College of
Health Sciences

STRATEGIC PLAN

2018-2023

UNIVERSITY OF NAIROBI

Leading with Excellence

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS

CHS - College of Health Sciences

CIPL - Centre for International Programmes and Links

CoD - Chairman of Department

EAKI - East African Kidney Institute

FY - Financial Year

HoD - Head of Department

ICT - Information and Communications Technology

KAVI-ICR - KAVI-Institute of Clinical Research

KNH - Kenyatta National Hospital

KPIs - Key Performance Indicators

M&E - Monitoring and Evaluation

ODeL - Open, Distance and e-Learning Campus

SMIS - Student Management Information System

STEM - Sciences, Technology, Engineering and Mathematics

FOREWORD

I am delighted to present to you the College of Health Sciences (CHS) Strategic Plan 2018–2023, which outlines the strategic vision and goals we have identified to help the college realize its full potential and better fulfil its mission.

The college is one of the six colleges of the University of Nairobi and a premier health training institution in the region. It comprises of five schools: School of Medicine, Pharmacy, Dental Sciences, Nursing Sciences and Public Health, and three institutes: the University of Nairobi Institute of Tropical and Infectious Diseases (UNITID), the KAVI-Institute of Clinical Research (KAVI-ICR), and the East African Kidney Institute (EAKI).

This College Strategic Plan has been cascaded from the University of Nairobi Strategic Plan 2018–2023. The process of formulating the new strategic plan in the College of Health Sciences (CHS) has given us the opportunity to take stock of our past successes, challenges and opportunities. The latter have largely informed the strategies we have put forward for our development not only in response to changing dynamics in the realm of Human Resource Capacity Building for health but also as an active and strategic key player in driving intellectual, social and economic changes in Kenya, the Eastern African region and globally at large.

The strategic themes attest to our commitment to maintain the CHS as a premier tertiary level international teaching and research institution. They reaffirm our mandate to train high calibre healthcare professionals as well as our duty to engage stakeholders and the community.

Our strategies aim to enrich the learning experience for students' lifelong learning commitment and competencies that will make them both innovative and entrepreneurial to flourish in, and contribute to, a globally competitive and rapidly changing environment. In sustaining progress to a world-class status, we shall continue to engage in leading research, especially in those interdisciplinary areas identified as our strengths, not only to make an intellectual impact internationally but also to benefit humankind in addressing challenges and societal needs locally, regionally, and globally.

Through an engagement with the public, policy makers and industry we will better articulate develop and communicate an identity consistent with our vision, mission, core values, and goals. The engagement with key stakeholders such as these ones will facilitate better understanding of our successes, improve uptake of our products, market our high quality graduates, and, above all, positively feed into our agenda for internalization of the academic programmes we offer.

To efficiently and effectively implement the strategic themes we have identified, we plan to create and develop an enabling environment in which our human, financial and physical resources are appropriately allocated and deployed. Similarly, the college undertakes to maintain an infrastructure that supports our academic endeavours in the Information Age.

The preparation of this strategic plan was made possible by concerted efforts of the college stakeholders, who on several occasions worked outside the official hours to ensure its finalization within the set timeframe. Let me take this opportunity to thank all of them for giving us such a dynamic and relevant strategic plan.

I am sure that with the collaboration and dedication of our talented staff, students, alumni, industry players, friends, and stakeholders the goals we aspire to accomplish guided by this strategy will in time translate into milestones, which we can all be proud of. I would therefore like to invite you all to join us through the journey towards a world-class college, excellent in research, training, consultancy and extension services for sustainable development. Together we shall succeed.

Professor James Machoki N. M'imunya
Principal, College of Health Sciences

1. INTRODUCTION

1.1 Background

The College of Health Sciences (CHS) was established in 1985 from the then Faculty of Medicine which had been in existence since July 1967. The mandate of the CHS was to train health personnel for the country and the African region. The college comprises the schools of Medicine, Pharmacy, Dental Sciences, Nursing Sciences, and Public Health as well as three Institutes: the University of Nairobi Institute of Tropical and Infectious Diseases (UNITID),the KAVI-Institute of Clinical Research (KAVI-ICR), and the East African Kidney Institute(EAKI).

The college is housed in three campuses with the main one being at the Kenyatta National Hospital where the schools of Medicine, Pharmacy, Nursing Sciences, and Public Health as well as the UNITID, the KAVI-ICR, and the EAKI are located. The School of Dental Sciences campus is situated along the Argwings Kodhek Road while the pre-clinical departments are located in the Chiromo Campus. Among the hospitals the college utilizes for teaching purposes are the Mathari Hospital (Nairobi), the Mbagathi County Referral Hospital, and the Pumwani Maternity Hospital.

The college houses 21academic departments and 18 thematic units with a complement of 438 well-trained academic staff and a corresponding establishment of 655 research, technical, administrative and support staff.   It has a student enrolment of 5,386, and 87 academic programmes are offered in the college: 1 diploma course, 5 post graduate diploma courses,8 undergraduate courses, 41 master programmes, 28 doctorate courses and 4 fellowship programmes. The diversity of programmes promotes multidisciplinary teaching, research and community service and is backed up by a newly established Open, Distance Education and E-Learning (the ODEL) Campus. Facilities, equipment and relevant infrastructure are in place for the effective delivery of these programmes.

The college is the pioneer and the leading health training institution in Kenya and is a leading medical institution in the region. Its graduates are medical doctors, pharmacists, nurses, dentists, public health specialists and biological scientists at all the levels of training up to the doctoral level. Allied science students of the Kenya Medical Training Centre (KMTC) benefit from various graduate programmes offered through the college. To date, the college has graduated 14,086 graduates some of whom hold distinguished positions in the public and the private sectors locally and internationally.

The college is well known for its research capability, attracting many collaborations and linkages with universities in the country, Africa, North America, Europe, the Middle East, continental Asia, and Australia. Among these universities are Manitoba (Canada),Oxford (the United Kingdom), Ludwig-Maxmilan (Munich, Germany), Kanazawa (Japan),Washington (Seattle, USA), Maryland (Baltimore, USA), Ghent (Belgium), Siena (Italy),and Texas (USA). These institutions have various research activities in collaboration with local researchers.

The overall performance of the college has been remarkable, since it was identified as a

centre of excellence for training of health professionals by the East African Medical Board in 2013.On the whole, the college has maintained a leadership position nationally and regionally in health-care training.

The operational environment for health professionals in the country is highly dynamic such that the college needs to understand and align itself to changes taking place in the health sub-sector for it to adequately cope with the new environmental realities.

These changes are captured in the Legal Framework with the implementation of the Constitution of Kenya 2010, the enactment of the Health Bill 2018, which have led to increased competition among colleges providing training in healthcare.

Even as it operates in this environment, the college has a duty to maintain its leadership position and grow it. It has to continue to be the best and retain its leadership position in the higher education sector. It has to embrace quality, retain the best staff and mobilize additional resources to maintain this leadership position. It will have to be more responsive to its internal and external stakeholders. Prudent management of resources, global competitiveness and an enabling governance framework will be given greater prominence in this college strategic plan.

The strategic plan is fully synchronised with the UoN Strategic Plan 2018-2023 and is aligned with various national and international development agendas. The strategic objectives of the college outlined in this strategic plan (chapter 5) demonstrate the commitment of the college to support the economic and social pillars that are the foundation of Kenya's Vision 2030. Guided by this strategic plan, the activities of the college aim to directly contribute to several priority sectors articulated in the Vision 2030 such as education and training, human resource development, healthcare delivery, manufacturing, public service, as well as science, technology and innovation. Through the implementation of this strategic plan, the college aims to make a tangible contribution to the realization of Kenya's Big Four Agenda development agenda, particularly the achievement of Universal Health Coverage as well as the achievement of Goal 3 (to ensure healthy lives and promote well-being of citizens at all the ages) of the United Nations' 2030 Agenda for Sustainable Development.

The College Management Board (CMB) appointed a committee to cascade the UoN Strategic Plan 2018-2023 to the college level. The members of the committee are shown in annex 2.

1.2   : Rationale

Since 2005, the college operations have been driven by various strategic plans, which have facilitated it to deliver on its mandate. The first wholesome strategic plan covered 2005 to 2010. To align it to changing realities, it was reviewed and recast mid-stream to cover 2008 to 2013. In 2013, the college prepared a comprehensive strategic plan to cover 2013 to 2018 that is due to expire in June 2018.

As per standard corporate practice in the public sector, it is therefore necessary for the

college to prepare a strategic plan covering 2018 to2023. The new strategic plan will drive the college strategy within the usual monitoring and evaluation framework. Much as the strategic plan will address the way forward up to 2023, taking cognizance of these factors:

a) The significant achievements of the 2013-2018 Strategic Plan and the short-term implementation plan and priorities for the Financial Year(FY) 2016/17 and FY 2017/18, set to expire in June 2018.
b) The changes that have taken place in the college-operating environment to warrant changes in the priorities for the FY 2018/23.
c) What the college needs to do differently to achieve the planned activities and targets for the FY 2018/23.
d) The immediate priorities that the college should focus on in the FY 2018/19.

As we cascade the UoN Strategic Plan 2018-2023, we have to underscore the need for the college to

a) maintain its leadership as the leading college of Health Sciences in Kenya and the region,
b) sustain its capability to attract top students and competent staff,
c) upscale its mentorship role in health-care training and health service delivery in Kenya,
d) work towards having a financially self-sustaining and self-reliant institution,
e) have a working and teaching environment that conforms to the standards of world-classiness, and
f) create a new and enabling culture in its staff and students.

As it is the standard practice, the implementation of the key performance indicators (KPIs) shall be through performance contracts. Consequently, quarterly and annual performance reports shall be employed to monitor and evaluate the implementation of the strategic plan.

1.3   The Concept of World-Class University

The College of Health Sciences will be contributing to the "world-classiness" of the University as described herein.

In the 21st century, the nature of doing business has substantially changed. Global competition, increasingly borderless world, and intense pervasive changes have pushed the limits of business excellence to new frontiers. For organizations, good is no longer good enough and excellence has lost its meaning to a new phenomenon called "world-class organizations". World-class organizational status is a new ideal, relentlessly pursued by ambitious and daring organizations worldwide.

A "world-class university" implies not simply improving the quality of learning and research in tertiary education but, importantly, developing a capacity to compete in the global

tertiary education marketplace by acquiring and creating advanced knowledge. As a result, world-class college standing is built on reputation and perception and requires outstanding performance on many fronts. As shown in figure 1.1, according to Altbach and Salmi (2011), universities of such standing are characterized by a high concentration of talent, abundant resources, and favourable governance arrangements.

The themes in this strategic plan have been prepared to sustain the university as a world-class institution.

Figure 1.1: The Concept of a World-Class University (Salmi, 2009)
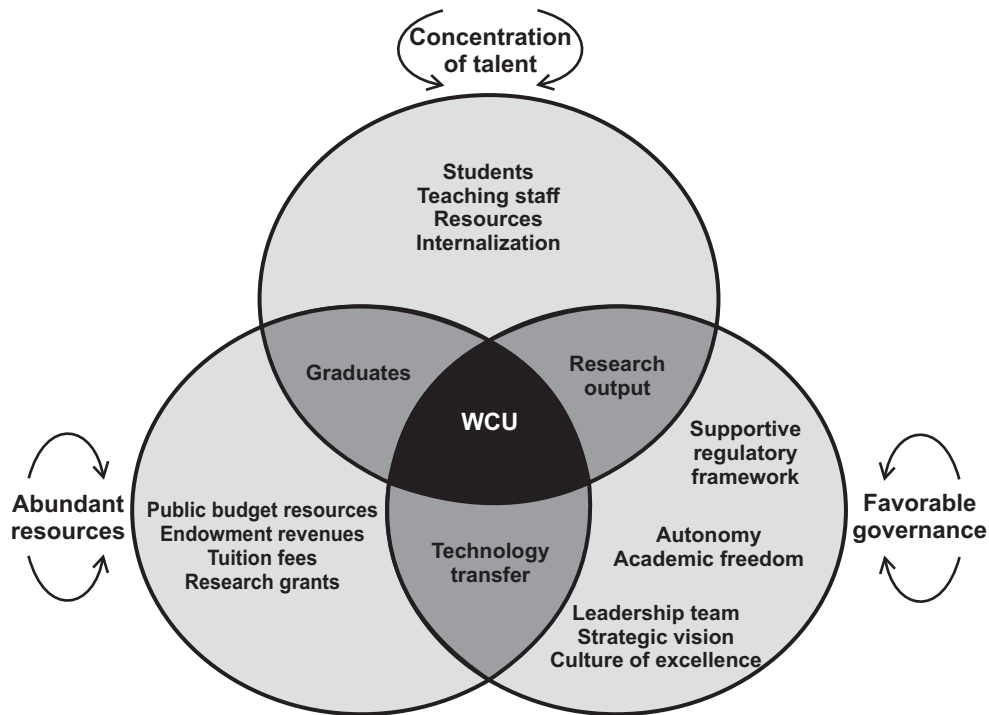
To be a world-class university, it therefore implies that these factors will need to be addressed as part of the strategic themes:
- a) Students – as inputs and outputs (graduates)
- b) People or human resources – researchers, teaching and non-teaching staff, and leaders
- c) Financial resources
- d) Research and innovation
- e) Policy, legal and regulatory frameworks
- f) Culture

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

a) Data Collection

The data collection process to develop this strategic plan was started in February 2018. Questionnaire-based interviews were utilized to gather information from stakeholders, which formed the basis of an internal analysis. Annex 3 shows all the stakeholders who were identified.

b) Drafting

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

The strategic drafting sessions were held in the college in May/June 2018, bringing together the strategy taskforce members. Operational concepts and strategies were discussed and presented during this meeting. Ideas collected through the situational analysis, interviews and discussions with various stakeholders were presented and validated for inclusion in the strategic document. The draft strategic plan was refined in June 2018.

c) Stakeholder Engagement

The draft strategic plan was presented to the College Management Board (CMB) and the College Academic Board (CAB) for their input.

d) Finalization

The College Strategic Plan Committee held a final working session to develop the final document and incorporate into it the input of the stakeholders.

e) Approval

After the plan was subjected to scrutiny by the expanded College Management Board and College Academic Board, it was presented for approval by the University Executive Board before its implementation.

2. EVALUATION OF ACHIEVEMENTS OF 2013-2018 STRATEGIC PLAN

2.1 Achievements

The college2013-2018 Strategic Plan has served the institution well over the last five years. It has strengthened the college in key areas of the operations the college by enabling the college register many achievements.

The college continues to be the leading tertiary healthcare training centre in Kenya, the role it has played since its establishment in 1985. It has strived to meet the demand for health workforce in various health sectors in Kenya and internationally.

In Kenya, the college continues to be both the institution of first choice for many applicants wishing to pursue degrees in health disciplines and the preferred destination for specialty training. Among its key achievements is the regional recognition as a centre of excellence by the East Africa Legislative Assembly in 2013.

It has introduced flagship academic programmes in the last five years: fellowships in medical sub-specialities (Medical Oncology and Infectious Diseases and Nephrology) Paediatrics sub-specialities (Paediatric Nephrology Intensive Care), Anaesthesia sub-speciality (Paediatric anaesthesia), Surgical sub-specialities (Neurosurgery and Urology), and Nursing (Renal Nursing).

It has always been ranked very well in the performance contracting process among the contracted units in the university, and this ranking had contributed to the university being highly ranked in an evaluation by the national government. Key milestones have been achieved through medical and research teams from the college such as the Department of Surgery successfully separating conjoined twins and re-implanting the hand of a 17-year-old boy that had been chopped off accidentally. These successful operations were some of the most complex procedures to be undertaken in the Sub-Sahara Africa and as such caught the attention of President Uhuru Kenyatta who awarded the team leaders with state commendations.

The college continues to establish new strategic partnerships and links and sign memoranda of understanding with reputable universities and institutions globally. Its continued success depends on its ability to attract and efficiently utilize resources.

2.2 Challenges

The success of the college and the increased demand for admission has brought on challenges of stretched physical facilities as well as human and financial resources. Staff attrition from natural causes was a challenge especially when replacing them was not realized. In spite of these challenges, the college has continued to produce quality graduates and conduct relevant innovative research in diverse areas.

Thecollege 2013-2018Strategic Plan was not fully cascaded to all the levels of the college for a number of reasons, leading to a failure to implement some planned activities. The plan was not broadly communicated, leading to its reduced ownership and commitment on some levels, and, in some instances, there was resistance to implement it. The operational environment of the college and needs arising from the large number of students on limited financial resources stretched the capacity to effectively deliver the mandate of the college. Further, the implementation of the plan was interrupted by student unrest and several industrial actions by the staff and health workers of the central government.

The strategic plan contained many activities, outcomes, and KPIs, and this created challenges in maintaining focus and monitoring the implementation process. Despite the challenges, performance of the college was good, however.

2.3   Lessons Learnt

Some important lessons were learnt from implementation of the college2013-2018 Strategic Plan that would significantly improve the performance of the college. In this respect, the college does not operate in a vacuum and its success in achieving its strategic objectives will hinge largely on positively engaging with external stakeholders such as the Ministry of Health, the Kenyatta National Hospital, institutions of higher learning, and industry.

A key strategy to ensure the achievement of the strategic objectives of the college is to suitably incorporate them into work plans and performance contracts at the unit/departmental level, thereby ensuring that all units/departments are pulling in one direction and collectively contributing to the overall achievement of the strategic objectives. Formal periodic reviews of the progress and achievements of the college should be carried out to ensure that problem areas and threats to the achievement of the strategic objectives are addressed in good time.

3. VISION, MISSION AND CORE VALUES

3.1   Philosophical Framework

Strategic planning is a process that attempts to shape the future of an organization. It is based on the premise that the future of an organization is not pre-destined but can be changed, as it is determined by today's decisions and actions. This strategic planning requires that four fundamental questions be answered:

- Where are we now? (situational analysis)
- Where do we want to be? (vision, mission, objectives)
- How do we get there? (strategies)
- How will we know we are getting there (monitoring and evaluation of annual work plans derived from the five-year strategic plan)

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

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

Undertaking this task, the university is guided and energized by not only the concrete achievements of the past 50years but also its core business consisting of discovery, transmission and preservation of knowledge and the stimulation of the intellectual life and cultural development of Kenya. From its seminal years as the Royal Technical College of East Africa, the university has chosen a distinct path in higher education, its character in the large part being shaped by the founding motto, Unitate et Labore.

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

3.2   Mandate
The mandate of the College of Health Sciences is to improve quality of life through evidence-based clinical practice and quality medical education underpinned by relevant research.

3.3 Vision

The demand for a shared vision for the college arises from the new strategic direction that will propel it to higher levels of effectiveness, efficiency and relevance in the pursuit of its mandate.

> *An internationally recognised centre committed to scholarly and professional excellence in healthcare*

3.4 Mission

Deriving from the vision, the College of Health Sciences mission is:

> *To provide quality medical education and training through the creation, preservation, integration, transmission and utilization of health knowledge*

3.5 Core Values

The National Values and Principles of Governance shall bind the college as espoused in articles 10 and 232 of the Constitution. The key values include inclusiveness, professionalism, good governance, integrity, transparency and accountability, equity, and sustainable development. The college shall be further guided by these core values:

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

b) **Innovativeness:** It shall be innovative in meeting its mission.

c) **Commitment:** It is committed to the mission of the college and always acts in the best interests of the college.

d) **Trust:** It trusts the good intentions of others, views conflicts as positive and resolves them creatively and effectively to meet the vision and mission of the college.

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

f) **Teamwork:** It will work together as a team to realize the collective results that the college wishes to achieve.

4. SITUATIONAL ANALYSIS

Situational analysis involves interrogating the internal and the external environment in which the organization operates. This analysis is critical in understanding the conditions within which organizations operate. These conditions can either facilitate or hinder the organization from excellent performance. Further, it provides an appreciation of the capabilities of an organization and the external factors that affect it. Therefore, the analysis results in identifying the strengths, the weaknesses, the opportunities and the threats (SWOT) that provide a good indication of what the future strategies will be. The results of the analysis are outlined below:

Strengths	Weaknesses
a) Strong college brand b) Solid and diverse physical asset resource base c) Evolving strong mentorship strategy d) Diverse and popular academic programmes e) Leadership in research in the region f) Diverse student body g) Highly skilled staff h) Established Information and Communications Technology (ICT) infrastructure i) Strategic location j) Strong local and global visibility of the college h) Strong strategic partnerships, especially with the Kenyatta National Hospital (KNH)	a) Leadership and management challenges at various levels in the college b) Stretched physical infrastructure and facilities c) Slow procurement processes d) Inadequate marketing of programmes offered e) University/college website not user-friendly and content not dynamic f) Poor data and information management systems
Opportunities	**Threats**
a) Availability of partnerships for collaborations b) Diverse opportunities for technology transfer c) Innovative technology development d) Service enhancement, investment and management e) Utilizing the large alumni base for resources and service f) Huge demand for e-learning for training and continuous professional development g) Huge demand for Sciences, Technology, Engineering and Mathematics (STEM) programmes h) High demand for health services and biomedical research	a) Prolonged industrial actions b) Increased competition from other institutions c) Duplication and diversity of regulators for academic programmes d) Declining exchequer funding e) Terrorism f) Sporadic security challenges g) Increasing cyber insecurity h) Sporadic incidences of drug and substance abuse i) Inflation j) Illnesses and work-related stress k) Staff attrition l) Technological obsolescence m) Demands of rapidly changing knowledge

5. STRATEGIC THEMES, OBJECTIVES, STRATEGIES, OUTCOMES, AND KEY INITIATIVES

5.1. Strategic Themes

Strategic themes are the focal points of the strategic planning process and are derived from the strategic analysis. Inadequate attention to these themes will adversely affect the performance of an organization. After a comprehensive strategic analysis of the college in chapter 4, these strategic themes were identified for action:

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

The college has three core business areas: Teaching and Learning, Student Affairs, as well as Research, Innovation, and Enterprise. These constitute the first three strategic themes, which we refer to as the pillars. There are two themes that act as enablers of the pillars: Resourcesas well as Competitiveness and Image. The pillars and enablers are predicated on one strategic theme which acts as the foundation for the strategic plan: Governance, Leadership, and Culture. The strategic themes are shown in figure 5.1that shows the vision and key outcomes of the plan.

Figure 5.1: Strategic Themes of the College

Vision: A world-class university committed to scholarly excellence
Outcomes: Quality graduates | Better citizens for tomorrow | High impact research outputs | Sustainable resource base | Strong corporate image | Improved & sustainable institutional performance

Pillars

Teaching & Learning

Research, Innovation & Enterprise

Students' Affairs

Enablers

Resources

Competitiveness & Image

Foundation

Governance, Leadership & Culture

The strategic objectives, corresponding strategies, outcomes, and key initiatives were formulated for each strategic theme as outlined below.

5.2. Strategic Objectives, Strategies, Outcomes and Key Initiatives

5.2.1. Teaching and Learning

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

Below are the key result area (KRA) and the strategic objective (SO) for this pillar.

Table 5.1 shows the outcomes, strategies, and key initiatives.

Key Result Area 1: Quality graduates in diverse fields

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

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

Outcomes	Strategies	Key Initiatives
Outcome 1.1: Improved quality and delivery of teaching and learning programmes	**Strategy 1.1:** Enhance the quality and the delivery of academic programmes in compliance with all regulatory requirements on University education and professional bodies of KMPDB, PPB, the Nursing Council of Kenya, the Kenya Medical Laboratory Technicians and Technologists Board(KMLTTB)	1. Establish and implement classroom and lecture hall standards 2. Audit existing teaching facilities for compliance to defined standards and implement recommendations 3. Implement the university teaching and referral hospital project 4. Design and implement the faculty mentorship programme 5. Review academic processes for improved efficiency and effectiveness 6. Implement online student registration 7. Digitize student files in academic units 8. Enforce the policy on external examination and the management of results 9. Ensure that all faculty are trained on pedagogy and andragogy 10. Establish mechanisms to facilitate students to choose elective units from other disciplines in the college
	Strategy 1.2: Rationalize workload and professionally align academic staff to teaching and supervising students based on their specialized areas	1. Implement the teaching workload rationalization report in consultation with the Central Administration

Outcomes	Strategies	Key Initiatives
Outcome 1.2: Increased staff motivation and commitment	**Strategy 1.3:** Provide a suitable working environment for all the academic staff	1. Develop and implement minimum standards of teaching staff office space 2. Take inventory of all the office space in CHS with a view to rationalize and provide space to all the faculty members 3. Work with our strategic partner, the KNH, to improve the clinical areas
Outcome 1.3: Increased number and quality of STEM programmes	**Strategy 1.4:** Improve the quality of STEM programmes	1. Increase and equip the classrooms and laboratories in the Biomedical Sciences (Human Anatomy, Physiology, Biochemistry, and Human Pathology) and Skills Lab in Nursing Sciences 2. Encourage and schools to develop life-long learning courses
Outcome 1.4: Increased access to education and training	**Strategy 1.5:** Upscale access to quality education and training in health through increased adoption of new skills and innovative technology	1. Refocus the ODeL as a facilitative platform to enable academic units to offer programmes and to achieve the targets in the ODeL campus strategy 2. Intensify awareness of the role of the ODeL by academic units 3. Develop a framework that will facilitate funding of ODeL activities on a timely, and in a consistent, manner 4. Review and install a robust electronic Learning Management System 5. Network with other health institutions through teleconferencing
Outcome 1.5: Improved employability of graduates in diverse fields	**Strategy 1.6:** Produce practical oriented graduates in diverse fields suitable for employment	1. Develop and implement a framework for experiential/competence-based/problem-based learning in the college programmes 2. Revise common core courses and incorporate leadership and soft skills in them 3. Support, with information, the current placement office to become a robust office for career services and placement 4. Perform regular exit interviews with graduating classes, design and implement a periodic tracer study programme using the discipline-based alumni association database
Outcome 1.6: Increased internationalization of the college	**Strategy 1.7:** Promote and increase internalization of the college	1. Support the development of hostels for international students 2. Develop and implement support systems for international students 3. Promote college programmes in selected markets 4. Support repositioning of Centre for International Programmes and Links (CIPL) to attract significantly more international students to the College. 5. On a regular basis, monitor and report completion rates and progress of international students 6. Implement mechanisms to attract international academic staff

Outcomes	Strategies	Key Initiatives
Outcome 1.7: Increased number of graduate students in diverse fields	**Strategy 1.8:** Review existing graduate programmes to attract more students.	1. Revamp, differentiate and grow flagship graduate programmes 2. Support the rationalization of fee structure for graduate programmes 3. Support the implementation of the Graduate Library Project 4. Provide learning space/carrels for graduate students 5. Collaborate with the national and the county government to respond to their health services needs (human resource)

5.2.2. Research, Innovation, and Enterprise

Research, innovation, and enterprise is a core business of the college, covering research, scholarship and related commercial activities. The college must address this issue to remain relevant in its pursuit of extending its frontiers of knowledge development and application. Research, innovation, and enterprise enable the college to contribute to the dynamic social needs that are the hallmark of civilization and the development of human life. They have great potential for wealth creation and contribution to sustainable national development. If this potential is not exploited, the college will lose out on the national agenda and the aspiration of the Vision 2030 and the Universal Health Coverage. The national roles and mandate of the college will be weakened.

Below are the key result area (KRA) and the strategic objective (SO) for this pillar.

Key Result Area 2: High impact research output that addresses societal needs
Strategic Objective 2: To be a leading institution in scholarly, research and creative productivity in Africa
Table 5.2 shows the outcomes, strategies, and key initiatives.

Table5.2: Research, Innovation, and Enterprise - Outcomes, Strategies, and Key Initiatives

Outcomes	Strategies	Key Initiatives
Outcome 2.1: Increased visibility and uptake of CHS research output	**Strategy 2.1:** Build active research teams focusing on national and regional priority areas **Strategy 2.2:** Strengthen research infrastructure, human resource, and facilities	1. Develop several high priority multi-disciplinary thematic research areas to attract substantial grant funding 2. Create proposals and engage ministries and counties to fund the Big Four Agenda government priorities of manufacturing, universal health coverage, food security, and affordable housing 3. Strengthen CHS journals, enabling indexing in international databases 4. Develop capacity in grants proposal writing 5. Create/support an inventory of research infrastructure 6. Create cutting-edge shared research facilities 7. Create mechanisms for funding college journals 8. Facilitate researchers to publish in open access journals /attend conferences/write grants proposal 9. Support the review and repositioning of the roles and functions of the UoN Press

Outcomes	Strategies	Key Initiatives
Outcome 2.2: Adequate funding to support scholarly, research and creative activities	**Strategy 2.3:** Grow research, collaboration and training, consultancy and commercialization revenue	1. Strengthen the Office of Research and Grants Advancement and Support in the college to continuously scan the environment and identify opportunities for research and consultancies, and to provide pre-and post-award support services to the faculty 2. Participate in the implementation of the Technology Transfer Office Plan 3. Train faculty on the commercialization of research 4. Support the establishment of a separate procurement unit focusing on research and enterprise 5. Collaborate with the Kenyatta National Hospital in clinical management as well as research and enhance interdisciplinary and inter-departmental activities 6. Establish new partnerships and an inventory of research activities 7. Implement the research awards and rewards programme
Outcome 2.3: Enhanced role in the national innovation ecosystem	**Strategy 2.4:** Create an innovation and research day at the college	Generate and showcase research output and innovation of skills

5.2.3. Student Affairs

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

Below are the key result area (KRA) and the strategic objective (SO) for this pillar.

Key Result Area 3: Better citizens for tomorrow

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

Table 5.3 shows the outcomes, strategies, and key initiatives

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

Outcomes	Strategies	Key Initiatives
Outcome 3.1: Increased satisfaction of resident students	**Strategy 3.1:** Improve the standards and the capacity of student accommodation services	1. Support the development and the implementation of a minimum standard for college hostels (include biometric access control) 2. Support the review of the fees for student welfare services 3. Support the development and the implementation of policy framework to enable the private sector and the alumni to participate in refurbishing student hostels in exchange for naming rights 4. Support the building of new/modern student hostels through public private partnerships and endowment by high net worth individuals and the alumni
Outcome 3.2: Enhanced student satisfaction	**Strategy 3.2:** Re-engineer student affairs processes to become more efficient	1. Support the office of the Assistant Dean of Students as one-stop shop for students' non-academic matters 2. Enhance the student mentorship and counselling programme 3. Support the development of a graduate student centre
Outcome 3.3: Increased moral values and sense of responsibility in students	**Strategy 3.3:** Change student culture to a more positive outlook	1. Support a culture change programme for students 2. Guide handling drug and substance abuse problem in both the staff and the students 3. Support the work-study programme 4. Strengthen corporate social responsibility by students 5. Produce the Student Information Handbook 6. Organize public lectures on social engineering themes
Outcome 3.4: Increased allegiance to the university by the students and the alumni	**Strategy 3.4:** Showcase students' talent in co-curricular activities	1. Support the establishment of UoN orchestra as one of the best in the country by tapping into corporate sponsorship 2. Reinvigorate the college sports teams by collaborating with/involving the Sports and Games Department 3. Mobilize the college community in addition to resources to support college teams 4. Support the annual inter-campus sports competition 5. Develop and implement the student recognition and appreciation programme for exceptional performance and talent

5.2.4. Resources

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

Below are the key result area (KRA) and the strategic objective (SO) for this enabler.

Key Result Area 4: Sustainable resource base

Strategic Objective 4: To build a sustainable resource base

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

5.2.4.1   Human Resource

Key Result Area 4.1: Rationalized staffing and productive staff

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

Outcomes	Strategies	Key Initiatives
Outcome 4.1.1: Improved staff motivation and satisfaction	**Strategy 4.1.1:** Establish and operationalize mechanisms that empower staff	1. Support the development and the implementation of staff recognition and appreciation programme for exceptional talent and excellent performance 2. Support the review and implementation of the HR Policy Manual
Outcome 4.1.2: Increased staff productivity	**Strategy 4.1.2:** Implement a performance-based incentive and sanction system	1. Implement a reward and sanction system based on the results of the staff performance appraisal and performance contract 2. Support the review and the implementation of the staff appraisal instrument to be aligned with the strategic plan 3. Implement quarterly monitoring of individual performance 4. Support the development and the implementation of the report on the current workload for the non-teaching staff
Outcome 4.1.3: Adequate work force at all times	**Strategy 4.1.3:** Establish and operationalize a succession planning programme	1. Support the review and the implementation of a faculty staff development pipeline policy for succession planning 2. Support the development and the implementation of a succession policy for the non-teaching staff 3. Mentor young faculty for career progression

Outcomes	Strategies	Key Initiatives
Outcome 4.1.4: Enhanced trust and confidence between the staff unions and the management	**Strategy 4.1.4:** Structured engagement with the staff unions leadership	Develop a process to identify resource persons for union matters and interact with the unions on a regular basis

5.2.4.2 Physical Infrastructure and Facilities

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

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

Table 5.5: Physical Infrastructure and Facilities – Outcomes, Strategies, and Key Initiatives

Outcomes	Strategies	Key Initiatives
Land and Buildings		
Outcome 4.2.1: Improved cash flow	**Strategy 4.2.1:** Improve land utilization for higher financial returns	Modernize, manage and optimally utilize available space
	Strategy 4.2.2: Implement executive education programmes	Support development of the Graduate School of Management
Outcome 4.2.2: Well-maintained state of the art facilities	**Strategy 4.2.3:** Adopt a rigorous facility monitoring, evaluation and maintenance system	1. Invite the private sector to participate in refurbishing and maintaining UoN/college buildings in exchange for naming rights 2. Implement a system for the management of space in the college
Information and Communication Technology (ICT)		
Outcome 4.2.3: Improved quality of services to end-users	**Strategy 4.2.4:** Implement a secure, robust and integrated ICT infrastructure	1. Upgrade college data centre to a Tier 3 data centre 2. Implement a call centre with Interactive Voice Response (IVR) and integration with the social media and the college MIS 3. Implement a biometric system for the staff 4. Review theStudent Management Information System (SMIS) and address the challenges academic units face such as double registration and the enforcement of examination regulations
Outcome 4.2.4: Faster turn-around time of all the staff and student processes	**Strategy 4.2.5:** Achieve world-class university ICT service provision	1. Automate course evaluation and link to the staff appraisal system 2. Reinvigorate MIS applications in core college activities. 3. Collaborate with the ICTC to enhance the college website 4. Support the development of a dashboard that provides the management with information for decision support

Outcomes	Strategies	Key Initiatives
		5. Review the library automation and implement recommendations thereof 6. Initiate graduate programme for tracking the students and the faculty
Utilities and Conservancy		
Outcome 4.2.5: Enhanced greening of the college	**Strategy 4.2.6:** Exploit and use sustainable renewable energy sources	Install solar energy systems in selected college buildings
	Strategy 4.2.7: Reduced use of paper in governance meetings	Develop and implement a paperless system in governance meetings

5.2.4.3   Financial Resources and Sustainability

Key Result Area 4.3: Adequate and sustainable financial resources

Table 5.6: Resources (Financial) – Outcomes, Strategies, and Key Initiatives

Outcomes	Strategies	Key Initiatives
Outcome 4.3.1: Increased funding	**Strategy 4.3.1:** Engage the government and the private sector for enhanced resourcing	1. Support the dedicated person/office continuously engaging with resource allocation technocrats in the MOE, the National Treasury, and the National Assembly 2. Support the Advancement Office in engaging local stakeholders (such as the county governments and industry) and foreign partners (such as multi-lateral agencies, embassies, and foundations)for increased funding
Outcome 4.3.2: Positive cash flow	**Strategy 4.3.2:** Strengthen controls in management of income generation	1. Support the review and the implementation of the report on income generating activities in the university (the 1994 University Council Report) 2. Enforce the existing policy on fee payment and student course registration through the SMIS (no fees, no examinations) 3. Review the financial viability of all the IGUs in the college and upscale selected IGUs to commercial business entities
Outcome 4.3.3: Timely and informed decision making	**Strategy 4.3.3:** Enhance the financial management systems	1. Support the development and the implementation of a management accounting reporting system 2. Support the uptake of the UoN's financial management for the colleges

5.2.5. Competitiveness and Image

Global market competitiveness and image is an important enabler of the college operations. The college operates in a very competitive health sector environment. Institutions of higher learning for health professionals intensely compete with each other to attract quality staff, resources and students. The college needs to develop a sustainable competitive advantage if it has to remain vibrant and successful. This will require a strong brand, high visibility, a positive image and consistently favourable ranking.

Below are the key result area (KRA) and the strategic objective (SO) for this enabler.

Key Result Area 5: Strong corporate image

Strategic Objective 5: To enhance the competitiveness and image of the college

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

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

Outcomes	Strategies	Key Initiatives
Outcome 5.1: Improved brand equity and visibility	**Strategy 5.1:** Brand and position the college based on value proposition	1. Support a university-wide marketing and communications department to profile the college locally and internationally 2. Support the development and the implementation ofa coordinated marketing plan for the college 3. Support the implementation of a branding, marketing and communication policy
Outcome 5.2: Increased industry linkage/ partnerships	**Strategy 5.2:** Strategic engagement with the industry	Support marketing efforts targeting the industry
Outcome 5.3: Improved competitiveness and image	**Strategy 5.3:** Market the college locally and internationally	1. Support the establishment the UoN TV/Radio Station 2. Support public relations for monitoring and media management 3. Document and share key achievements of the college with the stakeholders 4. Implement the use of data for decision making

5.2.6. Governance, Leadership, and Culture

Governance, leadership and culture form the foundation theme for the College. College governance is the way colleges are managed and operated. Good governance will lead to improved operational efficiency, excellence, higher stakeholder satisfaction and the achievement of the college mandate. The internal governance organs of the college are the College Management Board (CMB), the College Academic Board (CAB), the school boards, and the departmental/thematic unit boards. The roles of these organs need to be clear and the interface between them properly managed.

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

Below are the key result area (KRA) and the strategic objective (SO) for the foundation.

Key Result Area 6: Improved and sustainable institutional performance

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

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

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

Outcomes	Strategies	Key Initiatives
Outcome 6.1: Increased efficiency and effectiveness	**Strategy 6.1:** Review and streamline the internal governance organs of the college	1. Support a rationalization of the structure of the university 2. Support the governance organs of the university as envisioned in the strategic plan 3. Enhance the completion of processes in the basic operating units of the college
	Strategy 6.2: Develop leadership capacity at all the management levels	1. Support the implementation of leadership training programmes across all the management levels 2. Build capability in strategy execution 3. Implement evidence-based and fact-based decision making
Outcome 6.2: Increased commitment, loyalty and responsibility in the staff	**Strategy 6.3:** Institutionalize an appropriate culture in the college	Implement a culture change programme, informed by the core values

6. STRATEGIC PLAN IMPLEMENTATION

6.1   Implementation Plan

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

6.2   Internal Consistency

The successful implementation of a strategic plan requires congruence of the internal dimensions of an organization, among the key ones being strategy, structure, systems, style (leadership), staff (skills, number, attitudes), and shared values. These need to be aligned to support the college strategic plan being implemented. All this needs to be spearheaded by the CMB.

6.3   Annual Work Plans

Annual work plans(AWPs) are prepared on the basis of intended outcomes, strategies and budgets, reflecting achievements and lessons learnt from the preceding year. The AWPs provide detailed activities planned and set out what will be accomplished during the year for the result or the set of results identified by the college or a unit and contains
- a) the strategic initiatives to be executed;
- b) the expected outputs, related to the relevant outcome;
- c) the planned annual targets and KPI;
- d) activities carried out towards the achievement of the expected outputs;
- e) a timeframe for undertaking the planned activities;
- f) the officers responsible for carrying out the activity;
- g) the resources required to execute each activity; and
- h) the budget.

A college five-year implementation plan has been developed based on the strategy in chapter5 and is shown in annex 1. It shows the outcomes, performance indicators for each outcome, targets to be achieved over the strategic plan period, officers responsible for achieving the targets and key initiatives to be undertaken. The College Strategic Plan Committee will develop an annual work plan for the first year of operation, FY 2018/19. In subsequent years, annual work plans should be developed in a similar manner.

6.4   Budgets Alignment

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

6.5   Communication of the Strategic Plan

All teaching and non-teaching staff will be involved in implementing this strategic plan. This calls for a need to communicate the strategic plan to them, sensitizing them on its highlights and spelling out what is expected of them. This is the responsibility of the CMB, the deans, the directors, and the heads of departments/units.

6.6   Financing the Plan

The revenue from the various sources over the last six years is shown in Table 6.1. It is evident that the total revenue has been going down since FY 2013/14. With the drop in capitation in 2017/18 precipitated by reduced enrolment, the downward trend in revenue is bound to continue. This is exacerbated by increasing payroll due to higher negotiated CBAs. Table 6.2 shows the projected income for the next five years. It is clear that government capitation will remain low, with attendant reduction in the college allocation. The college therefore needs to mobilize resources from other sources to fund specific strategic initiatives such as capital projects and large projects.

College Actual Revenue
As shown in table 6.1, the major sources of funds for the College have been tuition fees, research grants, and income-generating activities.

Table 6.1. College Actual Revenue KShs (2013-2018)

Source of Revenue	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Income					
Tuition Fees -Module I	31,964,727.50	40,090,597.99	36,352,394.00	38,291,368.10	29,437,156.00
Tuition Fees -Module II Students	1,077,691,810.00	1,174,939,874.00	974,279,387.35	958,905,228.95	769,360,414.15
Research Grants	1,593,728,370.00	1,503,845,553.98	1,530,584,788.43	1,234,536,613.71	1,374,501,447.95
Other Income/IGU	149,667,878.89	191,617,804.14	198,824,014.07	9,401,795.71	37,990,047.35
Total Actual Revenue	2,853,052,786.39	2,910,493,830.11	2,740,040,583.85	2,241,135,006.47	2,211,289,065.45

Source: Bursar's Office

College Projected Revenue

Table 6.2: College Projected Revenue in Ksh. Millions for the 2018/2019–2023/2024

Source of Revenue	2017/18	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Tuition Fees - Module I	30,000,000.00	30,000,000.00	30,000,000.00	30,000,000.00	30,000,000.00	30,000,000.00
Tuition Fees - Module II Students	769,360,414.15	807,828,434.86	848,219,856.60	890,630,849.43	935,162,391.90	981,920,511.50
Research Funding	1,374,501,447.95	1,443,226,520.35	1,515,387,846.36	1,591,157,238.68	1,670,715,100.62	1,754,250,855.65
Other Income/IGU	1,800,000.00	1,890,000.00	1,984,500.00	2,083,725.00	2,187,911.25	2,297,306.81
Total Projected Revenue	2,175,661,862.10	2,282,944,955.21	2,395,592,202.97	2,513,871,813.11	2,638,065,403.77	2,768,468,673.96

Projected to grow by 5% every year

Source: Bursar's Office

Actual Expenditure

Table 6.3 shows both the actual recurrent and capital expenditure over the last five years (2013/2014 to 2017/2018), together with the total expenditure per year. The expenditure began to be controlled in 2014/15 as revenues began to drop. This strengthens the earlier argument that the college must find new sources to fund specific strategic initiatives.

Table 6.3: Actual Expenditure 2013/2014–2017/2018

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Medical Expenses	10,849,504.37	9,199,999.90	8,492,471.07	15,999,001.29	14,111,642.30
Operations and Maintenance	13,019,713.46	10,864,313.74	12,643,800.92	21,249,526.41	24,930,038.30
Teaching and Office	26,906,297.80	27,416,920.69	27,800,67341	30,396,111.31	21,561,247.09
Travelling and Transport	7,769,166.48	6,535,646.58	6,998,818.16	9,814,178.95	7,761,032.40
Furniture and Equipment	8,889,895.00	27,416,920.69	4,936,431.50	5,514,651.27	-
Income-Generating Activity	172,777,697.08	128,294,891.39	98,724,327.90	85,675,943.25	78,661,764.68
TOTAL	**240,212,274.19**	**209,728,692.99**	**159,596,522.96**	**168,649,412.48**	**147,025,724.77**

Source: Bursar's Office

The college will be aligned to specific requirements of the strategic plan and the performance contracts to ensure that financial resources are used to drive designated strategic development and growth in accordance with the projected expenditure (table6.4).

Table 6.4: Projected Expenditure (KShs) for the 2018/2019–2023/2024

Sources	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Medical Expenses	14,817,224.42	15,558,085.64	16,335,989.92	17,152,789.41	18,010,428.88
Operations and Maintenance	26,176,540.22	27,485,367.23	28,859,635.59	30,302,617.3	31,817,748.23
Teaching and Office	22,639,309.77	23,771,275.26	24,959,839.02	26,207,830.97	27,518,222.52
Travelling and Transport	8,149,084.02	8,556,538.22	8,984,365.13	9,433,583.39	9,905,262.56
Furniture and Equipment	15,776,202.75	16,565,012.89	17,393,263.53	18,262,926.71	19,176,073.04
Income-Generating Activity	82,594,852.91	86,724,595.56	91,060,825.34	95,613,866.60	100,394,559.93
TOTAL	154,377,011.01	162,095,861.56	170,200,654.64	178,710,687.37	187,646,221.74

Projected to grow by 5% every year

Source: Bursar's Office

Infrastructure Investment

Table 6.5 shows the infrastructure investment for the next five years (2018/2019 to 2022/2023);the investment is for computers for students, furniture and equipment, and maintenance /buildings.

Table 6.5: Infrastructure Investment (KShs)

Investments Particulars	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Computers for the Students	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00
Computers for the Staff	500,000.00	500,000.00	500,000.00	500,000 .00	500,000.00
Furniture and Equipment	955,000.00	1,002,750.00	1,052,887.50	1,105,531.88	1,160,808.47
Maintenance/Buildings	955,000.00	1,002,750.00	1,052,887.50	1,105,531.88	1,160,808.47
TOTAL	3,010,000.00	3,105,500.00	3,205,775.00	3,311,063.75	3,421,616.94

Projected to grow by 5% every year

Source: Bursar's Office

Some of the proposed new sources of funding are bilateral donors (such as Korea for the University Teaching Hospital, China for capital projects (for instance, the Cancer Institute and the KAVI-ICR), and Japan for the Innovation Park).

6.7   Alignment of Organizational Structure

The college needs to review its organizational structure and aligns it to the strategic plan for increased implementation success. We have considered the challenges identified in the strategic plan in Table 6.6 and their structural implications.

Table 6.6 Organizational Structure Recommendations

Challenges Identified in the Strategic Plan	Organizational Structure Implications
• Disconnect between the college governance organs at different levels (broken governance structure pipe) • Communication and support disconnect	• Rationalize the college governance structure • Assign specific officers with tasks to support the schools and the departments
• Systems that are slow to respond (bureaucracy) • Disempowered lower level units	• Rationalize the college administrative r eporting schedules • Streamline the schools, the institutes, and the departments/units in their individua l and collaborative operations
• Highly centralized Monitoring and Evaluation Unit	• Adopt and s trengthen the management in line with the performance contract requirements from the unit to the college level
• Dearth of data for monitoring and evaluating the s trategic plan • Some of the critical processes are still manual • Lack of a dashboard to provide information to the management for decision support	• Collaborate closely with the Planning Division for data processing and alignment of functions with the Central Administration • Create a dashboard in the college to monitor activities

Data Management Office

Inputs into Systems

Outputs from Systems

Faculty (Partial CUE)
• Publications
• Presentations
• CSR activities
• Education

Chair (Partial CUE)
• Assigned
• Departmental Committees

Dean/Director/Principal/ DVC/VC (Partial CUE)
• Committees

Data Management

Appointment Promotion/ Performance Appraisal
(Autmated CUE + Documentation development)

Automated Reports
• *Research performance*
• Financial performance
• Staff teaching load
• Staff levels
• All student-based reports

MIS Applications

UNIVERSITY OF NAIROBI

SMIS/PGMIS
• Classes
• Exams

RGMIS
• Grants

FMIS
• All Finance

HRMIS
• HR Data

6.8   Risk Management Framework

Risk-taking in a strategic plan is inevitable as the strategies contained therein are enablers of change; change introduces uncertainty, hence risk. The management of risk is the proactive identification, assessment and control of risks that may affect the delivery of the strategic plan's objectives. Bold objectives and attendant strategies, inherently carry and element of risk that must be managed to minimize their impact and ensure that the stated objectives can be realized.   A key tenet of ISO 9001:2015, on which the university is certified, is the identification of risk and the delineation of mitigation measures. Risk management, therefore, is a continuous activity that must be carried out throughout the life of the strategic plan, accounting for changes in the internal and the external environment.

The objectives of risk management are to increase the probability positive impactful events occurring while decreasing that for negative events. Risk management aims to identify and prioritize risks in advance of their occurrence by describing risk events in terms of likelihood or probability of occurrence, and their impact on the realisation of the objectives if they did. Probability is the evaluated likelihood of a particular outcome actually occurring, including a consideration of the frequency with which the outcome may

arise, whereas the impact is the evaluated effect of the result of a particular outcome actually occurring and could ideally be considered against time and cost.

Strategies to handle specific risk events can be categorized into three broad areas:
1. Risk avoidance, which is the most effective way to deal with the causes of risks as it removes them. This however is often not possible.
2. Risk mitigation (control) seeks to reduce the probability or impact of a risk event
3. Risk sharing allocates proportions of risk to different parties thereby reducing each party's individual risk.

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

Table 6.7 Resultant Risk Level (R)

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

Table 6.8: Identified Risks and Mitigation Strategies

SN	Risks	L	S	Level (R)	Mitigation Strategy
1	**Strategic Risks**				
1.1	Stalled or slow implementation of projects and initiatives due to poor coordination between the user, the procurement and the finance departments	3	3	High (9)	• Proactively build strong synergies between relevant key departments • Strengthen processes within the procurement department
1.3	High turnover of key qualified staff	2	3	Moderate (6)	• Develop and implement staff retention programmes in all the units
1.4	Weak monitoring and evaluation of the strategic plan implementation	2	2	Moderate (4)	• Implement the robust Monitoring and Evaluation (M&E) programme developed as part of this strategic plan
1.5	Political interference in the management of the college	1	2	Low (2)	• Proactively engage the government to maintain a good relationship
1.6	Regulatory body requirements with heavy financial implications			High	• Proactively engage the regulatory bodies to rationalize demands

SN	Risks	L	S	Level (R)	Mitigation Strategy
2	**Financial Risks**				
2.1	Not realizing target resource levels necessary to fund the strategic plan	2	3	Moderate (6)	• Closely monitor cash flow and re-prioritize projects and initiatives as necessary • Support in controlling the growing wage bill • Adequately resource the strategic plan initiatives
3	**Operational Risks**				
3.1	Student unrest resulting in the disruption of college activities	2	3	Moderate (6)	• Engage student leaders to address issues early before the issues get out of hand
3.2	Disruption of college activities due to staff strikes	2	3	Moderate (6)	• Proactively engage the unions to address the issues early
3.2	Resistance to change from staff on new initiatives	1	3	Low (3)	• Actively engage the staff through change management programmes and effective monitoring and evaluation
3.3	Potential accidents by the students during travel and learning and the staff at work			High	• Plan for an insurance cover at reasonable cost by the Capital Section
4	**Technological Risks**				
4.1	Data and information insecurity	2	3	Moderate (6)	• Remain vigilant for new threats, while implementing secure data management policies and systems • Continually train staff on cyber security issues
4.2	Rapidly changing technology, especially ICT	2	2	Moderate (4)	• Keep current on changing technologies and not making procurement choices of technology already in decline
4.3	Reluctance by staff to embrace use of developed MIS	2	3	High (6)	• Proactively and continually involve the user in the development of, and provide comprehensive training on, new systems • Implement change management programmes for MIS that bring about significant changes

SN	Risks	L	S	Level (R)	Mitigation Strategy
5	**Organizational Risks**				
5.1	Large number of the staff in key areas soon reaching retirement age	3	3	High (9)	• Develop and implement succession plans • Review the post-retirement policy and individualise units and personnel for exceptions

6.9   Monitoring and Evaluation Framework

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

This strategic plan outlines best practice principles that call for the use of indicator identification, the frequency of data collection, the responsibility of data collection, the data analysis and use, the reporting and the dissemination to guide the monitoring process, the assessment of progress towards achieving plan outcomes, the evaluation focused on why results are or are not being achieved, and the clear logical pathways where results from one level flow towards the next level and so on leading to the achievement of the overall goal.

The M&E framework shall be managed in line with the Transformation, Performance Management & Reform Unit. The M&E of the strategic plan shall be integrated with the performance contracting process to eliminate duplication of effort and to make the process more effective than it is. The integrated framework, however, will contain these key elements. In June of each year, the college will set performance targets as part of its annual work plans which are derived from the main strategic plan and the schools, institutes, and the departments will derive theirs from the cascaded plans. On a regular basis the college will monitor its performance to establish if its key performance indicators are being met and this will act as an early warning system for detecting potential challenges. It will assist in addressing any difficulties during the implementation and provide feedback for the next implementation phase. The college will monitor the implementation of its respective annual work plans through regular meetings.   The evaluation of the plans is important to find out if the intended results are being realized. The performance evaluation will be carried out quarterly and annually at the school, and college levels.

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

6.10   Cascading Framework

The cascading framework employed is summarised in figure 6.2. The extended college work plan defines the top-level strategy, with the implementation matrix forming the basis for the college scorecard. At the lower tiers (the schools, the institutes, the departments, and the thematic units) extended annual work plans will be derived from the colleges strategic plan, with additional and relevant implementation details and activities incorporated, that are always fully aligned to the corporate strategy.

There must be a focus across all the levels of the college that is consistently aligned to the college's strategy. The performance of the college will be achieved by the input of all the employees and this will translate into the desired corporate outcomes. Employee scorecards (performance appraisal instruments) embodied in their personal objectives and defined by their job descriptions and work assignments shall be clearly aligned both individually and collectively to their units' plans. As employees meet their personal objectives, their unit's performance targets and objectives are met. This in turn ensures that the overall corporate objectives and therefore institutional outcomes are realised.

Figure 6.2: Corporate to Employee Cascading Framework

ANNEXES
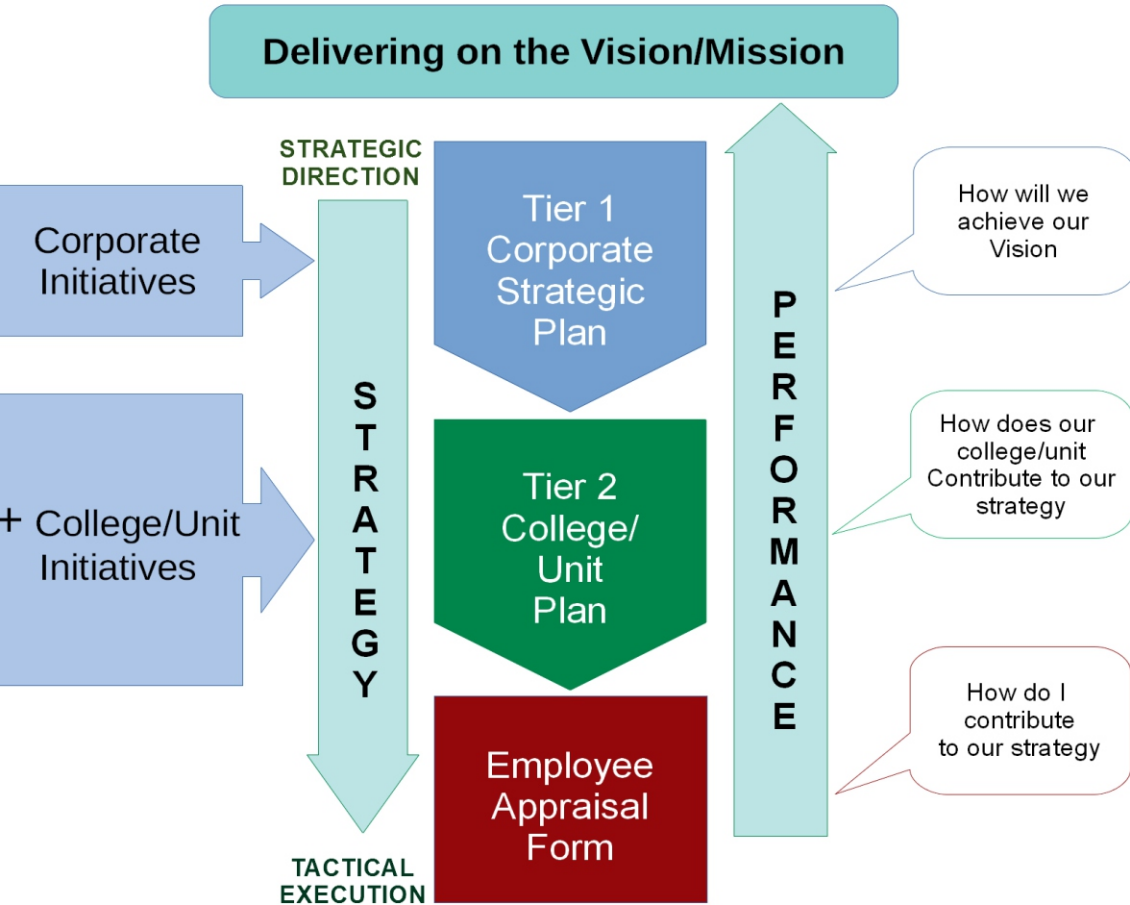
Annex 1 – Implementation Plan

A1.1: Teaching and Learning

Key Result Area 1: Quality graduates in diverse fields
Strategic Objective 1: To design and implement relevant and innovative teaching and learning programmes

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 1.1: Enhance the quality and delivery of academic programmes in compliance with all regulatory requirements on university education **Key Initiatives:** 1. Establish and implement classroom and lecture hall standards 2. Audit existing teaching facilities for compliance to defined standards and implement recommendations 3. Implement the university teaching and referral hospital 4. Design and implement the faculty mentorship programme 5. Review academic processes for improved efficiency and effectiveness 6. Implement online student registration	**Outcome 1.1:** Improved quality and delivery of teaching and learning programmes	% of existing teaching facilities that are in compliance with defined standards	100%	100%	100%	100%	100%	100%	Principal, Deans/ Directors, and Manager Construction and Maintenance
		Number of lecturers who have been mentored	NA	206	216	226	236	246	Principal and Deans/Directors
		Average faculty student evaluation rating	70%	80%	80%	80%	80%	80%	Principal and Deans/Directors
		% of academic units registering their first year students online	100%	100%	100%	100%	100%	100%	Principal,Deans/ Directors and Director ICT
		% of academic units with digitized student files	100%	100%	100%	100%	100%	100%	Principal,Deans/ Directors and Director ICT

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
7. Digitize student files in academic units 8. Enforce policy on external examination and the management of results 9. Ensure that all the faculty are trained on pedagogy and andragogy 10. Establish mechanisms to facilitate students to choose elective units from other disciplines in the university		% of implementation of the university teaching and referral hospital	30%	32%	35%	40%	45%	50%	Principal,Deans/ Directors and Director ICT
		% of (new) faculty trained on pedagogy and andragogy	70%	100%	100%	100%	100%	100%	DVCs, Principal, and Centre for Pedagogy and Andragogy,
Strategy 1.2: Rationalize the workload and professionally align academic staff to teaching and supervision of students based on their areas **Key Initiative:** 1. Implement the teaching workload rationalization report		% of academic units that have rationalized teaching workload	50%	750%	100%	100%	100%	100%	Principal and Deans/Directors
Strategy 1.3: Provide suitable working environment for all academic staff **Key Initiatives:** 1. Develop and implement minimum standards of teaching staff office space 2. Take inventory of the all office space in the university with a view to rationalize and provide space to all the faculty members	**Outcome 1.3:** Increased staff motivation and commitment	% of teaching staff with offices that meet the minimum standards	100%	100%	100%	100%	100%	100%	Principal, Deans/Directors, and Manager Construction and Maintenance

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 1.4: Improve the quality and quantity of STEM programmes **Key Initiatives:** 1. Increase and equip the classrooms and laboratories in Engineering, Built Environment, Basic Sciences and Computer Science 2. Encourage colleges to develop life-long learning courses	**Outcome 1.4:** Increased quality and quantity of STEM programmes	% of academic units with adequate and equipped labs for STEM programmes	100%	100%	100%	100%	100%	100%	Principal and Deans/Directors
		% of academic units with adequate classrooms for STEM programmes	100%	100%	100%	100%	100%	100%	Principal and Deans/Directors
Strategy 1.5: Produce practical oriented graduates in diverse fields suitable for employment **Key Initiatives:** 1. Develop and implement a framework for experiential/ competence-based/problem-based learning in university programmes 2. Re-engineer common core courses and incorporate leadership and soft skills in one of the courses 3. Re-engineer the current placement office to become a robust office for career services and placement 4. Design and implement a tracer study programme using the discipline-based alumni association database	**Outcome 1.5:** Improved employability of graduates in diverse fields	Number of UG students who participate in industrial attachment	125	130	135	140	145	150	Deans/Directors
		%. of programmes with inbuilt experiential learning	80%	80%	80%	80%	80%	80%	Deans/Directors
		Number of new/ re-engineered common core courses that give students life skills	TBE	1	1	1	1	1	Principal and Deans/Directors
		Number of tracer studies using the discipline-based alumni association database	NA	3	3	3	3	3	Principal and Deans/Directors

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 1.6: Promote and increase internationalization of the university **Key Initiatives:** 1. Develop and implement support systems for international students 2. Promote University programmes in selected markets 3. Monitor and report on a regular basis completion rates and progress of international students 4. Implement mechanisms to attract international academic staff	**Outcome 1.6:** Increased internation-alization of the university	Number of CHS international students as % of total graduate students	2%	1% growth	1% growth	1% growth	1% growth	1% growth	Deans/Directors and Director CIPL
		Number of international universities represented in the CHS student body	5	1% growth	1% growth	1% growth	1% growth	1% growth	
		Number of partnerships established with international universities/ institutions	5	3	3	3	3	3	Principal and Deans/Directors
Strategy 1.7: Review existing graduate programmes to attract more students **Key Initiatives:** 1. Select flagship graduate programmes and revamp, differentiate and grow them 2. Rationalize fee structure for graduate programmes across the university and payments thereof 3. Implement the Graduate Library Project 4. Provide learning space/carrels for the Graduate School	**Outcome 1.7:** Increased number of graduate students in diverse fields	Number of students in flagship programmes	100%	100%	100%	100%	100%	100%	Deans/Directors and Director Graduate School
		% of graduate programmes with reviewed fee structure	TBE	100%	100%	100%	100%	100%	

A1.2: Research, Innovation, and Enterprise

Key Result Area 2: High impact research outputs that addresses societal needs
Strategic Objective 2: To be a leading Institution in scholarly, research and creative productivity in Africa

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 2.1: Build active research teams focusing on national and regional priority areas **Strategy 2.2:** Strengthen research infrastructure and facilities **Key Initiatives:** 1. Develop several high priority multi-disciplinary thematic research areas to attract substantial grant funding 2. Write proposals and engage ministries and counties to fund the Big Four Agenda government priorities of manufacturing, universal healthcare, food security, and affordable housing 3. Strengthen UoN/CHS journals, enabling indexing in international databases 4. Develop capacity in grants proposal writing 5. Create an inventory of research infrastructure 6. Create cutting-edge shared research facilities 7. Create mechanisms for funding university journals 8. Facilitate researchers to publish/attend conferences/ write grants proposals 9. Review and rethink the role and functions of the UoN Press	**Outcome 2.1:** Increased visibility and uptake of UoN research output	Composite index (Webometrics Excellence + Openness Score)	1,000	1,200	1,400	1,600	1,800	2,000	CHS ICT Officer
		Number of research grants over KES 100m each	3	4	4	5	5	6	Principal, Deans/ Directors
		Number of Big Four Agenda funded projects	0	1	1	1	1	1	Principal, Deans/ Directors
		Number of UoN/ CHS journals indexed in international databases	3	3	3	3	3	3	Principal, Deans/ Directors
		Number of researchers supported for conferences or grants proposal writing	TBE	25	25	25	25	25	Principal, Deans/Directors, and Chairmen
		Number of journals supported	3	3	3	3	3	3	Deans/Directors
		Number of cutting-edge shared research facilities	TBE	72	72	72	72	72	Principal, Deans/Directors, and Chairmen

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 2.3: Grow research, consultancy and commercialization revenue **Key Initiatives:** 1. Establish the Office of Research and Enterprise Services and the college offices to continuously scan the environment and identify opportunities for research and consultancies and to provide pre- and post-award support services to the faculty 2. Implement the Technology Transfer Office Plan 3. Train the faculty on the commercialization of research 4. Establish a separate procurement unit focusing on research and enterprise 5. Establish an inventory of research activities 6. Implement the research awards and rewards programme	**Outcome 2.3:** Grow research, consultancy and commercialization revenue	Revenue Ksh (billions)	1.4	1.47	1.54	1.62	1.70	1.78	Principal, Deans/Directors, and Chairmen
		Number of the faculty with an active grant	25	26	27	28	29	30	Principal

A1.3: Student Affairs

Key Result Area 3: Better citizens for tomorrow
Strategic Objective 3: To improve student welfare services though thedevelopment and theimplementation of appropriate minimum standards

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 3.1: Improve standards and capacity of student accommodation services **Key Initiatives:** 1. Review the fees for student welfare services 2. Support the development and the implementation policy framework to enable the private sector to participate in the refurbishing student hostels in exchange for naming rights 3. Support/enable the building of new modern student hostels through the public private partnerships and endowment by high net worth individuals and the alumni	**Outcome 3.1:** Increased satisfaction of resident students	Resident students' satisfaction index (accommoda-tion)	NA	0.5	0.6	0.7	0.8	0.9	Principal, Deans/Directors, and Chairmen
		%. of hostels meeting minimum standards	100%	100%	100%	100%	100%	100%	Principal and Director SWA

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 3.2: Re-engineer student affairs processes to become more efficient **Key Initiatives:** 1. Strengthen the Dean of Students Office to be the one-stop-shop for all student non-academic matters 2. Review and implement the student mentorship and counselling programme 3. Develop the graduate student centre	**Outcome 3.2:** Enhanced student satisfaction	Students' satisfaction index (students' affairs processes)	NA	0.5	0.6	0.7	0.8	0.9	Principal, Deans/Directors, and Chairmen
Strategy 3.3: Change student culture to a more positive outlook **Key Initiatives:** 1. Roll out a culture change programme for students 2. Build capacity for handling drug and substance abuse in staff and student counsellors 3. Promote the students' work-study programme 4. Institutionalize corporate social responsibility by students	**Outcome 3.3:** Increased moral and sense of responsibil-ity in students	Number of cases of indiscipline	5	4	3	2	1	1	Principal, Deans/Directors, and Chairmen

A1.4: Resources

Key Result Area 4: Sustainable resource base
Strategic Objective 4: To build a sustainable resource base

A.1.4.1 Human Resources

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.1.1: Establish and operationalize mechanisms that empower staff **Key Initiatives:** 1. Develop and implement a staff recognition and appreciation programme for exceptional talent and excellent performance 2. Support a review and implementation of the HR Policy Manual	**Outcome 4.1.1** Improved staff satisfaction	Employee satisfaction index	79.13%	79.3	79.5	79.7	79.9	80.1	Principal, Deans/ Directors, Chairmen, and College Registrar
Strategy 4.1.2: Implement a performance-based incentive and sanction system **Key Initiatives:** 1. Support implementation of a reward and sanction system based on the results of the staff performance appraisal and the performance contract 2. Review and implement the staff appraisal instrument to be aligned with the strategic plan 3. Implement a quarterly monitoring of individual performance 4. Develop and implement the report on current workload	**Outcome 4.1.2** Increased staff productivity	Average teaching staff performance appraisal index	75%	76%	77%	78%	79%	80%	Principal, Deans/ Directors, Chairmen, and College Registrar
		Average non-teaching staff performance appraisal index	75%	76%	77%	78%	79%	80%	
		Conduct a survey of and implement its report on the workload for the non-teaching staff (% implementat-ion)	0%	20%	50%	60%	70%	80%	Principal, Deans/ Directors, Chairmen, and College Registrar
		% of non-acade-mic units with an automated clocking system	9%	13%	13%	18%	18%	22%	Principal, Deans/ Directors, Chairmen, and College Registrar

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.1.3: Establish and operationalize a succession planning programme **Key Initiatives:** 1. Review and implement a faculty staff development pipeline policy 2. Develop and implement a succession policy for non-teaching staff 3. Mentor young faculty for career progression	**Outcome 4.1.3** Adequate work force at all times	% implementation of faculty staff development pipeline policy	33%	40%	80%	100%	100%	100%	DVC (FPD), Principal, Deans/ Directors and Chairmen
		% implementation of succession policy for non-teaching staff	12.5%	40%	80%	100%	100%	100%	Principal, Deans/ Directors, Chairmen, and College Registrar
		Ratio of staff hired and promoted versus staff who have exited	5:2	5:2	5:2	5:2	4:1	3:1	DVC (FPD) Principal, Deans/ Directors, Chairmen, and College Registrar
Strategy 4.1.4: Structured engagement with the staff unions leadership **Key Initiative:** 1. Dedicate a resource person to be in charge of union matters and to interact with the staff unions matters on a regular and continuous basis	**Outcome 4.1.4** Enhanced trust and confidence between the staff unions and the management	Number of structured meetings held with the staff unions' leadership	0	Semi annually	Semi annually	Semi annually	Semi annually	Semi annually	Principal

A1.4.2 Physical Infrastructure and Facilities

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Land and Buildings									
Strategy 4.2.1: Adopt a rigorous facility monitoring, evaluation and maintenance system **Key Initiative:** Facilitate private sector to participate in refurbishing and maintaining UoN buildings in exchange of naming rights	**Outcome 4.2.**1 Well-maintained state-of-the-art facilities	Number of buildings refurbished, maintained and named	1	1	1	1	1	1	Principal and Maintenance Officer
Information and Communication Technology (ICT)									
Strategy 4.2.2: Implement a secure, robust and integrated ICT infrastructure **Key Initiatives:** 1. Upgrade university data centre to a Tier 3 data centre 2. Implement call centre with Interactive Voice Response (IVR), and integration with social media and the university MIS 3. Implement a biometric system for the staff 4. Review the SMIS and address the challenges academic units face such as double registration and the enforcement of examination regulations 5. Implement key priorities in the ICT Master Plan	**Outcome 4.2.2** Improved quality of services to end-users	% of end-users accessing the university intranet	78%	80	90	100	100	100	Principal, Deans/ Directors, and HoDs/CoDs
		% of faculty accessing the internet	75%	80	90	100	100	100	Principal, Deans/ Directors, and CoDs
		% of ICT service availability	96%	96.5%	97%	98%	99%	100%	Principal and College ICT Officer
		Number of serious security breaches per year	2	1	1	0	0	0	Principal and College Security Officer
		Website user-friendly index	-	50%	60%	70%	80%	80%	Principal and College ICT Officer

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.2.3: Achieve world-class university ICT service provision **Key Initiatives:** 1. Automate course evaluation and link to the staff appraisal system 2. Re-engineer and integrate core MIS applications 3. Re-engineer the university website to become a one-stop shop for information to all the stakeholders 4. Develop a dashboard that provides the management with information for decision support 5. Review the library automation and implement recommendations	**Outcome 4.2.3** Faster turn-around time of all the staff and student processes	% automation of the course evaluation tool	-	50%	60%	70%	80%	80%	Principal and College ICT Officer
		% of the automated evaluation tool linked to the staff appraisal system	-	100%	100%	100%	100%	100%	Principal, Deans/ Directors, and CoDs
		% core MIS applications re-engineered and integrated	-	50%	60%	80%	90%	100%	Principal, Deans/ Directors, and CoDs
		% implement-ation of the library automation system	68%	80%	95%	100	100	100	Principal, Director LIS, and College Librarian
Utilities and Conservancy									
Strategy 4.2.4: Exploit and use sustainable renewable energy sources **Key Initiative:** 1. Install solar energy systems in selected university buildings	**Outcome 4.2. 4** Enhanced greening of the university	Number of buildings with a solar energy system installed	0	1	1	1	1	1	Principal

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 4.2.5: Reduced use of paper in governance meetings **Key Initiative:** 1. Develop and implement a knowledge management system to enable all governance meetings to go paperless		% implement-ation of knowledge management system	0	-	100	100	100	100	Principal, Deans/ Directors, and CoDs
Strategy 4.3.1 Strengthen controls in the management of income generation **Key Initiatives:** 1. Enforce the existing policy on fee payment, and student course registration through the SMIS (no fees, no examinations) 2. Review the financial viability of all the IGUs 3. Upscale selected IGUs to commercial business entities	**Outcome 4.3.1** Positive cash flow	Number of loss-making IGUs closed down	3	1	1	1	1	1	Principal, Deans/ Directors, Chairmen, and MD UNES
		% reduction of new student fees debts	67%	100%	100%	100%	100%	100%	Principal and Deans/ Directors
Strategy 4.3.2 Enhance the financial management systems **Key Initiative:** 1. Support development and implementation of a management accounting reporting system	**Outcome 4.3.2** Timely and informed decision making	Number of key financial manag-ement decisions devolved to the schools and the institutes and institute level	20%	20%	25%	30%	35%	40%	Principal

A1.5: Competitiveness and Image

Key Result Area 5: Strong corporate image
Strategic Objective 5: To enhance the competitiveness and the image of the college

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 5.1 Strategic engagement with the industry **Strategic Initiative:** 1. Launch marketing efforts targeting the industry	**Outcome 5.1:** Improved industry linkage/ partnerships	Number of industry partners	TBE	+5	+10	+15	+15	+15	Principal, Deans/ Directors, and Director Corporate Affairs
Strategy 5.2 Market the College locally and internationally **Key Initiative:** 1. As a world-class university, contribute to the Data Analytics Centre to analyse, document and share information on local and global contemporary issues of interest to the government, the industry, and the public	**Outcome 5.2:** Improved competiti- veness and image	Contribute to the profile of and package college achiev- ements and exceptional performance and talent of the staff and the students	-	20%	40%	60%	80%	100%	Principals and Deans/Directors
		% Document- ation of key achievements on websites	-	100	100	100	100	100	Principals and Deans/Directors

A1.6: Governance, Leadership, and Culture

Key Result Area 6: Improved institutional performance
Strategic Objective 6: To institutionalize governance mechanisms and leadership culture that facilitate the realization of the

Strategies / Initiatives	Outcomes	KPIs	Baseline (2017/18)	Target /Timeline					Responsibility
				Y1	Y2	Y3	Y4	Y5	
Strategy 6.1: Review and streamline the internal governance organs of the college **Key Initiatives:** 1. Support the rationalization the structure of the college 2. Support the completion of the governance organs of the college	**Outcome 6.1:** Increased efficiency	Customer satisfaction index	82.8%	82.9%	83%	83.1%	83.2%	83.4%	Principal,Deans/ Directors, and HoDs
		Employee satisfaction index	79.14%	79.15%	79.16%	79.17%	79.18%	79.19%	
		Reduced turnaround time: Time from AIE completion to money	1½ Weeks	1 Week	1 Week	1 Week	1 Week	1 Week	Principal, Deans/Directors, and HoDs
Strategy 6.2: Develop a leadership capacity at all the management levels **Key Initiatives:** 1. Build capability in strategy execution 2. Adopt fact-driven decision-making processes		Reduced turn-around time: Promotion from lecturer to senior lecturer (from application to interview time)	4 months	3 months	3 months	3 months	3 months	3 months	College Principal, Deans/Directors, and HoDs
		Average staff performance rating	75%	76%	77%	78%	79%	80%	Principal, Deans/Directors, and HoDs
Strategy 6.3: Institutionalize an appropriate culture in the College **Key Initiative:** Develop and implement a culture change programme, informed by the core values	**Outcome 6.2:** Increased commitment, loyalty and responsibility in the staff	Number of lecturers missing classes	TBE	Reduced by 10%	Reduced by 10%	Reduced by 10%	Reduced by 10%	Reduced by 10%	Principal, Deans/ Directors, and CoDs
		% of staff reporting late (from the clocking system)	20	Reduced by 10%	Reduced by 10%	Reduced by 10%	Reduced by 10%	Reduced by 10%	Principal and unit administrators
		% of the staff rated below average	20%	18%	16%	14%	12%	10%	Principal and unit administrators

Annex 2 – Members of the Committee

The College Strategic Plan Cascading Committee Membership

Prof. James M. N. M'Imunya	-	**Principal, CHS**
Prof. Fredrick C. F. Otieno	-	Dean, School of Medicine/ Chairman
Prof. Angela Amayo	-	Chair, Department of Human Pathology / Member
Dr. Margaret Oluka	-	Chair, Department of Pharmacology and Pharmacognosy/Member
Dr. Tom Dienya	-	Chairman, Department of Conservative Dentistry/Member
Dr. Eric M. Guantai	-	Dept. of Pharmacology and Pharmacognosy / Member
Dr. Samuel Kimani	-	School of Nursing Sciences / Member
Dr. Kenneth K. Mbali	-	College Registrar
Mr. Stanley Mwangi	-	Bursar, CHS / Member
Mr. James M. Ireri	-	Secretary

Annex 3 – Methodology Details

Table A4: Respondents Profiles

Stakeholder Groups	No. Responded	Completed Questionnaires
College Academic Units	18	36
Alumni Chapters	3	39
Partners	3	9
Staff Unions	3	6
Student Leadership	6	30
Students	102	84
College Management Board	7	7
College Academic Board	53	36

UNIVERSITY OF NAIROBI

www.uonbi.ac.ke