/13

Sources of Expenditure	Projected Expenditure (Kshs Millions)							
	2007/8	2008/9	2009/10	2010/11	2010/11	Rate assumptions	2011/2012	2012/2013
	Actual	Actual	Actual	Budget	Adjusted		Projection	Projection
Personal Emoluments	4,349	4,588	5,247	5,890	5,890	1.04	6,125.60	6,370.62
Medical Scheme	121	145	150	179	179	1.10	196.90	216.59
Direct Service Providers	953	1361	1381	1031	1381	1.10	1,519.10	1,671.01
Operations & Maintenance	1071	1236	1362	1255	1,362	1.10	1,498.20	1,648.02
Teaching	839	930	1327	1276	1,327	1.10	1,459.70	1,605.67
Income Generating Units	575	721	826	548	826	1.10	908.60	999.46
Capital Development	291	376	302	443	443	1.10	487.30	536.03
ICT Expenditure	83	59	176	230	230	1.15	264.50	304.18
Total	8,282	9,416	10,771	10,852	11,638		12,460	13,352
Growth		13.7	14.4	0.8			7.1	7.2

This gives an expenditure growth rate of 7.1 % and 7.2% in 2011/12 and 2012/13, respectively. This gives safety margin between revenue and expenditure of 2.1% and 2.6% in 2011/12 and 2012/13, respectively.

5.4 Monitoring and Evaluation

Performance monitoring and evaluation shall be the responsibility of those who are most closely involved in the implementation of the operational plans. In this respect, the heads of the various units (Heads of Departments/Divisions, Deans/Directors, Principals and DVCs) will carry out quarterly performance self-assessment. They will be expected to have the capacity, and will be given the responsibility, to undertake performance measurement and reporting.

The following methodology shall be used for performance monitoring and evaluation as outlined below.

5.4.1 *Setting performance targets*

At the beginning of the year, all units will set their performance targets as part of their Performance Contracts as derived from their strategic plans. In setting these targets, it is proposed that the performance framework shown in Table 7 below be used:

Table 7: Performance Framework

Expected results	Performance Indicator	Unit of measure	Target for the period	Actual for the period	Best Ever	Responsibility	Assumptions
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5.4.2 *Monitoring performance*

The key reasons for monitoring are:

- ◆ Monitoring will establish if performance targets have been met and the explanations as necessary
- ◆ Monitoring will act as an early warning system and detect potential difficulties and help to address them during implementation; and
- ◆ Monitoring will provide feedback to the next phase of implementation, reduce the cost and/or increase the efficiency of post evaluation studies

Units will monitor the implementation of their respective annual work plans and performance contracts through regular meetings. The various management organs (Faculty /School /Institute Board, CAB, UMB, Senate and Council) will also monitor the progress of the implementation process through quarterly reports tabled during their respective governance organs. The quarterly reports from the various units will be consolidated at the various levels until there is a University-wide performance review report.

5.4.3 *Performance evaluation*

The evaluation of the strategic plan is important to find out if the intended results have been realized. Performance monitoring and evaluation shall be carried out quarterly and annually in all cascaded units and at the corporate level. The agreed performance indicators and targets at all levels will be used as benchmarks for this evaluation. The outcome of the annual performance evaluation will form the basis of negotiations for the next year.

ANNEXURES

Annexure I: Implementation Plan

In this chapter we present the action plan matrices for the strategic objectives in this strategic plan. Under each strategic objective, each of the strategies is considered. The action matrices present the following:

- ◆ **Expected outcomes**
This is a specification of the expected outcomes from a particular strategy. This should be tangible as to be measurable.
- ◆ **Performance indicators**
These are indications of the measurable parameters that are to be used as measures of the extent to which the strategic objective has been fulfilled within the context of the particular strategy. These are given in the form of a particular action completed or the extent of the action to be completed.
- ◆ **Baseline**
This is the present state of accomplishment for the various performance indicators. Currently, baseline information on most indicators is not available. A baseline survey needs to be done in 2008 to collect this vital information.
- ◆ **Targets**
These are the targets set as indicators of the extent of fulfillment of the specific strategy. Usually this has been given in the form of time, number, and percentage, or a particular action completed.
- ◆ **Time Frame**
This indicates the time domain within which this strategy has to be complete.
- ◆ **Responsibility**
Here the specific office and officer to be responsible for the specific action is specified.

1. Resources and Governance

Strategic Objective 1: To manage the University efficiently

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
1.1 Finance Strategies <ul style="list-style-type: none"> • Increase and diversify revenue base • Instill fiscal discipline in all operations and maintain a balanced budget. • Enhance income generated from university assets and safeguard university assets and investments 					
Enhanced financial health	Budget safety margin	2.1%	2.6%	2011-2013	VC DVCs Principals
	% compliance with set budgetary levels	100%	100%	2011-2013	
1.2 Human Resources Strategies <ul style="list-style-type: none"> • Enhance staff motivation, retention and performance • Develop, implement and enforce staff policies, rules and regulations • Review and implement policy on staff training and progression. • Develop a results based human resource function. 					
Productive and satisfied workforce	Average appraisal performance index of staff	Appr. 60%	85%	2008-2013	DVC (A&F) Reg. Admin Principals
	Employee satisfaction index	68.2%	75%	2008-2013	
	% staff retention for academic and senior administrative staff	??	90%	2008-2013	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
1.3 Physical Facilities Strategies <ul style="list-style-type: none"> Strengthen University organs responsible for physical planning and development. Formulate an appropriate infrastructure development, management and maintenance policy Provide modern and adequate equipment for teaching, learning research and administration. Review and implement policy on under-utilised university facilities. 					
Adequate and State of the art physical facilities	Adequacy of physical facilities	??	90%	2011-2013	VC DVC (A&F) Principals
1.4 ICT Strategies <ul style="list-style-type: none"> Implement an evolutionary ICT policy Provide quality network infrastructure and improve student and staff access to ICT resources Enhance utilization of ICT resources 					
Improved teaching and management efficiency	<ul style="list-style-type: none"> Adequacy of ICT facilities 	<ul style="list-style-type: none"> 1:15pc student ratio 1:4 pc staff ratio 1Mb/s per 450 students 	<ul style="list-style-type: none"> 1:10 pc student ratio 1:2 pc staff ratio 1Mb/s per 180 students 	2008-2013	VC DVC (A&F) Director, ICT
	% of staff and students using the ICT resources	75%	90%	2008-2013	
1.5 Library Strategies <ul style="list-style-type: none"> Enhance library resources for staff and students Increased utilization of library resources 					
Adequate	% of staff and students using library resources	80%	90%	2008-2013	DVC(AA) DVC (A&F)

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
support to programmes and research	No of e-journals	??	??	2008-2013	Librarian
	Size of collections	??	??	2008-2013	Librarian
1.6 Governance					
Strategies					
<ul style="list-style-type: none"> • Review management structure, systems and functions • Review the role of subsidiary companies and manage them in line with the best business practices • Enhance a culture revolving around the Vision, Mission and Values of the University • Strengthen cascading of the university's strategic agenda 					
Improved governance and management of the University	No of decision making levels	-	Rule of 3	2008-2013	VC DVCs Principals HoDs
	% of key decisions documented in minutes	-	100%	2008-2013	
	% of subsidiary companies that are sustainable	??	100%	2008-2013	VC DVC(A&F) Subsidiary company managers
	Shared vision of the University	??	100%	2008-2013	VC DVCs Principals HoDs

2. Teaching and Learning

Strategic objective 2: To produce quality and holistic graduates

Strategies

- Develop and implement innovative, quality and relevant academic programmes
- Enhance roll-out of open and distance learning

- c) Enhance integration of ICT into teaching and learning
- d) Mainstream co-curricular activities into student academic life
- e) Provide quality and affordable students accommodation and catering services

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
Enhanced quality of academic programmes	No of curricula reviewed per year.	100	18 pa		DVC (AA) Principals
	No of new curricula developed	244	6 pa	2008-2013	
	No of flagship programmes benchmarked	?	12	2008-2013	
	Favorable reports from external examiners.	60%	90%	2008-2013	
	No of programmes accredited by professional bodies.	?	6	2008-2013	
Increased alignment of programmes to Vision 2030 and the new constitution	No of students enrolled in science and engineering	?	+10%	2008-2013	DVC (AA) Principals
	Additional resource allocation to science and engineering programmes (Facilities and HR)	?	+30%	2008-2013	VC
	% of Policies and practices aligned to the Constitution	?	100%	Dec 2011	VC DVCs Legal Officer
Increased access to academic programmes	No of programmes on both e-learning and DL (with minimal face to face teaching)	2	1	By 2012/2013	Principals Director CODL Director EL

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
	No of students enrolled on DL and e-learning (with minimal face to face teaching)	?	50	By 2012/2013	
Improved quality of graduates	% of graduates absorbed to relevant professions within the first year of graduation	?	60%	By 2012/2013	DVC (AA) Reg. Acad.
	No of students getting national, regional and international awards or recognition	?	20 pa	Annually	
	% of teaching staff with pedagogical skills	70%	100%	2008-2010	
Holistic graduates	% of students participating in at least one co-curricula activity	?	30%	By 2012/2013	DVC (SA) Director SWA Director Sports
	Students satisfaction index on accommodation and catering services	?	50%	By 2012/2013	

3. Research Innovation and Technology

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
3.1 Research Strategies <ul style="list-style-type: none"> Enhance the University's research output, knowledge creation and dissemination 					
Enhanced research capacity and output	No of publications	1117	10% Annually	2008-2013	DVC (AA) Principals Deans HoDs
	No of staff attending conferences and other academic fora	1540	5% Annually	2008-2013	
3.2 Innovation, Technology and Consultancy Strategies <ul style="list-style-type: none"> Promote use of research consultancy output to develop products/solutions to societal problems 					
Innovative university contributing to the national agenda	No of High technology small and medium enterprises nurtured/created	-	2	2008-2013	VC Refer
	No Funded research projects	10	5% Annually	2008-2013	DVC(AA) Deans Committee HoDs
	No of PhD graduates produced	41	5% Annually	2008-2013	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
	No of Masters graduates produced	1204	5% Annually	2008-2013	
	No of Consultancies carried out	260	5% Annually	2008-2013	DVC(AA) Deans Committee HoDs MD, UNES

4. Competitiveness of the University

Strategic objective 4: To enhance the competitiveness of the University

Strategies

- Create partnerships and linkages that support the core functions of the University
- Enhance the University brand, visibility and favorable positioning
- Enhance the University's global ranking
- Review policy on partnerships and linkages
- Strengthen CIPL
- Strengthen the Public Relations /Corporate Communications Office
- Effective use of the alumni to promote the image of the University

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
Better ranking of the University	Policy on partnerships and linkages	None	Policy	2011	VC
	No of new successful local, regional and international partnerships and linkages	36	40 pa	2008-2013	
	No of endowed academic chairs	?	6	2008-2013	
	No of hits on University website per month	800,000	1,000,000	2008-2013	
Consistent positive corporate image	Branding and Marketing strategy developed	None	Branding strategy	2011	VC
	% of implementation of Branding and Marketing Strategy	N/A	50%	2008-2013	
	Media centre established	None	Media Center	2011	
	More discipline-based alumni chapters	8	20	2008-2013	
	Higher customer satisfaction index	70.8	71.5	2008-2013	
	No of times the University appears positively in the media per year	100	115	2008-2013	
	No of outreach activities conducted by students and staff	6	12 pa	2008-2013	
	Amount of budgetary allocation to CSR activities	-	10 m	2008-2013	

Annexure II: Roles and Responsibilities of Actors

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
<p>Objective 1: To manage the University efficiently</p>				
<p>Enhanced Financial Health</p>	<p>Provide Leadership and overall shared direction</p>	<p>DVC (A/F) – Planning and overall and management of finances</p>	<p>Providing financial discipline at colleges</p>	<p><i>FO:</i> Providing for prudent financial management</p> <p><i>Internal Auditor:</i> Ensuring that all financial transactions are in accordance with approved policy guidelines</p> <p><i>MD UNES:</i> Providing for increased income generation</p> <p><i>Deans/Directors/Chairs:</i> Providing for</p>

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
				maximum efficiency in application of resources
Productive satisfied workforce	Providing conducive policy framework	<i>DVC (A/F):</i> Recruitment, promotion, training and facilities	Coordination and Adherence to policy	Enforcing policy and procedures
Improved teaching and managem ent of resources	Provision of adequate budgetary resources	<i>DVC (A&F) –</i> Providing for optimal allocation of development resources in providing for state of the art infrastructure	Providing Facilities and their optimal utilization Ensuring voted resources are applied to intended purposes	Programming for resources and their optimal utilization <i>Director ICT –</i> Implementing ICT and automation policies
Adequate support to programme s and	Overall academic leadership and	DVC (AA): -Overseeing the academic	Providing academic leadership at the college	Implementing the requirements of academic process

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
research	integration	process -Ensuring equitable allocation of resources DVC (A&F) – Providing resources		
Improved Governance and Management	Providing enabling environment Providing leadership and overall shared direction	Ensuring the university policies and strategic direction is adhered to	Ensuring the university policies and strategic direction is adhered to at college level	Implementing university policies, anchored on good management and governance practices
Objective 2: To produce quality and holistic graduates				
Enhanced	Providing	DVC (AA) –	Enforcement	Ensuring quality in

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
quality of academic programmes	enabling environment Providing leadership through senate and other organs	Enforcement of quality standards	of quality standards at college level	teaching and examination processes
Increased alignment of programmes, vision 2030 and new constitution	Providing leadership and communicate the essence of vision 2030 and the new constitution to the university community	Providing leadership and communicate the essence of vision 2030 and the new constitution to the university community Advise on areas of	To operationalise the strategies that link university programmes with vision 2030 and the new constitution	<i>Deans/Directors/Chairs: Align curricula to vision 2030 and the new constitution</i> <i>-Legal officer: Assist in interpreting and advise on the legal implications of vision 2030 and the new constitution</i>

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
		priority in resource allocation in line with vision 2030 and the new dispensation		
Increased access to academic programmes	Providing strategic leadership on ODEL	DVC (AA): Coordinate implementation and rollout of ODEL programmes	Coordinate implementation and rollout of ODEL programmes at the college level	<p><i>Deans/Directors/Chairs:</i> Develop content and roll-out ODEL programmes</p> <p><i>Director CODL –</i> Develop, produce and support rolling out ODL programme</p> <p><i>Director EL –</i> Develop, produce and support rolling out e-learning programme</p>

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
				<i>Director ICT-</i> Providing appropriate ICT infrastructure to enable e-learning
Improved quality of graduates	Providing strategic leadership on quality assurance and standards	<i>DVC (AA) :</i> Coordinate quality assurance programmes	Coordinate quality assurance programmes at college level	<i>Deans/Directors and HODs:</i> Enforce quality policies and standards <i>Acad Reg:</i> Providing necessary support
Holistic graduates	Providing leadership	<i>DVC (AA)-</i> Coordinate and Providing guidance and leadership <i>DVC (A&F) –</i> Providing necessary resources	Providing necessary resources for implementation	<i>Dean of Students:</i> -Coordinate student mentorship programmes -Drive the social and students welfare agenda <i>Director SWA:</i> Providing catering and accommodation

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
				facilities <i>Director S&G:</i> Providing sporting and games facilities
Objective 3: To contribute to Scientific and technological innovations				
Enhanced research capacity	Providing strategic direction	DVC (AA)- Providing direction with respect to research activities DVC (A&F) – Providing resources	Coordinate research activities	Drive research agenda at unit level
Innovative university contributing to the national agenda	Providing leadership in linking the university with	<i>DVC (AA)</i> – Support the VC in linking the university with industry	Stimulate and encourage implementati on of innovate	Initiate and drive innovate activities and partnerships at college level

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
	industry and partners	and partners <i>DVC (A&F) –</i> Providing resources	activities and partnerships at college level	
Objective 4: To enhance the competitiveness of the University				
Better ranking of the University	Providing leadership and drive process	Providing leadership and drive process	Stimulate and encourage relevant activities at units	Implement research and partnerships and ensure web content is posted online
Consistent positive corporate image	Providing leadership in image building	<i>DVCs -</i> Providing leadership in image building <i>DVC (A&F) –</i> Providing resources for image	Coordinating building of positive image	Carrying out image building activities

Outcome	VC	DVCs	Principals	Deans/Directors/ Unit Heads
		building		

Annexure III: Documents Reviewed and persons interviewed

a) Documents reviewed

- i) The National Strategy for University Education 2007 – 2015 (Investing in the future of University Education) by Prof. S. Wandiga
- ii) Millennium Development Goals (MDG'S)
- iii) Common Markets for Eastern and Southern African (COMESA) Treaty
- iv) The Steadman Report on the University of Nairobi, April 2004
- v) Kenya Education Sector Support program (KSSP) 2005 – 2010
- vi) Government of Kenya (GOK) Restructuring Plan;
- vii) GOK Vision 2030;
- viii) The Ministry of Education, Science & Technology sessional paper No. 1 of 2005 on Policy framework for Education, Training and Research;
- ix) The Report of the Public Universities Inspection Board on “Transformation of Higher Education and Training in Kenya to secure Kenya’s Development in the Knowledge Economy” Chaired by Prof. Kabiru Kinyanjui, December 2006
- x) Commission for Higher Education (CHE) Strategic Plan
- xi) The Kenyan Constitution
- xii) GOK Specific Sector Standards Document

b) Persons interviewed

- i) Mr. John Simba, Chairman University Council, UoN
- ii) Prof. G. A. O. Magoha, Vice-Chancellor, UoN
- iii) Prof. P. M. F. Mbithi, Deputy Vice-Chancellor (A&F) UoN
- iv) Prof. J. T. Kaimenyi, Deputy Vice-Chancellor (AA), UoN
- v) Members of the University Management Board (UMB)
- vi) Prof. F. A. Karani, Department of Educational Communication & Technology
- vii) HELB - Mr. Benjamin Cheboi, Secretary, Mr. Shem Gichimu and Mr. Kipsang
- viii) Dr. Githendu Mukiri, Ministry of Science and Technology
- ix) Dr. Betty Gikonyo, Chairperson University of Nairobi Alumni Association
- x) Mr. Joel Momanyi , Federation of Kenya Employers (FKE)
- xi) Kenya Private Sector Alliance (KEPSA) - Ms. Margaret Nyambura and Ms. Mumbi Kiereini
- xii) Central Police Station
 - ◆ Mr. Stanley T. Kilonzi, OCPD, Central Police Station
 - ◆ Mr. Richard M. Muguai, Deputy OCPD, Central Police Station
- xiii) Mr. C. Nabutola, Chairman, Nairobi Central Business District Association
- xiv) Dr. C. Mailu, CEO, Nairobi Hospital
- xv) Mr. Benson Wairegi, Group CEO-British American Insurance Co. Ltd
- xvi) Mr. Jimnah Mbaru, Chairman Nairobi Stock Exchange (NSE)

- xvii) Mr. Julius Kipng'etich, Director Kenya Wildlife Services (KWS)
- xviii) Parent representatives
 - ◆ Mr. Rockefeller Kasusya
 - ◆ Mr. Sande (Representing Mr. Livingstone Ambetsa)
 - ◆ Mr. Mutisya Mulwa
 - ◆ Ms Pamela Janerose Oula
- xix) Mr. Lalit Vasani of Siyani Construction Company Ltd
- xx) SONU officials
- xxi) UASU officials
- xxii) KUDHEIHA officials
- xxiii) UNTESU officials
- xxiv) Written submission on University strategic plan from Dr. Bitange Ndemo, Permanent Secretary Ministry of Information, Communication and Technology

c) Comments/views/proposals on the University Strategic from the following Colleges/Schools/Institutes/Departments/individuals

- i) Department of Veterinary Anatomy and Physiology
- ii) Department of Veterinary Pathology and Microbiology
- iii) Faculty of Agriculture
- iv) Agricultural Economics
- v) Department of Public Health, Pharmacology and Toxicology
- vi) Faculty of Veterinary Medicine
- vii) Department of Land Resource Management and Agricultural Technology
- viii) Department of Food Science, Nutrition & Technology
- ix) Department of Clinical Studies
- x) Science Workshop
- xi) Department of Physics
- xii) School of Physical Sciences
- xiii) School of Computing & Informatics
- xiv) School of Biological Science
- xv) Department of Meteorology
- xvi) Department of Physics
- xvii) Comments from Prof. Mulaa (Biochemistry), Prof. Siboe (Botany), Dr. Ichangi (Geology) & Prof. Ntiba (Zoology)
- xviii) College of Health Sciences
- xix) Department of Medical Microbiology
- xx) Department of Obstetrics & Gynaecology
- xxi) Department of Conservative and Prosthetic Dentistry
- xxii) Department of Human Pathology
- xxiii) Department of Sociology

- xxiv) School of Business
- xxv) School of Economics
- xxvi) Institute of Development Studies (IDS)
- xxvii) Faculty of External Studies
- xxviii) Department of Physical Education & Sport
- xxix) Department of Extra-Mural Studies
- xxx) Comments from Mr. Omondi Bowa, Department of Educational Studies
- xxxi) School of Education
- xxxii) Centre for Open and Distance Learning
- xxxiii) Kenya Science College
- xxxiv) Library Department
- xxxv) Comments from Mr. Makokha (Library) and Mrs. B. Wanjala, CAE

Annexure 2: The Strategic Plan Committee

The strategic plan committee had the following membership:

Prof. Peter M. F. Mbithi	-	Deputy Vice Chancellor, (Administration & Finance)/ Chairman
Prof. Peter K'Obonyo		Deputy Principal, College of Humanities and Social Sciences / Vice Chairman
Prof. Francis W. O. Aduol	-	Principal, College of Architecture and Engineering / Member
Prof. Madara Ogot	-	Managing Director, University of Nairobi Enterprises and Services (UNES) Ltd/ Member
Ms. Wambui Kiai	-	Director, School of Journalism and Mass Communication/ Member
Mr. John K. Kenduiwo	-	Dean, School of Business/ Member
Prof. Zipporah W. Ngumi	-	Dean, School of Medicine/ Member
Prof. Timothy M. Waema	-	School of Computing and Informatics/ Member
Prof. Evans Aosa	-	Associate Dean, School of Business/ Member
Dr. Elijah Omwenga		Director, ICT Centre/ Member
Dr. Genevieve Wanjala		Department of Education Administration & Planning/ Member
Dr. Suki Mwendwa		Director, School of The Arts & Design/ Member
Mr. John M. Choka		Deputy Estates Manager/ Member
Mr. Christopher O. Ombati		Registrar, Administration/ Secretary

The Secretary of the Committee, Mr. Christopher O. Ombati was assisted by **Ms. Jebet Rutto, Ms. Florence N. Kioko and Ms. Caroline Chepkoech.**