



**UNIVERSITY OF NAIROBI**

# **Strategic Plan 2008-2013**

*February 2008*

## Preface

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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.

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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.

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 nine (9) strategic issues. These are:

- Teaching and Learning
- Research, Research & Development and Consultancy
- Governance, Leadership and Management
- Human Resources
- Infrastructure, ICT and Library Services
- Partnerships and Linkages
- Finance
- Students Affairs
- Image

Arising from the strategic issues, the following 14 strategic objectives will be pursued during the plan period:

- **Objective 1:** To offer innovative academic programmes with in-built quality assurance.
- **Objective 2:** To nurture academic programmes to world class status.
- **Objective 3:** To actively promote diversified modes of delivery.
- **Objective 4:** To create an enabling environment and policy framework that promotes research, development and other value adding services.
- **Objective 5:** To develop a governance system that effectively serves the University.
- **Objective 6:** To realize a visionary, innovative leadership and management that is visible, open and transparent.
- **Objective 7:** To attract, develop and maintain high calibre, qualified staff.
- **Objective 8:** To strengthen and sustain implementation of gender, marginalization, HIV/AIDS and disability policies.
- **Objective 9:** To provide and maintain adequate “state of the art” infrastructure that supports the core functions of the university.
- **Objective 10:** To maximize student and staff productivity and service delivery, enhance teaching and learning and improve quality of research through ICT.

- **Objective 11:** To strengthen the existing partnerships and linkages and develop new ones.
- **Objective 12:** To realize increased revenue and fiscal health.
- **Objective 13:** To produce holistic graduates.
- **Objective 14:** To promote a University brand which embodies the concerns and aspirations of the stakeholders and universal values.

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 36,000 students enrolled in the University of Nairobi. Of this enrolment, 16,000 are Government sponsored while another 20,000 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 36,000 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.

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 for a further five years.

In undertaking this exercise, the committee reviewed relevant literature, including Government legislation, policy documents and pertinent reports as well as pertinent University policies, reports and programmes. The committee 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 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.

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. 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. Additionally, 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 as a constituent college and Kenya Science Teachers' College as a campus in the last quarter of 2007. These facilities present unique opportunities and challenges that must be addressed in 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 that workers should possess 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.

While internal stakeholders have a fairly positive perception of the University, external stakeholders perceptions are still negative. 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 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 in the next five years.

The emerging trade unionism among traditionally non-unionised staff and the increased number of Unions at the Public Universities has greatly increased focus on terms and conditions of service for the staff. There is need to strategize on how to deal with this new phenomenon.

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

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.

There is no doubt that higher education is facing escalating expectations and demands while at the same time experiencing serious, economic shortfalls. Planning must therefore take cognisance 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*
Exchequer	2,675,862,503	2,675,862,492	3,329,654,700	3,299,868,300
Module I fees	378,264,644	419,662,524	432,610,205	420,000,000
Module II fees	1,979,052,724	2,281,132,867	2,428,190,607	2,596,180,000
Other Income	1,023,763,984	1,295,291,119	1,634,287,089	1,518,943,000
<b>Total Income</b>	<b>6,056,943,855</b>	<b>6,671,949,002</b>	<b>7,824,742,601</b>	<b>7,834,991,300</b>

*\*NB: Revenue figures extracted from the Council approved 2007/2008 budget*

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*
Asset Addition	197,966,000	773,800,150	375,608,259	286,000,000
Work in Progress	878,152,000	1,020,117,004	1,131,240,934	1,188,959,909
Expenditure on ICT	19,019,152	18,012,665	116,693,413	226,000,000
<b>Total</b>	<b>1,095,137,152</b>	<b>1,811,929,819</b>	<b>1,623,542,606</b>	<b>1,700,959,909</b>

*\*NB: Expenditure figures extracted from the Council approved 2007/2008 budget*

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**

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

**Table 4: Undergraduate admission in the last four years**

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

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**

##### **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**

### **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**

#### **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**

### **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 AND STRATEGIES

Strategic issues are key challenges facing an organization. These challenges have to be addressed if the organization has to improve its performance. Strategies are the ways these objectives will be accomplished. For each of the strategic issues, the corresponding objectives and strategies are given below.

### 4.1 *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 21<sup>st</sup> 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.

#### **Objective 1**

**To offer innovative academic programmes with in-built quality assurance.**

#### **Strategies**

- ◆ Review academic programmes to ensure relevance and applicability.
- ◆ Implement policies and practices designed to enhance the quality of teaching and learning
- ◆ Review the examination procedures to create a more efficient evaluation and certification system
- ◆ Strengthen and streamline postgraduate training and supervision

#### **Objective 2**

**To nurture academic programmes to world class status.**

#### **Strategies**

- ◆ Competitively benchmark all academic programmes and prescribe world class standards to be met by each academic programme.

- ◆ Provide budgetary support to programmes to meet the set standards

### **Objective 3**

**To actively promote diversified modes of delivery**

#### **Strategies**

- ◆ Encourage the use of technology in teaching.
- ◆ Promote and popularize open and distance education in all programmes.

#### **4.2 Innovation, Research & Development and Consultancy**

Innovation, Research and Development (R&D) 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 R&D 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 4**

**To create an enabling environment and policy framework that promotes research, development and other value adding services**

#### **Strategies**

- ◆ Develop and implement a Research Policy
- ◆ Expand opportunities for local, regional and international exposure and participation in learned forums
- ◆ Mainstream consultancy into the core business of the University
- ◆ Establish links with both public and private sectors for purposes of consultancy contracts

- ◆ New products deriving from Research

### **4.3 Governance, Leadership and Management**

The University of Nairobi operates under 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 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.

The current structure has not been reviewed for over two decades. It is control intensive, slow and tedious and does not serve the challenging, dynamic and competitive environment in which the University is operating. In addition, the management of the University is currently characterized by mismatch between responsibility and authority at the operating units. At the same time, there is a communication disconnect between the College and the lower level governance organs. For example, policy and strategy decisions made in Council, UMB and Senate are often not effectively communicated to lower level academic boards. Finally, the leadership style in the University over the years has tended to be largely operative, thereby rendering it invisible in the core business of the University. This has resulted in less consistent and non-strategic development of the University. If these governance problems are let to continue, there will be very little improvement in the performance of the departments, faculties, schools and institutes as the basic operating units of the University.

#### **Objective 5**

**To develop a governance system that effectively serves the University**

#### **Strategies**

- ◆ Lobby for a more enabling legislative and regulatory framework
- ◆ Develop and operationalise enabling regulations
- ◆ Implement a devolved and effective management structure
- ◆ Review and implement the structure and staffing norms of staff in administrative units in central administration
- ◆ Redefine the role of subsidiary companies and manage them in line with best business practices

### **Objective 6**

**To realize a visionary, innovative leadership & management that is visible, open and transparent**

#### **Strategies**

- ◆ Undertake continuous leadership development
- ◆ Develop and implement an ethical, effective, efficient, equitable, transparent and objective management systems and processes
- ◆ Implement a change management strategy
- ◆ Ensure that all staff and students embrace the vision, mission and core values of the University

#### **4.4 Human Resources**

Human resource management presents significant challenges to the University in terms of competencies, numbers of staff, mismatches, culture, values, attitudes, behaviours, motivation, staff development, productivity, staff development policies, procedures and practices, etc. More specifically, the University is witnessing problems of low morale and poor work ethics that have adversely affected staff commitment and service delivery. If this situation is allowed to persist, the University is unlikely to achieve world-class standards.

In addition, the serious shortage of high-calibre academic staff in the country has been compounded by the HIV/AIDS pandemic. If this situation is allowed to continue unchecked, the University will lose the top-notch academic staff that are critical in propelling it to world-class standards.

### **Objective 7**

**To attract, develop and maintain high calibre, qualified staff**

#### **Strategies**

- ◆ Enhance staff motivation and performance
- ◆ Review and implement policy on doctoral training
- ◆ Increase awareness of staff regarding policies, rules and regulations
- ◆ Implement and enforce policies, rules and regulations
- ◆ Develop staff for improved performance

- ◆ Review and implement policy on the recruitment and appointment tenure of the level of Registrar and equivalent to be in line with those of Senior Management Staff
- ◆ Implement and enforce policies, rules and regulations
- ◆ Re-define the mechanisms of interacting with unions

**Objective 8**

**To strengthen and sustain implementation of gender, marginalization, HIV/AIDS and disability policies**

**Strategies**

- ◆ Strengthen and sustain policy on HIV/ AIDS
- ◆ Formulate and implement policies on gender, disability and marginalization

**4.5 Infrastructure, ICT and Library Services**

The primary responsibility of the University is to provide quality education in the most efficient manner possible. Our clients expect us to give service to the most efficient and ethical height. Our physical facilities which include the laboratories, libraries and ICT infrastructure contribute towards providing an enabling and conducive environment for us to serve. In turn, the customers are able to meet their objectives to a good level of satisfaction. Failure to develop our physical infrastructure and ICT and library services to acceptable levels will bring about congestion, a technological gap that will be difficult to bridge as time goes by, discontent among our clients and staff and inability to attain and exceed world-class standards.

**Objective 9**

**To provide and maintain adequate state of the art infrastructure that supports the core functions of the university**

**Strategies**

- ◆ Strengthen University organs responsible for physical planning and development

- ◆ Prepare a mid term and long term master plan to guide future infrastructure development
- ◆ Formulate an appropriate infrastructure management and maintenance policy
- ◆ Provide modern and adequate equipment for teaching, learning, research and administration
- ◆ Develop library staff
- ◆ Develop and consolidate resource sharing through collaborative initiatives with other libraries
- ◆ Develop and implement a policy on security of people and facilities

#### **Objective 10**

**To maximize student and staff productivity and service delivery, enhance teaching and learning and improve quality of research through ICT**

#### **Strategies**

- ◆ Formulate and implementation an evolutionary ICT policy and strategy that is sensitive to emerging technologies and responds to changing needs and practices
- ◆ Enhance skills to develop, implement, support and exploit ICT resources more effectively and efficiently
- ◆ Provide quality network infrastructure and improve student and staff access to ICT resources in line with University priorities
- ◆ Provide efficient and effective service delivery and support systems

#### **4.6 Partnerships and Linkages**

In the age of globalization, the trend is for institutions to foster networks, partnerships and linkages. 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.

**Objective 11**

**To strengthen the existing partnerships and linkages and develop new ones**

**Strategies**

- ◆ Establish viable University industry linkages in areas of research, development and academic chairs
- ◆ Reinvigorate the alumni and establish a sustainable plan of action
- ◆ Enhance partnerships and collaborations with other organizations locally and internationally
- ◆ Establish a mechanism for recognition of personalities who have made major and significant contribution to the University
- ◆ Promote accreditation of suitable and strategic tertiary institutions
- ◆ Promote accreditation of University programmes by professional bodies

**4.7 Finance**

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. If unchecked, this trend is likely to adversely affect the quality of the learning environment and concomitantly, therefore, the ability of the University to discharge its mandate and core functions.

In addition, the University has operated on a deficit budget except for the last two (2) years when there has not been an annual deficit. It is important that the University does not have annual deficits and continues to operate a balanced budget while at the same time retiring the old debt.

**Objective 12**

**To realize increased revenue and fiscal health**

**Strategies**

- ◆ Increase internally generated revenue by 5% annually
- ◆ Instill fiscal discipline in all operations and maintain a balanced budget

- ◆ Retire old debt during the plan period

#### 4.8 *Students Affairs*

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 13**

**To produce holistic graduate**

#### **Strategies**

- ◆ Institute mechanisms for running student accommodation and catering
- ◆ Initiate a student centred support system, including student work study programmes
- ◆ Foster a system geared for the full development of the individual student
- ◆ Avail quality accommodation for international students

#### 4.9 *Image*

The University has not answered 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 create a positive space in the minds of the public and potential students, with a 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 14**

**To promote a University brand which embodies the concerns and aspirations of the stakeholders and universal values**

#### **Strategies**

- ◆ Brand the University of Nairobi
- ◆ Enhance the University's visibility

## 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:

- ◆ 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

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

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

- a) Students Welfare Authority (Accommodation and Catering Fees)
- b) UNES Non-academic Programmes (Consultancy, IGUs, Bookshop)
- c) Rentals, University Press, College Based IGUs and Investment Income.
- d) Miscellaneous Receipts (Agency Fees, Accreditation, Telephone-Fax, debt collections, Other Incomes)

In general, the University will endeavour to grow revenue by an average of 5% per year throughout the plan period. Since the current budget (2007/2008 financial year) is Kshs.7,835 million projected 5% growth will translate to Kshs.10,542 million in the financial year 2012/2013 and yearly as shown in Table 5 below.

**Table 5: Projected revenue from different streams for the period 2008/2009 - 2012/2013**

Sources of Revenue	Projected Revenue (Kshs Millions)					
	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13
Government Capitation	3,270	3,336	3,503	3,678	3,862	4,055
Tuition Fees-Module I	420	490	515	540	567	596
Tuition Fees -Module II	2,596	2,715	2,851	2,993	3,143	3,300
External Research Grant	560	650	683	717	752	790
Other Revenues	989	1,482	1,556	1,634	1,716	1,801
<b>Total</b>	<b>7,835</b>	<b>8,673</b>	<b>9,107</b>	<b>9,562</b>	<b>10,040</b>	<b>10,542</b>

### 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 2008/2009 - 2012/2013**

Sources of Expenditure	Projected Expenditure (Kshs Millions)					
	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13
Personal Emoluments	4,408	4,965	5,213	5,474	5,748	6,035
Medical Scheme	120	125	131	138	145	152
Direct Service Providers	727	756	794	833	875	919
Operational & Maintenance	839	872	916	961	1,009	1,060
Teaching	808	881	925	971	1,020	1,071
Income Generating Units	421	523	549	577	605	636
Capital Development	286	314	330	346	363	382
ICT Expenditure	226	237	249	261	274	288
<b>Total</b>	<b>7,835</b>	<b>8,673</b>	<b>9,107</b>	<b>9,562</b>	<b>10,040</b>	<b>10,542</b>

### 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:

### 5.5 *Setting performance targets*

At the beginning of the year, all units will set their performance targets as part of their annual work plans 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 indicators	Sources of verification	Data collection methods	Data collection frequency	Responsibility	Assumptions

*An alternative is to include "Sources of Verification" in the implementation matrix.*

### 5.6 *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 strategic and annual work 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.

Any activities that require re-scheduling or targets that need revision shall be adjusted through a re-negotiation process, first between the respective units and the University, and then between the University and the Ministry of Education.

### 5.7 *Performance evaluation*

The evaluation of the annual plans is important to find out if the intended results have been realized. Performance 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 bench marks for this evaluation. The outcome of the annual evaluation will form a good basis for the plans for the next year.

## 6. 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.
- ◆ **Assumptions**  
The success of most of the actions considered here shall depend on certain assumptions. In most cases these assumptions are constraints do act as constraints to the success of the particular strategy, to which the action plan should then be sensitive to.

## 6.1 Teaching and learning

Strategic Objective 1: To offer innovative academic programmes with in-built quality assurance

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<i>Strategy 1.1: Review academic programmes to ensure relevance and applicability.</i>						
Focused and innovative academic programmes	% of programmes reviewed per year.	20%	100%	2012/2013	DVC (AA) Reg. Acad.	
	% of programmes benchmarked	50%	100%	2012/2013	DVC (AA) Reg. Acad.	Resources being made available
	Favorable reports from external examiners.	60%	90%	2012/2013	DVC (AA) Reg. Acad.	
	% of programmes accredited by professional bodies.	20%	70%	2012/2013	DVC (AA) Reg. Acad.	
<i>Strategy 1.2: Implement policies and practices designed to enhance the quality of teaching and learning</i>						
Improved quality of graduates	% of programmes where syllabus is fully covered.	70%	100%	2008/2009	DVC (AA) Principals Reg. Acad.	
	Extent to which there is a policy on use of modern technology in teaching and learning	20%	100%	2008-2010	DVC (AA) Reg. Acad.	
	% of teaching staff with pedagogical skills	70%	100%	2008-2010	DVC (AA) Reg. Acad.	
	% of courses evaluated by students	90%	100%	2008/2009	DVC (AA) Reg. Acad.	Students will be objective in their assessment
	Quality assurance office	0	1	2008/2009	DVC (AA) Reg. Acad.	
Improved relevance of teaching and learning	Proportion of the use of local case studies and personal practical experiences in teaching and learning	-	> 30%	2009/2010	DVC (AA) Principals	Training of staff on converting consultancy and personal experiences into teaching and learning content

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<b>Strategy 1.3: Review the examination process to create a more efficient evaluation and certification system</b>						
Enhanced quality of the examination process	% of examinations internally and externally moderated	100%	100%	2008/2009 and continuous	DVC (AA) Reg. Acad.	
	% of CODs formally trained as Chief Examination Officers	80%	100%	2008/2009 and continuous	VC DVC (A&F) Reg. Adm.	
	% of examination results released on time	100%	100%	2008/2009 and continuous	DVC (AA) Reg. Acad.	
	% of examinations with marking schemes	100%	100%	2008/2009 and continuous	DVC (AA) Reg. Acad.	
	% of departments that act on EE's report	30%	100%	2008/2009 and continuous	DVC (AA) Reg. Acad.	
	Extent to which there is clear communication of examination rules and regulations to students	100%	100%	2008/2009 and continuous	DVC (AA) Reg. Acad.	
<b>Strategy 1.4: Strengthen and streamline postgraduate training and supervision</b>						
Improved timeline completion	Reduced bureaucracy in postgraduate administration	-	1 week for every process	Immediate	DVC (AA) Dir., BPS Deans/Directors	
	Reduced turnaround time in handling thesis	3 months (worst case scenario 1 yr)	2 months	immediate	DVC (AA) Dir., BPS Supervisors	
	Reduced turnaround time in processing admission & registration of students	1½ months	1 month	immediate	DVC (AA) Dir., BPS	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<b>Strategic Objective 2: To nurture academic programmes to world class status</b>						
<i>Strategy 2.1: Competitively benchmark all academic programmes and prescribe world class standards to be met by each academic programme.</i>						
Prioritize programmes for accelerated improvement to world class standards	SWOT analysis on all academic programs done	0%	100%	2008/2009	VC DVC (AA) Principals Reg. Acad.	Resources being made available
	Availability of SWOT report and specific strategies for improvements on all programmes	0%	100%	2008/2009	VC DVC (AA) Principals Reg. Acad.	
<i>Strategy 2.2: Provide budgetary support to programmes to meet the set world class standards</i>						
Dedicated budgetary support to the identified academic programmes	Budgetary allocations made available	800m	10% of the operating budget	2008-2010	VC DVC (A&F) F.O.	Fiscal resources being made available
<b>Objective 3: To actively promote diversified modes of delivery</b>						
<i>Strategy 3.1: Ensure use of appropriate technology in teaching</i>						
Increased use of technology in teaching and instruction	% of lecturers using modern technology in teaching and instruction	40%	90%	2012/2013	Principals Director, ICT	
<i>Strategy 3.2: Promote open and distance learning mode in all programmes</i>						
Increased enrollment in ODL programmes	% of programmes using distance education mode	5%	15%	2012/2013	Principals Deans HODs	

## 6.2 Innovation, Research & Development and Consultancy

**Strategic Objective 4: To create an enabling environment and policy framework that promotes research, development and other value adding services**

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<i>Strategy 4.1: Develop and implement a Research Policy</i>						
Research activity in every academic unit	% academic units with at least one research activity per staff per year	-	50%	2008-2013	DVC (AA), Deans/Directors, DIR., CIPL, CODs, Project Coordinators Reg. Acad.	

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
	% of research projects involving research students	-	80%	2008-2013	DVC (AA), Deans/Directors, DIR., CIPL, CODs, Project Coordinators Reg. Acad.	
	Increase in research output	-	20% every year	2008 & continuous	DVC (AA), Deans/Directors, DIR., CIPL, CODs	Incentive mechanism for research is inbuilt
Research funded by the University	% proposals funded by research allocations	-	50%	2008-2013	DVC (AA) Principals Reg. Acad.	- University can raise research funds from industry and partners - Science park programmes are implemented
	Amount of University budget dedicated to R&D	100m	5% every year	2008-2013	VC, DVC (A&F), DVC (AA) Reg. Acad.	
Active and multi/inter-disciplinary research	Extent to which programmes of existing research centres are reviewed	-	100%	2008 & continuous	DVC (AA), Directors of Research Centres	
	No. of multi-disciplinary centres of research excellence per College	-	1 per academic unit	2008/2009	Principals, Deans/Directors Reg. Acad.	University can raise research funds from industry and partners
	No. of multi/inter-disciplinary research programmes	-	4 per College	2008/2009	Principals, Deans/Directors	
	Comprehensiveness of the inventory of research activities and outputs	-	Research inventory report per academic unit	Continuous	DVC (AA) Reg. Acad.	
<b>Strategy 4.2: Expand opportunities for international exposure and participation in learned forums</b>						
Increased partnerships	Policy on international exposure and participation	-	100%	Immediate & continuous	DVC(AA), Deans/Directors, CIPL, CODs	

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
	Increase in number of research exchange students	-	10% pa	Immediate & continuous	DVC(AA), Deans/Directors, CIPL, CODs	Partners are willing to collaborate with the University in exchange programmes
	Increase in number of international links	176	5% pa	Immediate & continuous	DVC(AA), Deans/Directors, CIPL, CODs	Partners are willing to collaborate with the University; -There are incentives for staff to participate
Participation of staff in learned forums	Regular basic operating units research seminars	-		Immediate & continuous	DVC(AA) Deans/Directors CODs	
<b>Strategy 4.3: Mainstreaming consultancy into the core business of the University</b>						
Relevance of consultancy activities	Implement policy document	-	100%	2008/2009	DVC (AA) Reg. Acad.	
	% increase in no. of consultancies	-	20% pa	2008-2013	DVC (AA), MD (UNES)	
Consultancy incorporated in the criteria for promotion of staff	How frequent consultancy work is used as a basis for promotion	-	100%	2008-2013	DVC (A&F), Principals Reg. Adm.	Adoption of consultancy as a criteria
<b>Strategy 4.4: Establish linkages with both public and private sectors for purposes of consultancy contracts</b>						
Enhanced revenue from consultancies	Amount of revenue from consultancy per year	17m	10% pa	2008-2013	VC, MD, UNES, DVC (A&F), Deans/Directors, CODs	
	% of University budget covered through consultancy surplus	-	10%	2009-2013	DVC (A&F), Principals, MD/UNES	
Increased collaborations in consultancy	% of active collaborations with consultancy firms	-	90%	2009-2013	VC, Principals, Deans/Directors, CODs	Acceptance and ownership by University staff and students;

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
	No. of consultancy jobs from the Government	-	8 per year	2008/2009	VC, Principals, Deans/Directors, CODs	Cooperation from Govt. and other stakeholders; Participation of private sector
<b>Strategy 4.5: New products deriving from Research</b>						
Vibrant Research Policy in place	Research Policy	-	100%	2010/2011	DVC (AA) Principals	

### 6.3 Governance, Leadership and Management

*Strategic Objective 5: To develop a governance system devolved to the basic operating units that effectively serve the University*

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<b>Strategy 5.1 :Lobby for a more enabling legislative and regulatory framework</b>						
Increased autonomy and ability to determine own direction	% of key processes (e.g. admissions, setting tuition fees, etc) initiated and completed without undue influence by the relevant arm of Govt.	70%	90%	2010/2011	Council VC DVCs	Differentiated unit cost is implemented; University is able to fund upto 2/3 of its budget from internal resources; legal framework is amended to provide for the increased autonomy
<b>Strategy 5.2: Develop and operationalize enabling Regulations</b>						
New statutes aligned to the new legal and regulatory frameworks	% of completion of new statutes	0%	100%	2009/2010	Council VC DVCs Legal Officer	New legal and regulatory frameworks come into effect in 2008/2009
<b>Strategy 5.3: Implement a devolved and effective management structure</b>						
Capacity to take on devolved responsibilities enhanced	% of relevant personnel trained	40%	100%	2009/2010	DVC (A&F) Reg. Adm.	Devolution is approved. No resistance to devolution

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
Increased empowerment of the Colleges and lower level units	Extent to which Colleges can operate without reference to the Centre from a funding perspective	65%	> 90%	2010/2011	Council, VC DVCs	University financial position improves and retirement of old debt. Colleges have capacity to meet > 90% of their investment and O&M costs;
	Extent to which processes (examinations, appointments, promotions, finance, etc.) initiated at College level are completed at College level	70%	> 90%	2009/2010	Council VC DVCs Principals	Policies and procedures are strictly adhered to
	Extent to which Deans and Directors can mobilize resources and utilize them at their levels, e.g. from Alumni and friends	-	20% of own budget	2009 and continuous	Council, VC DVC (AA) Deans/Director	A framework for resources mobilization and utilization is in place
Leaner governance organs with shorter turnaround times	Number of organs that duplicate functions hindering quick decision making	-	0	2009/2010	VC DVCs Principals	Devolution is approved. No resistance to devolution
Increased participation in decision making	% of acceptability of key decisions by stakeholders	65%	70%	2009/2010	Heads of units	Implied consultation does not compromise service delivery; Heads of units consult as widely as possible and always aim at consensus; Staff are available to participate in decision-making

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
Increased effectiveness of the College and lower level governance organs	Existence of approved minimum agenda for CMB, CAB, School/Faculty/ Dept Academic Boards	None	100%	2008/2009	VC, DVCs and College Principals	
<b>Strategy 5.4: Review and implement the structure and staffing norms of staff in administrative units in central administration</b>						
Rationalized central administration structure	Degree of rationalization of functions and designations	-	100%	2009/2010	VC, DVCs Principals	
	Extent staffing norms are in line with adopted benchmarks	-	100%	2009/2010	VC DVCs Principals	Benchmarks for staffing norms have been adopted
<b>Strategy 5.5: Re-define the role of subsidiary companies and manage them in line with best business practices</b>						
Best business practices adopted in running subsidiary companies	No. of subsidiaries where VC is Chairman of Board of Directors	0	All	2010/2011	VC DVCs Principals	Change the articles and memorandum of association of subsidiary companies
<b>Strategic Objective 6: To realize a visionary, innovative leadership &amp; management that is visible, open and transparent</b>						
<b>Strategy 6.1: Undertake continuous leadership development</b>						
Enhanced management and leadership skills at all levels	Number of relevant/strategic training programmes per year	1	2	Immediate & continuous	DVC (A&F), College Principals, Reg. Admin	No resistance from staff
<b>Strategy 6.2: Evolve a leadership culture that is grounded on high ethical standards and integrity and that is sensitive to social responsibility and universal values</b>						
Increased integrity of University staff	Corruption eradication – improvement and adherence to systems in place	100%	100%	Annually	VC, All staff & students	All staff have been sensitized on anti-corruption and other integrity policies; Clarity on what constitutes corruption

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
	No. of key policies circulated and disseminated in a year	-	2	Annually	DVCs, Principals	
<b>Strategy 6.3: Develop and implement an ethical, effective, efficient, equitable, transparent and objective management systems and processes</b>						
Improved quality of service delivery	Customer satisfaction index	65%	90%	2011/2012	VC, DVCs, Principals, All staff	
	Extent of outsourcing University Press	0%	100%	2009/2010	VC, DVCs	University can find a business enterprise to run the University Press on a commercial basis
Optimised business processes	No. of key business processes re-engineered and implemented annually	-	2	Annually	DVC s	No resistance from stakeholders
	% Reduction in turnaround time	Varies from process to process (worst case scenario 143 days)	7 days	Immediate & continuous	DVCs, Principals, All staff	
Greater computerization of university functions, with strong management information components	% of use of MIS systems in decision-making	60%	95%	2011/2012	VC, DVCs, Principals, DIR., ICT	Senior management is committed to computerized systems
	Extent to which there is a comprehensive and operational HRMIS	65%	100%	Immediate & Continuous	DVC (A&F), Reg. Admin., Dir./ICT	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
Accurate, timely and complete management information available in real time	% of accurate, timely and complete management information available in real time	50%	95%	2008/2009	VC, DVCs, Principals, Dir/ICT, Heads of sections and units	Senior management is committed to computerized systems
More efficient execution of business by university organs	The number of organs needed to complete a process from initiation	5 organs (worst case scenario)	upto 3 organs	2008/2009	VC, DVCs, Principals, Registrars	A lean and efficient organizational structure; Highly motivated and committed staff; Work ethics that support efficiency; Staff of high integrity
	% of key processes that have been bench-marked with best practice (recruitment, promotion, mounting academic programs, examination, finance, procurement, disciplinary, etc)	60%	100%	2008/2009	VC, Heads of Divisions	Change management programme in place, identification of twinning and/or fostering institutions
	Extent of ISO certification of University processes	70%	100%	2008/2009	VC,DVC (A&F)	The acquisition of consultancy services go as per schedule
<b>Strategy 6.4: Implement a change management strategy</b>						
Reduced resistance to change	% of people supporting strategic changes	-	75%	2008/2009 & Continuous	VC DVCs Principals HODs/Units	Reduced resistance to change
<b>Strategy 6.5: Ensure that all staff and students embrace the core values of the University</b>						
Behaviour that depicts the core values	Extent to which the behaviour of staff and students is consistent with the core values	74%	90%	2009/2010	VC, DVCs, Principals	Survey to be carried out

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
Sharing values and other strategic issues	Number of fora for sharing values	-	2 per unit per year, specifically targeting core values	Annually	VC, DVCs, Principals, Heads of units	

#### 6.4 Human Resources

**Strategic objective 7: To attract, develop and maintain high calibre, qualified staff.**

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<i>Strategy 7.1: Enhance staff motivation and performance</i>						
Improved motivation of all cadres of staff	Extent to which terms and conditions of service documents are updated	70%	100%	Immediate & continuous	DVC (A&F), Reg. Admin.	
	% of staff with appropriate offices	70%	100%	2008-2010	DVC (A&F), Principals, Reg. Admin.	
	% of staff with appropriate working tools (telephone, computer, etc.)	25%	100%	2008-2010	DVC (A&F), Principals, Reg. Admin.	
Improved performance of staff	Extent to which performance appraisal system is improved & sustained	100%	100%	Immediate & continuous	DVC (A&F), Reg. Admin.	
	Extent to which teaching is integrated in the promotion criteria of academic staff	0%	100%	2008/2009	VC DVC (A&F), Principals	
	Average performance as measured by annual performance appraisal	65%	>80%	2008-2012	DVC (A&F), Principals, Reg. Admin.	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
	Level of access to drugs and specialized treatment required by staff and dependants	75%	95%	2009/2010	CMO, DVC (A&F)	
	No. of improved and new recreational facilities	1	1 per yr	Annually	DVC (A&F), Principals	
	No. of Colleges with operational sports and recreation programmes	5	All	Immediate & Continuous	DVC (AA), Dir. Sports & Games	
	Extent to which there are schemes of service for all cadres of staff	70%	100%	Immediate & Continuous	VC DVC (A&F) Reg. Admin.	
	Extent to which staffing norms are implemented	95%	100%	Immediate & Continuous	VC DVC (A&F) Reg. Admin.	
	Extent to which there is a policy on multiple appointments	100%	100%	Immediate & Continuous	VC DVC (A&F) Reg. Admin.	
	% of staff developed according to their job requirements	75%	100%	Immediate & Continuous	DVC (A&F), Reg. Admin.	
	Participation by non-teaching staff in decision making	75%	100%	Immediate & Continuous	DVCs, Reg. Admin.	
	Extent of arrangements in place for shuttle services between campuses	0%	100%	2009/2010	VC, DVC (A&F)	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
Rationalized duty allocation of academic staff	Extent to which duty allocation of academic staff recognizes all the activities of staff (teaching, research, consultancy, administration)	30%	100%	2009/2010	DVC (AA), Principals	
<b>Strategy 7.2: Review and implement policy on doctoral training</b>						
Policy on doctoral training	Policy document approved	-	100%	2008/2009	VC, DVC (A&F)	
Increased doctoral graduates	No. of doctoral graduates produced per year	30	5% pa	2008/2009 & continuous	VC, DVCs, College Principals	
<b>Strategy 7.3: Increase awareness of staff regarding policies, rules &amp; regulations</b>						
Higher commitment of the workforce	% of new staff inducted into the University system and their jobs	90%	100%	Immediate & continuous	DVC (A&F), Reg. Admin., Principals	1 <sup>st</sup> salary tied to production of induction certificate signed by employee & head of unit
	% of all staff put through in-house training	70%	100%	Immediate & continuous	DVC (A&F), Reg. Admin., Principals	
Quality staff recruited	% of staff recruited as per prevailing policies	-	100%	Immediate & continuous	VC, DVCs, Principals	
<b>Strategy 7.4: Review and implement policy on the recruitment and appointment tenure of the level of Registrar and equivalent to be in line with those of Senior Management Staff</b>						
Policy on recruitment and appointment tenure of the level of Registrar and equivalent	Extent of policy approval	-	100%	2008/2009	VC DVC (A&F) Reg. Admin.	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
Recruitment and appointment tenure of the level of Registrar and equivalent to be in line with those of Senior Management Staff	Degree of policy implementation	0%	100%	2009/2010	VC, DVC (A&F) Reg. Admin.	
<b>Strategy 7.5: Review, implement &amp; enforce policies, rules &amp; regulations</b>						
Improved performance	Average turn around time in dealing with disciplinary cases in accordance to the set down policies, rules and regulations	30 days	30 days	Immediate & continuous	Council, VC, DVCs, Principals, Reg. Admin	
Compliance with labour laws	Extent to which unions comply with labour laws	-	100%	2008/2009 & continuous	VC, DVC (A&F) Reg. Admin.	
<b>Strategy 7.6: Develop staff for improved performance</b>						
Improved staff performance	Extent of availability of training needs assessment before developing staff	-	100%	Immediate & continuous	VC DVCs Principals	
	% of academic staff under development in any year	-	15% pa	Immediate & continuous	DVC (A&F), Admin Registrar	
	% of administrative staff under development in any year	-	10% pa	Immediate & continuous	DVC (A&F), Admin Registrar	
	% of academic staff carrying out post-doctoral research	-	5% pa	2009/2010	VC, DVCs and College Principals	
<b>Strategy 7.7: Re-define the mechanisms of interacting with unions</b>						
Improved management – union relationships	Extent of good relations with university unions	60%	90%	2008-2013	VC, DVCs, Principals	Unions are willing to positively engage management

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<b>Strategic Objective 8: To strengthen and sustain implementation of gender, marginalization, HIV/AIDS and disability policies</b>						
<b><i>Strategy 8.1: Strengthen &amp; sustain policy on HIV/AIDS</i></b>						
Improved productivity of staff	Level of sickness (invaliding) and absenteeism due to HIV/AIDS	12%	< 10%	Immediate & continuous	CMO, DVC (A&F) Principals, all staff	The Health Bill being implemented
	Proportion of mortality due to HIV/AIDS	8.75%	< 5%	Immediate & continuous	CMO	
	Level of access to medical care and other support services	100%	100%	Immediate & continuous	CMO, DVC (A&F)	
	Sustained changed perception and attitudes towards the affected and the infected	High	High	Immediate & continuous	CMO, Reg. Admin., PR Manager	
<b><i>Strategy 8.2: To Formulate &amp; implement policies on gender, disability and marginalization</i></b>						
Increased equity in appointments of qualified women and persons with physical challenges	% of women in managerial positions	35%	45%	2008-2012	VC, DVC((A&F), Principals, Reg. Admin	Availability of qualified candidates & willingness to take up appointment
	% increase in employment of people with physical challenges	-	45%	Immediate & continuous	DVC (A&F), Principals, Reg. Admin.	
Increased access by the physically challenged to physical facilities	% of buildings accessible by the physically challenged	50%	100%	Immediate & continuous	DVC (A&F), Estates Manager	
Increased sensitivity to gender, disability & marginalization	Degree to which staff are sensitive to gender, disability and marginalization	60%	100%	Immediate & continuous	DVC (A&F), Reg. Admin.	

## 6.5 Infrastructure, ICT and Library Services

**Strategic Objective 9: To provide and maintain adequate state of the art infrastructure that supports the core functions of the university**

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<b>Strategy 9.1: Strengthen University organs responsible for physical planning and development</b>						
Adequate and state of the art infrastructure	Reduced congestion	60%	20% per year	2008-2013	VC, DVC (A&F), Principals	Exchequer provides funds for physical development
	Quality of physical facilities		Consumer satisfaction index at 80%	2008/2009	DVC (A&F), Estates Manager	
	% of budget used in rehabilitation of physical facilities	2%	5%	2008 & continuous	DVC (A&F), Estates Manager	
	No. of stalled buildings completed in a year	5	100%	2008-2010	DVC (A&F), Estates Manager	
Optimized and economic use of space	Letting of facilities during holidays	30%	70%	2008-2013	DVC (A&F), DVC (AA)	
	Cost of space	<30%	100% market rate	2008 & continuous	DVC (A&F), DVC (AA)	
	Extent to which teaching space is rationalized	70%	100%	2008/2009	DVCs, Estates Manager	
<b>Strategy 9.2: Prepare a mid term and long term plan to guide future development</b>						
Master plan	Master plan document	50%	100%	2008-2010	VC, DVC (A&F), DVC (AA), Estates Manager	
Improved physical infrastructure	% of improved infrastructure	50%	70%	2008 & continuous	VC, DVC (A&F), Principals	Resources are available; political good will
Developed physical facilities	Facilities audit document	-	100%	2008/2009	DVC (A&F) Principals	
<b>Strategy 9.3: Formulate an appropriate management and maintenance policy</b>						
Policy	Management & maintenance policy document	20%	100%	2008/2009	DVC (A&F), Construction Manager	
Optimal utilization of physical facilities	Policy document	50%	100%	2008/2009	DVC (A&F) Estates Manager	
	Number of physical facilities utilized to full capacity	80%	100% utilization	Immediate and continuous	DVC (A), DVC (A&F), Principals, Deans, CODs	

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<b>Strategy 9.4: Provide modern and adequate equipment for teaching, learning, research and administration</b>						
Improved quality of teaching, learning and research	Percentage of equipment delivered	55%	80% of equipment modernized	2008-2013	DVC (A&F)/ Principals/Deans / Directors	To be given to the teaching and learning theme
<b>Strategy 9.5: Enhance the library collection with the scope to support the core activities of the University in line with modern technological advancements</b>						
Optimal library utilization	Baseline survey on usage of library services	80%	Survey Report >90%	2008/2009	Librarian	
Quality of Library services	Consumer satisfaction index for each library	70%	80%	2008/2009	DVC (AA), Librarian	Resources available
<b>Strategy 9.6: Develop Library Staff</b>						
Increased professionalism of library staff	Consumer satisfaction index	60%	80%	2008/2009	DVC (AA), Librarian	Resources available
	% of library staff trained and re-trained in a year	60%	80%	2008-2010	DVC (A&F), Univ. Librarian	Shift in status to a higher level of technical skills acquisition
<b>Strategy 9.7: Enhance an electronic library</b>						
Improved quality of learning, teaching and research	Increased electronic access to library resources by staff and students	60%	100%	2008-2013	DVC(AA), DVC (A&F), Librarian	Available resources
	Electronic resources as a % of total library collection	20%	Annual growth of 30%	2008 & continuous	DVC(AA), DVC (A&F), Librarian	
	Proportion of staff with access to electronic resources	81%	100%	2008-2011	DVC(AA), DVC (A&F), Librarian	
	Proportion of students with access to electronic resources	70%	100%	2008-2011	DVC(AA), DVC (A&F), Librarian	
Enhanced effectiveness of library users	Increased library information literacy	60%	100%	2008-2010	DVC (A&F), Univ. Librarian	

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<b>Strategy 9.8: Develop and consolidate resource sharing through collaborative initiatives with other libraries</b>						
Increased access to library resources	Number of collaborations	20	15 (3 per year)	2008-2013	DVC (AA), Librarian	
<b>Strategy 9.9: Develop and implement a policy on security of people and facilities</b>						
Improved security of people and facilities	% of insecurity cases reported	-	100%	2009/2010	DVC (A&F)	
<b>Strategic Objective 10: To maximize student and staff productivity and service delivery, enhance teaching and learning and improve quality of research through ICT</b>						
<b>Strategy 10.1: Formulate and implement an evolutionary ICT policy and strategy that is sensitive to emerging technologies and responds to changing needs and practices</b>						
Enhanced support and responsiveness of ICT to the changing core business of the University	Compliance to ICT policies and standards	80%	100%	2008-2011	DVC (A&F), Dir., ICT	Favourable national ICT policy
	Review report		2	2008-2013	DVC (A&F), Dir., ICT	
	ICT expenditure on core business as a % of the total University expenditure	2.60%	4%	2008-2013	DVC (A&F), Dir., ICT	
	Operationalize ICT management board	0	100%	2008	VC DVC (A&F) Dir., ICT	
<b>Strategy 10.2: Enhance skills to develop, implement, support and exploit ICT resources more effectively and efficiently</b>						
Increased effectiveness of ICT human resources and exploitation of ICT resources by users	In-post as a % of total ICT establishment	57%	75% by year 5	2008-2013	DVC (A&F), Dir., ICT	
	Average number of professional and management courses attended per each ICT staff	1	4	2008-2013	DVC (A&F), Dir., ICT	
	Number of users trained on MIS	1310	2310	2008-2013	Dir., ICT	
	Increase in users trained on ICT per year	10%	20%	2008-2013	Dir., ICT	

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
	% of senior managers trained on ICT per year	30%	50%	2008-2013	DVC (A&F), Dir., ICT	
	Annual growth of staff users using e-mail and Internet	20%	30%	2008-2013	DVC (A&F), Dir., ICT	
	Annual growth of students using e-mail and Internet	10%	20%	2008/2009	DVCs Dir., ICT	
	Annual growth of users using MIS systems	20%	30%	2008-2013	DVC (A&F), Dir., ICT	
<b>Strategy 10.3: Provide quality network infrastructure and improve student and staff access to ICT resources in line with University priorities</b>						
Enhanced teaching and learning	Number of campuses with full coverage of the network infrastructure	75%	ALL	2008-2010	DVC (A&F), Dir., ICT	The current delays in the procurement function are sorted out
	Adequacy of Internet bandwidth	285 kb/s per 1000 students – downlink and 57 kb/s per 1000 students uplink	1 Mb/s per 1000 students – downlink and 256 kb/s per 1000 students for uplink in the immediate and 4 Mb/s per 1000 students in the long-term for downlink	2008 and continuous	DVC (A&F), Dir., ICT	-The cost of bandwidth comes down -Fiber cable land at the Coast of Mombasa
<b>Strategy 10.4: Provide efficient and effective service delivery and support systems</b>						
Improved productivity of students and staff	Level of adequacy of academic ICT resources (servers, software, etc.)	60%	100%	2008-2013	DVC (A&F), Dir., ICT	
	Quality of service of the network infrastructure	75%	90%	2008-2013	DVC (A&F), Dir., ICT	Third party networks provide acceptable quality of service
	Average PC : Student ratio	1:12	1:10	2008-2013	DVC (A&F), Dir., ICT	Indicate ratios at programme level

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
	Average PC : Staff ratio (teaching)	01:03.8	1:01	2008-2013	DVC (A&F), Dir., ICT	
	Average PC : Staff ratio (senior admin staff)	0:01	1:01	2008-2013	DVC (A&F), Dir., ICT	
	Average PC : Staff ratio (Middle Grade staff)	01:03.3	1:02	2008-2013	DVC (A&F), Dir., ICT	
	Utilisation of online help desk	60%	70%	2008 and continuous	DVC (A&F), Dir., ICT	

## 6.6 Partnerships and linkages

### Strategic Objective 11:

To strengthen the existing partnerships and linkages, and develop new ones

Expected Outcomes	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<b>Strategy 11.1: Establish viable University industry linkages in areas of research, development and academic chairs.</b>						
Well established university-industry linkages	No. of active collaborative programmes per academic programme	<10%	1	2012/2013	Principals	Vibrant economic environment, good will
Endowed academic chairs	No. of endowed chairs within the University	2	10	2012/2013	VC DVCs Principals	Benchmark the University using best practices.
<b>Strategy 11.2: Reinvigorate the alumni and establish a sustainable plan of action.</b>						
Enhanced contribution of alumni	Number of discipline based alumni chapters	4	All	2012/2013	VC DVCs	Disciplines willing to have alumni chapters
	Revenue raised from Alumni	8m	14m	2012/2013	DVC(A&F)	
<b>Strategy 11.3: Enhance partnerships and collaborations with other organizations locally and internationally</b>						
Enhanced mutual benefits from partnerships, collaborations and links	No. of local partnerships, collaborations	-	20	2012/2013	VC DVCs Dir., CIPL	Good will and availability of funds
	No. of international partnerships, collaborations	-	10	2012/2013	VC DVCs Dir., CIPL	Good will and availability of funds

Expected Outcomes	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
Harmonised policy on linkages & collaborations	Review the CIPL framework	-	100%	2008/2009	VC DVC (AA) Dir., CIPL	
	Extent to which there is a one stop centre for international students	-	100%	2009/2010	VC DVC (AA) Dir., CIPL	
<b>Strategy 11.4: Establish a mechanism for recognition of personalities who have made major and significant contribution to the University</b>						
Increased recognition for outstanding performance	No. of university-wide occasions per year where outstanding persons are honored	-	2	2012/2013	VC DVCs Principals	
<b>Strategy 11.5: Promote accreditation of suitable and strategic middle level and tertiary institutions</b>						
Enhanced academic presence and scope of the University	No. of accredited institutions and programmes	1	4	2012/2013	VC DVCs Principals	Conducive regulatory environment
<b>Strategy 11.6: Promote accreditation of University programmes by professional bodies</b>						
Enhanced recognition of academic programmes by the relevant professional bodies	No. of academic programmes accredited and providing for direct certification	50%	100%	2012/2013	VC DVCs Principals	

## 6.7 Finance

### Strategic Objective 12: To realize increased revenue and fiscal health

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<b>Strategy 12.1: Increase internally generated revenue by 5% annually</b>						
Enhanced revenue	Extent of increase in revenue	-	5%	2008/2009	VC DVCs Principals	Political goodwill

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
	Increase in revenue from enrolment of the privately sponsored students	-	5% annually (compounded to 30% of the 5 yr)	Annually	VC, DVCs, Principals, Deans/Directors	Improved and conducive socio-economic and political environment; HELB provides loans to self-sponsored students
	Retention and throughput of self sponsored students	-	95%	2011/2012	DVCs, Principals, Deans/Directors	Increased capacity and financial resources in HELB, Improved academic environment, improved student financing, improved student academic & career mentoring
	Retention and throughput of regular students	-	95%	2011/2012	DVCs, Principals, Deans/Directors	
	Rate of return realized on University investments	-	10%	Annually	University Council, VC, MD, UNES	Attractive and conducive environment for investment and appropriate Governmental approvals; Availability of strategic investment partners
	Revenue from commercial exploitation of University assets as a % of total revenue	-	5% pa	2009-2012	VC, DVC (A&F), MD, UNES	
	Rate of fees collection for all students (module I, II & III)	-	>98%	Annually	VC, DVC (A&F), Principals, Deans/Directors, MD, UNES	Improved socio-economic climate

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
	Revenue raised from research grants	-	20% annual increase	Annually	VC, DVCs, All academic members of staff	Appreciation of the role of research in national socio-economic development, institutionalization of research funding as a criteria for performance evaluation
	Revenue raised from consultancy	17m	5% pa	2008-2012	VC, DVCs, All academic members of staff, MD, UNES	University provides an acceptable consultancy policy in place.
	Revenue raised from UNES (non module II revenue)	9m	20m in yr 2 & grow by 10% annually	2009-2012	MD, UNES, UNES Board	
An established endowment fund	Level of funding in the fund	-	300m pa	Annually	Chancellor, Council members, VC, DVCs, Principals	Political good will; Appropriate socio-economic climate
<b>Strategy 12.2: Instill fiscal discipline in all operations and maintain a balanced budget</b>						
Increase in marginal returns (Reduced cost of operations at same or higher levels of performance)	Revenue as a % of operating cost	-	127%	Annually	DVC (A&F), FO, Principals, MD, UNES	Greater autonomy and responsibility; Enabling (business friendly) government financial regulations and guidelines
	Rate of budgetary compliance	-	100%	Annually	DVC (A&F), Principals, FO, MD, UNES	
<b>Strategy 12.3: Retire old debt in the plan period</b>						
Reduced debt (solvency and credibility)	Annual debt reduction	-	50% in yr 1 & 100 % in yr 2	2008-2010	Chancellor, Council, VC, DVC (A&F)	Political good will and Govt. willingness to take over 70% of the current debts.

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
	Debt takeover by Govt. (Pending bills)	-	800m	2008-2010	Chancellor, Council, VC, DVC (A&F)	There is willingness to waive accumulated interests on principal sums and penalties

## 6.8 Students Affairs

### Strategic Objective 13: To produce holistic graduates

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
<i>Strategy 13.1: Improve mechanisms for running student accommodation and catering.</i>						
Improved quality of living conditions in the halls of residence	The extent to which a policy is in place for the running of SWA on a full cost recovery basis	-	100%	2008/2009	DVC (A&F) Director, SWA	
	No. of halls where male and female students are mixed	-	0%	2009/2010	DVC (A&F) Director, SWA	
	No. of accommodation buildings with appropriate facilities for the physically challenged	-	All	2012/2013	DVC (A&F) Director, SWA	
<i>Strategy 13.2: Initiate a student centred support system</i>						
Enriched experiences in university life by students	Extent to which there is a system of orientation into university life	100%	100%	2012/2013	DVC (AA) Principals	
	Proportion of needy students involved in work study programs	5%	30%	June 2012	VC DVCs Principals	
	Amount of support fund for needy students	3 million	10 million	2012/2013	VC, DVC (A&F), Principals	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility	Assumptions
	Proportion of students with access to adequate health facilities	70%	100%	2012/2013	CMO, VC, DVCs, Principals	
	Extent to which there is a system of mentoring students	30%	100%	2009/2010	DVC (AA) Principals DOS	
	Extent to which there is a gender policy	30%	100%	2008/2009	VC DVC (AA)	
	Extent of active peer counseling groups	30%	70%	2012/2013	DVC (AA) Principals DOS	
	Extent to which students who need counseling services receive from professional staff	-	100%	2012/2013	VC DVC (AA) Principals DOS CMO	
	Extent to which students are aware and utilize the career placement office	-	100%	2008 & continuous	DVC (AA) DOS Placement Officer	
<b><i>Strategy 13.3: Foster a system geared for the full development of the individual student</i></b>						
Increased scope of development of students	Proportion of students participating in sports and games	53%	100%	June 2012	DVC (AA) DOS Dir., Sports & Games	
	Proportion of students participating in professional associations and related activities	50%	80%	June 2012	DVC (AA) DOS	
	Proportion of students participating in clubs for talent development	30%	90%	June 2012	DVC (AA) DOS	

## 6.9 Image

**Strategic Objective 14: To promote a University brand which embodies the concerns and aspirations of the stakeholders and universal values**

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<i>Strategy 14.1: Brand the University of Nairobi</i>						
Branding policy	Three Cs (Concept, Clarity, Consistency) report	-	Policy document on 3 Cs	2008/2009	DVC (A&F)	
	Design audit	-	Audit document	2008/2009	DVC (A&F)	
Consistent positive image	Reviewed unit in VC's office in charge of corporate communications, marketing and public relations	20%	100%	2008/2009	VC DVCs Principals	
	Marketing and promotion programme	-	Marketing and promotion programme developed	2008/2009	DVC (A&F)	
	Customer satisfaction index	-	80%	2008/2009	DVC (A&F)	
	Consistency in signage, colour, letterheads, logo, flag, vehicles, buildings, classrooms, etc.	50%	100%	2008-2013	DVC (A&F)	
	Changes in the perception and image of the University	74%	80%	2008-2013	DVC (A&F)	Shall do 2 surveys within the strategic period
	No. of events and activities to commemorate and recognise students and staff (graduations, open days, prize giving days, etc)	40	60	2008-2013	Principals & Heads of Units	

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
<b>Strategy: 14.2: Enhance the University's visibility</b>						
Higher visibility for the University and increased interaction with the community	No. of national days/events in which the University participates (e.g. freedom from hunger walk, ASK shows, tree planting day, AIDS day, heart to heart run, etc.) per year	20	25 (5 per year)	2008-2013	VC, DVCs, Principals, Heads of Units, PR Manager	
	No. of community-oriented events organized by the University (e.g. cleaning, hospital visitations, children's homes visitation, etc.) per semester	10	14	2008-2013	VC, Principals, PR Manager	2 for every College per year and 2 for Central admin.
	No. of open days per year	-	1 for every Faculty/ School/ Institute per year	2008-2013	DVC (AA), Principals, Deans/Directors	
	No. of times the University positively appears in the media (e.g. discuss topical issues, commentaries, dissemination of information, etc.)	100 per year	575 (115 per year)	2008-2013	VC, DVCs, Principals, PR Manager	
	No. of extension programmes mounted	-	1 per Faculty/ School/ Institute	2008-2013	DVC (AA), Principals, Deans/ Directors	
	No. of extension activities organized per semester	-	1 for every College	2008 and continuous	Principals, Deans	
	Number of events within the University open to the public	-	14 per year	2008-2013	DVC (AA), DVC (A&F)	- 2 for every College per year and 2 for Central Adm.-management support.
	Established media centre	-	Established Centre	2008-2013	DVC (A&F), PR Manager	Funds will be made available for this project.

Expected outcome	Performance Indicators	Baseline	Targets	Timeframe	Responsibility	Assumptions
Reduced negative portrayal in public	Student's discipline measured by the absence of major disturbances	0	Zero	2008-2013	VC, DVCs, Principals	Reduced political interference on our students body
	Positive media coverage of the University	87	100 per year	2008-2013	VC, DVCs, Principals, PR Manager	Reduced political interference on our students body
Institutionalized website policy	Extent to which website policy is implemented	50%	100%	2008-2013	DVC(AA), Principals DIR., ICT Centre, PR Manager	
	Frequency of website updates measured in terms of new data used	10MB per month	100MB per month	2008 and continuous	DVC(AA), Principals DIR., ICT Centre, PR Manager	
	Average No. of hits on the UON websites (local and offshore servers) per Month	700,000	800,000	2008-2013	Director, ICT Website officer	
Aesthetic visibility	Extent to which there is attractive and appealing grounds in all campuses	70%	100%	2008/2009	DVC (A&F), Principals, Estates Manager, Director SWA	
	No. of complete and functional buildings in campuses	75%	All	2008/2009	DVC (A&F), Principals, Estates Manager, Director SWA	
Consistency of image	Incidents of discordant stationery	20%	Zero	2008/2009	DVC (A&F), Principals, Construction Manager, Director SWA	
	Incidents of discordant signage or lack of signage	20%	Zero	2008/2009	DVC (A&F), Principals, Estates Manager, Director SWA	

## 7. ANNEXURES

### Annexure I: 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

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

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