



TAITA TAVETA UNIVERSITY

(TTU)

STRATEGIC PLAN

(2023– 2028)

(PROPOSED)

“HOME OF IDEAS”



MARCH, 2023

Vision

An educated and transformed society in sustainability of natural resources

Mission

To provide quality education and training, research and community service in sustainable management of minerals and other natural resources

Core Values

- a) Results-oriented
- b) Quality
- c) Innovativeness
- d) Transparency and Accountability
- e) Professionalism

FOREWORD FROM CHAIRMAN OF COUNCIL

Taita Taveta University (TTU) has a clear organisational policy that places emphasis on progressive strategic planning and ensuring unwavering commitment to achieving the set targets within the plan period. The series of five-year strategic plans that TTU has been launching and implementing is firm evidence of the University's commitment to efficient and timely service delivery.

Over the last five years (2018 – 2023), TTU implemented the second Strategic Plan since its establishment as a fully-fledged university and drew important lessons. Six strategic pillars were addressed in the that Strategic Plan, namely, excellence in teaching, research, and outreach; improving campus facilities and the learning environment; enhancing student experience and student affairs; human resources development; resource mobilisation; and strategic management, leadership, and corporate governance.

Capacity building for teaching and research continued within all the four schools, namely, the School of Mines and Engineering (SME), the School of Science and Informatics (SSI), the School of Business, Economics and Social Sciences(SBESS), and the School of Agriculture, Earth and Environmental Sciences (SAEES). The Schools received a major boost over the 2018-2023 period as several staff who were away on study leave resumed their duties with advanced qualifications. Internal capacity generation and skills retention, as intended in the Plan, also received a major boost under the in-Region Master's degree programmes of the Kenyan-German Centre of Excellence for Mining, Environmental Engineering and Resource Management (CEMEREM), hosted at TTU and sponsored through the German Academic Exchange Service (DAAD).

A review of the 2018-2023 Strategic Plan confirms key achievements, challenges, and the lessons learnt that informed the development of the new five-year Strategic Plan. Through comprehensive document reviews, stakeholder consultations, and a strategy workshop, the review found that TTU experienced successes in international and local linkages and collaborations, infrastructure development, land acquisition, human resource development, CEMEREM Phase III, and the establishment of a TVET directorate. However, several challenges have been experienced, challenges including insufficient funding for the Strategic Plan, decline in revenues and delays in disbursement from the exchequer, staff turnover, inadequate facilities, and low visibility of TTU and its programmes. Key lessons learnt from the review include the need for improved corporate presence and visibility, need for new resource mobilisation strategies against a backdrop of a falling government funding to universities, need for improved customer focus, importance of strategic alliances and partnerships, financial prudence, investment in human capital, and leveraging technology to enhance strategy execution.

The University managed the crisis posed by the disruptive COVID-19 quite well. Online learning bridged the gaps to sail the institution successfully along the path of recovery, which was

accelerated through online connectivity. The 3rd International Biennial CEMEREM Conference was held successfully in September 2021, both physically and online. The annual CEMEREM Summer Schools planned for the 2018 – 2022 period were successfully held, both in Germany and in Kenya.

The University is appreciative of the government's support to the higher education sector in achieving the UN Sustainable Development Goals (SDGs), the long-term goals of Vision 2030, and the key agenda under the current Fourth Medium-Term Plan of Vision 2030. As TTU grows in student numbers and programmes, we shall continue to build her capacity through a transparent and inclusive process. We will continue developing visionary strategies towards investing new resources to deliver a modern 21st-century university.

The new 2023-2028 Strategic Plan aims at advancing the central transformational agenda for the University including internationalisation and the PhD Academy. The University will continue to address six key result areas (formerly referred to as strategic pillars) in the new Strategic Plan as follows: excellence in research, teaching and engagement; facilities and learning environment; student affairs; human resource experience; financing and resource mobilisation; and strategic management, leadership and good corporate governance.

The University is committed to recruiting and retaining the best academic staff through equal opportunity in recruitment, personal development, and career progression in all areas of duty and responsibility. The accompanying key result areas are critical to shaping the aspirations of the University towards capacity development in the niche areas of natural resource management. To meet the Vision of TTU, it is necessary to enhance collaborative arrangements and structures for global audiences and to provide quality and accessible education and experience to enable students to apply the values, skills and intellectual disciplines they have acquired to better their careers and lives, and effectively contribute to nation building. Overall, the successful implementation of the 2023-2028 Strategic Plan will open the doors to more transformational strategic plans in future.

I would like to laud the important role of the University Management in the growth of the University and to encourage their continued efforts to enhance the University's capacity. The Council recognises and appreciates the University Management and will fully support its plans and endeavours towards a modern 21st-century University that can enjoy strategic autonomy in managing resources and delivering quality services.

On behalf of the Council, I commit to put in place mechanisms and effective frameworks for monitoring and evaluating the implementation of the Strategic Plan. This will ensure compliance with the set University Standards and Guidelines.

Prof. Isaac Meroke Mbeche, PhD.

Chairman of the University Council, Taita Taveta University (TTU)

STATEMENT FROM THE VICE CHANCELLOR

The strategic plan development process is aimed at providing a road map and strategic direction for TTU for the period 2023-2028. It is also meant to guide the University in aligning its operations to the factors in play in the dynamic operational environment and the overall National Development Agenda, as articulated in the 4th Medium-Term Plan (2023-2028) of the Kenya Vision 2030, and the Constitution of Kenya 2010, among other relevant Education sector policy documents.

The approach and methodology undertaken in order to develop this five-year strategic plan is as highlighted below:

- a) Assessment of the implementation status of the Strategic Plan 2013-2018, identifying challenges to full implementation, lessons learnt and recommendations.
- b) Holding consultations with the industry players, the University Council, staff and Management team;
- c) Carrying out a situational analysis in line with current and projected macro-environment (PESTLE) and micro-environment (SWOT);
- d) Review of the main stakeholders and beneficiaries of the University and their expectations;
- e) Review of the Vision and Mission statements, and core values of the University.
- f) Facilitation of the strategy development and validation workshops with the TTU management and Council;
- g) Alignment of the Strategic Plan with national documents including but not limited to the SDGs, Kenya Vision 2030- Medium-Term Plan IV, the Education for Sustainable Development (ESD) Policy for the Education Sector, among others;
- h) Identification and quantification of viable activities for achieving the strategic objectives with clear timelines and measurable outputs;
- i) Development of a robust organization structure to operationalize TTU's new strategic thrusts;
- j) Development of a prioritized action plan that has clear roles and responsibilities in the implementation matrix with clear budget, and a monitoring and evaluation plan;
- k) Recommendation of appropriate monitoring and evaluation framework process.

In an era experiencing rapid changes occasioned by digital transformation and global disruptors such as the COVID-19 global pandemic, the critical significance of a Strategic Plan to a university cannot be overemphasised. Education has evolved from the early stages that were strictly instructor-led, rigid and without technology to a new flexible, technology-enabled and learner-centric, taking place in both physical and borderless virtual spaces. New methods of attracting students and delivering quality education in a digitally connected and borderless environment are no longer just a good idea, but the necessary response to the emerging and evolving challenges in

higher education. As the dynamic landscape of higher education changes rapidly, the attainment of strategic autonomy emerges as a critical challenge, which contemporary debates on institutional competitiveness and sustainability must urgently address.

Evidently, university education will continue experiencing a diversity of challenges. The minimum response needed to meet the diverse challenges is a participatory and multi-stakeholder process for setting mission-critical priorities and the timeframe for their achievement. TTU is, therefore, proud to launch its third Strategic Plan as a young and progressive university, which is also the Centre of Excellence for Mining, Environmental Engineering and Resource Management in Africa.

The strategic planning process received support and active participation from a wide array of stakeholders and experts. I would like to thank the members of the University Council for their invaluable insight, foresight, and oversight during the entire period of developing this Strategic Plan. Their role in approving the various stages aimed at facilitating the process was key to directing the future of this University. The Council not only played a critical role in undertaking the necessary approvals to facilitate the process but also participated in the Strategic Plan validation process and approving the final Strategic Plan.

The TTU Strategic Plan Review and Development Committee is highly appreciated for dedicating quality time to developing this key strategy document. The members contributed in a special way by providing their views and inputs on the strategic interventions required and the kind of TTU all stakeholders envision in the next five years and beyond. The strategic objectives and key activities conceptualised and outlined within well-defined timeframes capture the dreams and aspirations immortalised in TTU's vision, mission, values, competitive and comparative advantages, and key result areas. In a special way, therefore, I would like to express my sincere appreciation and gratitude to the Committee.

TTU, the *Home of Ideas*, will remain a timeless beacon of hope and a generator of transformative ideas in the higher education landscape. As I conclude, I would like to extend my gratitude to the University Community who participated in the process of coming up with this Plan and all other stakeholders for their priceless contributions that will outlive their tenure of duty and mirror their footprint in TTU's success story. On a point of immense gratitude, I call upon all the stakeholders to join hands in implementing the 2023-2028 Strategic Plan fully and holding mutual accountability for its success.

Prof. Fred Simiyu Barasa, PhD
Vice-Chancellor, Taita Taveta University (TTU)

Acronyms and Abbreviations

AFP	Administration, Finance & Planning
ARO	Academic, Research & Outreach
CEMEREM	Centre of Excellence in Mining, Environmental Engineering and Resource Management
CUE	Commission for University Education
CoD	Chairman of Department
DVC	Deputy Vice Chancellor
FTE	Full Time Equivalent
HoD	Head of Department
ICT	Information and Communications Technology
KRA	Key Results Areas
MDA	Ministries, Departments & Agencies
M&E	Monitoring and Evaluation
MTEF	Medium Term Expenditure Framework
MTEP	Medium Term Expenditure plan
MTP	Medium Term Plan
PBB	Programme Based Budget
SAEES	School of Agriculture Earth and Environmental Science
SBESS	School of Business Economics and Social Science
SDGs	Sustainable Development Goals
SSI	School of Science & Informatics
SME	School of Mines & Engineering
SPS	Sector Performance Standards
SWOT	Strengths, Weaknesses, Opportunities, Threats
TTU	Taita Taveta University
VC	Vice Chancellor

Table of Contents

FOREWORD FROM CHAIRMAN OF COUNCIL	2
STATEMENT FROM THE VICE CHANCELLOR	4
EXECUTIVE SUMMARY	12
Challenges and lessons from the Preceding Strategic Plan	12
CHAPTER ONE: INTRODUCTION	14
1.1. Background	14
1.2. Mandate and Role of a University	21
1.3. Role of TTU in the National Development Agenda	23
1.4. Education Sector Outlook	24
CHAPTER TWO: SITUATIONAL ANALYSIS.....	29
2.1. Implementation Review of TTU Strategic Plan 2018-2023	29
2.1.1. Key Achievement.....	29
2.1.2. Challenges.....	30
2.1.3. Emerging issues	31
2.1.4. Lessons Learnt	32
2.2. Environmental Scan	32
2.2.1. SWOT Analysis	32
2.2.2. PESTEL Analysis	34
2.2.3. Stakeholders Analysis.....	35
2.3. Strategic Issues.....	38
CHAPTER THREE: STRATEGIC MODEL	39
3.1. Vision Statement, Mission Statement, and Core Values.....	39
3.2. Key Result Areas (KRAs).....	40
3.3. Strategic Objectives and Strategies	41
KRA 1: Excellence in Research, Teaching and Engagement	42
Low number of publications in peer reviewed journals.....	42
Inadequate communication of research results to end-users.....	43
Low numbers of postgraduate students.....	43
Lack of skills in teaching and curriculum development	44
Low engagement with stakeholders	44
Low visibility of the University	45

KRA 2: Facilities and Learning Environment	46
Inadequate Telecommunication and ICT infrastructure	46
Inadequate enterprise administrative information systems	46
Sub-optimal ICT security systems	46
Ineffective security systems	47
Lack of adequate library facilities.....	47
Lack of access to affordable and quality education	47
Lack of waste water management infrastructure	48
Inadequate water supply.....	48
Inadequate medical facilities.....	48
Low farm production	48
Incomplete structures and facilities.....	49
KRA 3: Student Affairs	49
Inadequate guidance and counselling services.....	49
Inadequate catering and accommodation service.....	49
Inadequate funding for Co-Curricula activities.....	49
KRA 4: Human Resource Experience.....	50
Lack of flexi work environment framework	50
Ineffective new Employee Welcome (Induction) Programme.....	50
Absence of Talent Development Programmes (TDP)	51
Lack of institutional Change Management strategy.....	51
Lack of succession management framework	51
Ineffective Performance Management system	51
KRA 5: Finance and Resource Mobilization	52
Lack of a resource mobilisation strategy	52
Lack of a grants management system	52
Weak budgeting process	52
Low revenue streams	52
KRA 6: Strategic Management, Leadership and Good Corporate Governance	53
Lack of entrenchment of Good corporate governance practices.....	53
Weak Risk management practice	53
Inadequate corporate social responsibility (CSR).....	53

Gender Imbalance in University Management	54
CHAPTER FOUR: IMPLEMENTATION AND COORDINATION FRAMEWORK.....	55
4.1. Structure of the Organization	55
4.2. Staff Establishment	56
4.2.1. Human Resource/ Capital Management and Development Strategies..	Error! Bookmark not defined.
4.3. Financial Resources	60
4.3.1. Financial Resource requirements	60
4.3.2. Resource Gaps.....	61
4.3.3. Resource mobilization strategies.....	61
4.3.4. Resource Management.....	62
4.4. Business Process Re-Engineering.....	62
4.5. Risk Analysis and Mitigation measures.....	63
CHAPTER FIVE: MONITORING, EVALUATION AND LEARNING FRAMEWORK.....	66
5.1. Monitoring	66
5.2. Evaluation	66
5.3. Learning	67
5.4. Monitoring, Evaluation and Learning Framework.....	68
ANNEXES	I
Annex 1: Strategic Plan Implementation Framework.....	I
Annex 2: University Governance Structure	XXXIV
Annex 3: University Administrative Organogram	XXXV

List of Tables

Table 1: Current Schools, Departments and Programmes

Table 2: Current Schools, Departments and Proposed Departments, Programmes

Table3: Undergraduate student enrolment (2018-2023)

Table 4: Projected student annual intake (2023-2028)

Table 5: Trends in number of universities in Kenya

Table 6: SWOT analysis

Table 7: PESTEL Analysis

Table 8: Stakeholders Analysis

Figures

Figure 1: TTU core mandate areas

Figure 2: Research areas

Figure 3: Trend in government funding to public universities in Kenya (Source: Economic Survey, 2022)

Figure 4: Number of students enrolled for degree programmes in Kenyan universities from 2018-2022 (Source: Economic Survey, 2022)

Figure 5: Number of government-sponsored students enrolled for degree programmes in Kenyan universities from 2018-2022

EXECUTIVE SUMMARY

Taita Taveta University (TTU), otherwise known as the Home of Ideas, is a public university that has matured over the years and cut a niche that sets her apart as Kenya's university of mining and natural resource management. This position grants TTU a shared pedigree, tradition, and pride of place with world leading universities.

TTU is governed by the University Council appointed by the Ministry of Education (MoE) as mandated by the Constitution of Kenya 2010 and the Universities Act No. 42 of 2012. TTU is mandated to advance knowledge through teaching and research, promote learning, and foster cultural and social life. The Government of Kenya has adopted various policies to promote university education, such as Kenya Vision 2030, Policy Framework for Education and Training, and Education for Sustainable Development (ESD) Policy for the Education Sector.

The number of universities in Kenya has been increasing; however, there has been no corresponding increase in government funding and student enrolment. The future of higher education in Kenya rests on a deliberate step by universities to re-engineer themselves and adopt technology, aggressive marketing, and a borderless global mindset to attract more students. TTU is contributing to the national and international agenda, such as the Sustainable Development Goals (SDGs), Vision2030, and the African Union's Agenda 2063, by developing capacity and innovations in its core mandate areas of research, teaching, and outreach.

This 2023-2028 Strategic Plan presents a review of the preceding 2018-2023 Strategic Plan. The review is intended to identify the achievements, challenges, and lessons learnt to inform the development of this new five-year Strategic Plan. Through comprehensive document reviews, stakeholder consultations, and a strategy review workshop, the review found that TTU experienced key milestones in the following areas:

- a) International and local linkages and collaborations;
- b) Infrastructure development;
- c) Land acquisition,
- d) Human resource development;
- e) CEMEREM Phase III Project, 2021 - 2025
- f) Establishment of a TVET directorate.

Challenges and lessons from the Preceding Strategic Plan

The challenges included insufficient funding for the implementation of the Strategic Plan, decline in revenues and delays in disbursement from exchequer, staff turnover, inadequate facilities, and low visibility of TTU and its programmes. The key lessons learnt from the review include the need for improved corporate presence and visibility, new resource mobilisation strategies, customer focus, mid-year and stakeholder reviews, strategic alliances and partnerships, and alignment of financial resources, human capital, systems and processes to enhance strategy execution.

This five-year strategic plan for TTU is designed to align the university's operations with the dynamic environment and National Development Agenda of Kenya Vision 2030, The 'Big Four Agenda', and the Constitution of Kenya 2010 whose end goal would be to provide a roadmap and strategic direction for TTU from 2023 to 2028.

TTU is determined to live up to her Vision: “An educated and transformed society in sustainability of natural resources”. The Mission remains “To be a University for research, education, teaching and community services in management of mineral and other natural resources”. The new 2023-2028 Strategic Plan aims at advancing the central transformational agenda for the University including internationalisation and the PhD Academy. The University will continue to address six key result areas in the new Strategic Plan as follows: excellence in research, teaching and engagement; facilities and learning environment; student affairs; human resource experience; financing and resource mobilisation; and strategic management, leadership and good corporate governance.

This Strategic Plan has been organised and articulated in five chapters. Chapter 1 is the introduction, which covers the background to the Institution, the University’s mandate, operating policy and the current programmes and student enrolment trends. Chapter 2 reviews the implementation of the SP 2018-2023 and the situational analysis using a stakeholder analysis as well as SWOT and PESTEL models. Chapter 3 details the Strategic Model, which highlights the vision, mission, and core values and the Key Results Areas of the Institution. Chapter 4 details the implementation and coordination framework covering the human and financial resources and mobilisation strategy, complete with alternative sources that involve a radical but innovative departure from traditional sources, hence the pursuit of diversity, laser-focused entrepreneurial action, and innovative partnerships. Chapter 5 covers the monitoring, evaluation and learning framework including structures for accountability and reporting. There is an annex at the end, which shared additional reference data and information that informed the drafting of the Strategic Plan.

CHAPTER ONE

INTRODUCTION

This chapter provides a background of Taita Taveta University, its mandate and roles, and contributions to the national development. It also provides the education sector outlook in Kenya.

1.1. Background

Taita Taveta University (TTU) was chartered on the 7th October 2016, having started as a campus of Jomo Kenyatta University of Agriculture and Technology (JKUAT) on 5th September 2007 and becoming a Constituent College of JKUAT on the 18th October 2011 through a legal notice No. 156. By the time of charter award, TTU had a portfolio of seventeen (17) programmes across four (4) Schools: School of Agriculture, Earth and Environmental Sciences (SAEES), School of Business, Economics and Social Sciences (SBESS), School of Mines and Engineering (SME), and School of Sciences and Informatics (SSI). School of Education (SE) has since been added to the fold.

The University is located within the Tsavo eco-region in Taita Taveta County, a County endowed with mineral deposits. The University is an active partner and player in the “*Jumuiya ya Kaunti za Pwani*”. With the increasing significance of Oil, Gas and Minerals industry in Kenya, TTU has made a name as the Mining University of Kenya, offering niche Undergraduate and Postgraduate courses in Mining and Mineral processing engineering. It is also the home of the 8th German Centre of African Excellence, the Centre of Excellence in Mining, Environmental Engineering and Resource Management (CEMEREM). Consistent with the Vision 2030, CEMEREM intends to supply well-educated and trained engineers, managers and experts for the mining sub-sector, specifically, and the natural resources sector, in general.

The current student population at TTU is more than 3000, across PhD, Master, Undergraduate, Diploma and Certificate programmes. Through CEMEREM, DAAD has awarded a number of post graduate scholarships tenable at TTU. The University enjoys a regular presence of international scholars through its international linkages with reputable Universities across the world. To bolster technical training at Diploma and certificate levels, TTU has established Technical and Vocational Education and Training (TVET) directorate, in compliance with Technical and Vocational Education and Training Authority (TVETA)

Programmes Offered at Taita Taveta University

Table 1: Current Schools, Departments and Programmes

School	Department	Programmes
School of Agriculture, Earth and Environmental Sciences (SAEES)	Agricultural Sciences	Bachelor of Science in Agriculture Bachelor of Science in Agri-Business Management Bachelor of Science in Agricultural Education and Extension Bachelor of Science in Horticulture Master of Science in Applied Crop Science PhD in Crop Science
School of Business, Economics and Social Sciences (SBESS)	Business and Management Sciences	Diploma in County Governance Diploma in Purchasing and Supplies Management Bachelor of Business and Information Technology Bachelor of Commerce Bachelor of Purchasing and Supplies Management Master of Business Administration Master of Business Administration (NRM) PhD in Business Administration
	Economics, Entrepreneurship and Social Sciences	Bachelor of Economics Bachelor of Entrepreneurship and Small Business management
School of Education	Department of education	Bachelor of Education (Science)
School of Mines and Engineering (SME)	Mining and Mineral Processing Engineering (MMPE)	Bachelor of Science in Mining and Mineral Processing Engineering Master of Science in Mining Engineering Master of Science in Process Engineering Master of Science in Environmental Engineering PhD in Mining Engineering PhD in Environmental Engineering
School of Science & Informatics (SSI)	Mathematics, Statistics and Physical Sciences	Bachelor of Science in Statistics Bachelor of Science in Mathematics and Computer Science Bachelor of Science in Analytical Chemistry Bachelor of Science in Applied Physics Bachelor of Science in Industrial Chemistry Master of Science in Applied Statistics Master of Science in Data Sciences and Analytics Master of Science in Mathematical Modelling

School	Department	Programmes
	Informatics and Computing	Certificate in Information Technology Diploma in Information Technology Bachelor of Science in Information Technology Bachelor of Science in Geo-informatics Master of Science in Computer Systems Master of Science in Geo-informatics Master of Science in Information Technology

Table 2: Proposed Departments and Programmes

School	Proposed (New)	
	Department	Programmes
SAEES	Agricultural Sciences	<ul style="list-style-type: none"> • Diploma in Agriculture • Bachelor of Science in Food Science and Technology • Bachelor of Science in Rangeland Ecosystem Management • Bachelor of Science in Agricultural Economics • MSc Climate Smart Agriculture • MSc Rangeland Ecosystem Management • MSc Agribusiness Management • MSc Agricultural Economics
	Environmental Studies and Community Development	<ul style="list-style-type: none"> • Bachelor of Science in Sustainable Community Development • Bachelor of Science in Psychological Sciences • Bachelor of Arts in Peace and Justice Studies • Bachelor of Science in Social Work • Bachelor of Arts in Performing Arts • MSc Sustainable Environmental Management
	Animal Health	<ul style="list-style-type: none"> • Certificate in Animal Health • Diploma in Animal Health • Bachelor of Science in Animal Health
	Earth Sciences	<ul style="list-style-type: none"> • Bachelor of Science in Geology • MSc Geosciences • MSc Hydrology
	Hospitality and Catering	<ul style="list-style-type: none"> • Diploma in Hospitality and Catering • Bachelor of Arts in Hospitality and Catering • Bachelor of Arts

School	Proposed (New)	
	Department	Programmes
	Wildlife Management	<ul style="list-style-type: none"> • Bachelor of Science in Biodiversity Conservation • Bachelor of Science in Wildlife Conservation • MSc in Ecology
	Human Biology and Ecology	<ul style="list-style-type: none"> • Bachelor of Arts in Human Ecology • Bachelor of Arts in Cultural Anthropology • Bachelor of Science in Kinesiology • MSc Human Biology
SBESS	Business and Management Sciences	<ul style="list-style-type: none"> • Diploma in Transport & Logistics • Diploma in Clearing & Forwarding • Diploma in Business Administration • Bachelor of Tourism and Hospitality Management • Bachelor of Science Project Management • MSc. Procurement and Logistics • MSc Strategic Management • MSc Project Management • MSc Monitoring and Evaluation • MSc Marketing • MSc Human Resource Management • MSc Finance • MSc Banking and Finance • MSc Accounting • PhD in Supply Chain Management • PhD in Strategic Management • PhD in Human Resource Management • PhD in Finance and Accounting
	Economics and Enterprise Development	<ul style="list-style-type: none"> • Bachelor of Economics and Finance • Bachelor of Economics and Statistics • MSc in Economics • MSc Enterprise Development and Innovations Management
	Social Sciences	<ul style="list-style-type: none"> • Bachelor of Sociology • Bachelor of Development Studies • Bachelor of Arts in Geography • Bachelor of Public Administration and Management • Diploma in County Governance

School	Proposed (New)	
	Department	Programmes
SE	Educational Foundations	<ul style="list-style-type: none"> • Bachelor of Education (Arts) • Master of Education (History of Education) • Master of Education (Philosophy of Education) • Master of Education (Sociology of Education) • Master of Education (Comparative Education and International Studies) • Master of Education (Health Education) • Master of Education (Adult Education) • PhD Education (History of Education) • PhD Education (Philosophy of Education) • PhD Education (Sociology of Education) • PhD Education (Comparative Education and International Studies) • PhD Education (Health Education) • PhD Education (Adult Education)
	Educational Psychology	<ul style="list-style-type: none"> • Bachelor of Arts (Psychology) • Master of Education (Educational Psychology) • Master of Education (Counselling Psychology)
	Curriculum Instruction and Educational Communication & Technology	<ul style="list-style-type: none"> • Bachelor of Education (Science) • Master of Education (Curriculum and Instruction) • Master of Education (Educational Communication and Technology) • Master of Education (Mathematics Education) • Master of Education (Chemistry Education) • Master of Education (Physics Education) • Master of Education (Biology Education) • Master of Education (Computer Education) • PhD Education (Mathematics Education) • PhD Education (Chemistry Education) • PhD Education (Physics Education) • PhD Education (Biology Education) • PhD Education (Computer Education)
	Educational Administration and Planning	<ul style="list-style-type: none"> • Master of Education (Educational Administration) • Master of Education (Educational Planning) • PhD Education (Educational Administration) • PhD Education (Educational Planning)

School	Proposed (New)	
	Department	Programmes
SME	Mining and Mineral Processing Engineering	<ul style="list-style-type: none"> • Diploma in Mining Engineering • Diploma in Petroleum Engineering • Bachelor of Science in Petroleum Engineering • Bachelor of Science in Geological Engineering • MSc Mining Engineering • PhD in Mining Engineering • PhD in Petroleum Engineering
	Geo-Civil and Environmental Engineering	<ul style="list-style-type: none"> • Diploma in Civil Engineering • Bachelor of Science in Geomatic Engineering • Bachelor of Science in Civil Engineering • MSc Civil Engineering • MSc Environmental Engineering • MSc Geomatic Engineering • PhD in Environmental Engineering
	Mechanical Engineering	<ul style="list-style-type: none"> • Diploma in Reverse Engineering • Diploma in Mechanical Engineering • MSc Mechanical Engineering • PhD in Mechanical Engineering
	Materials and Metallurgical Engineering	<ul style="list-style-type: none"> • Bachelor of Science in Material Science and Engineering • MSc Material science and Engineering • MSc Process Engineering • PhD in Process Engineering
	Electrical Engineering Department	<ul style="list-style-type: none"> • Diploma in Electrical and Electronic Engineering • Bachelors of Science in Electrical and Electronics Engineering • MSc Electrical and Electronics Engineering
SSI	Mathematics and Statistics	<ul style="list-style-type: none"> • Bachelor of Science in Biostatistics • Bachelor of Science in Financial Engineering • Bachelor of Science in Biomathematics • Bachelor of Science in Data Science & Analytics • PhD Pure Mathematics • PhD Biostatistics • PhD Financial Engineering • PhD Applied Mathematics • PhD Statistics

School	Proposed (New)	
	Department	Programmes
		<ul style="list-style-type: none"> • PhD Pure Mathematics
	Informatics and Computing	<ul style="list-style-type: none"> • Bachelor of Science in Computer Technology • Bachelor of Science in Computer Science • Bachelor of Science in Applied Informatics • Master of Science in Artificial Intelligence • Master of Science in Software Engineering • PhD Information Technology • PhD Computer Science • PhD Artificial Intelligence • PhD Software Engineering
	Physical Sciences	<ul style="list-style-type: none"> • Bachelor of Science • MSc Environmental Chemistry • MSc Chemistry • MSc Physics • PhD Environmental Chemistry • PhD in Chemistry • PhD in Physics

Student Enrolment

Table3: Undergraduate student enrolment (2018-2023)

School	Year					
	2018	2019	2020	2021	2022	2023
School of Mines & Engineering	174	162	151	118	61	100
School of Business, Economics, and Social Sciences	751	724	650	477	432	600
School of Science and Informatics	310	400	250	152		250
School of Agriculture, Earth, and Environmental Sciences	71	55	65	75	60	54
School of Education	92	296	528	725	885	993
School of Health Sciences	0	0	0	0	0	0
TOTAL	1398	1637	1644	1547	1438	1747

Table 4: Projected student annual intake (2023-2028)

School	Year					
	2023	2024	2025	2026	2027	2028
School of Agriculture, Earth, and Environmental Sciences	100	105	110	116	122	128
School of Business, Economics, and Social Sciences	400	420	441	463	486	510
School of Education	200	210	221	232	244	256
School of Mines & Engineering	100	105	110	116	122	128
School of Science and Informatics	250	263	276	290	305	320
TOTAL	1050	1103	1158	1217	1279	1342

1.2. Mandate and Role of a University

The core functions of the University are as expressly provided for in the University charter and the Universities Act No 42 of 2012 as follows:

- a) Advancement of knowledge through teaching, scholarly research and scientific investigation
- b) Promotion of learning in the student body and society
- c) Promotion of cultural and life of society
- d) Support and contribution to the realization of national economic and social development
- e) Promotion of the highest standards in and quality of teaching and research
- f) Education, training and retraining higher level professional, technical and management personnel
- g) Dissemination of the outcomes of the research conducted by the university to the general community
- h) Facilitation of life-long learning through provision of adult and continuing education
- i) Fostering of a capacity for independent critical thinking among its students
- j) Promotion of gender balance and equality of opportunity among students and employees
- k) Promotion of equalization for persons with disabilities, minorities and other marginalized groups.

Policy and legal framework

Taita Taveta University is a public University governed by the University Council, which is appointed by the Ministry of Education (MoE). MoE derives its mandate from the Constitution of Kenya 2010, Chapter Four, Articles 43, 53, 54, 55, 56, 57, and 59. Furthermore, the Fourth schedule of the Constitution of Kenya, Articles 185(2), 186(1) and 187(2) classifies University education as a national government function.

The Universities Act No. 42 of 2012 guides the management and operations of Universities in Kenya and the act is operationalized through the University regulations, 2014. Through the Act, the Commission for University Education (CUE) was established to regulate and accredit universities and university academic programmes, set standards and assure relevance in the quality of university education, monitoring and evaluation of universities to ensure compliance with set University Standards and Guidelines, 2014. The Taita Taveta University Charter 2016 and Taita Taveta University Statutes 2017 are the other legal instruments of accreditation that authorize the institution to discharge its mandate.

The government of Kenya has also adopted various general and specific policies having strong bearing on education. The most recent ones include:

- Kenya Vision 2030 which places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills and competences, and strong public and private sector partnerships. Vision 2030 is implemented in 5-year medium term plans.
- The fourth Medium Term Plan of Vision 2030 (2022) which under the social pillar and enablers puts emphasis on TVETs, integration of ICT in learning and Strengthening Science, Technology, Engineering and Mathematics (STEM).
- Policy Framework for Education and Training (2012) that envisages a curriculum that successively develops the knowledge, skills, competencies, as well as lifelong learning to meet the human capital needs of the country.
- Sessional Paper No. 14 of 2012 on Reforming Education and Training Sector in Kenya, which underpins expansion of University education and institutionalizes the National Qualifications Framework.
- Education for Sustainable Development (ESD) Policy for the Education Sector (2017) which provides for a holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment to achieve societal transformation and sustainable development.

1.3. Role of TTU in the National Development Agenda

TTU has been undertaking its core mandate in research, teaching and outreach as illustrated in Figure 1. TTU contribution towards both Economic and Social development is through building capacity and developing cutting-edge innovations in these areas of focus.

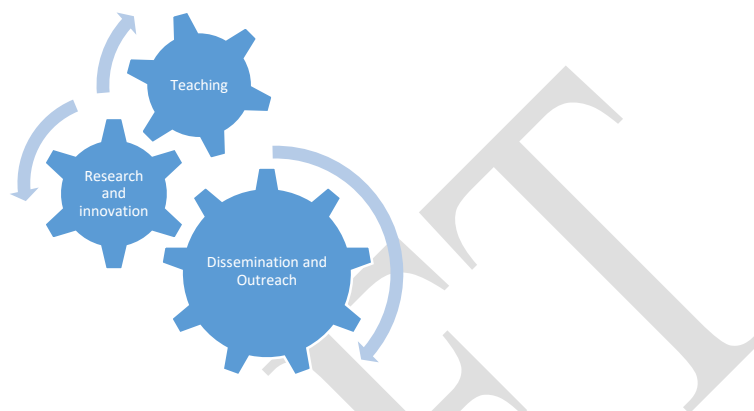


Figure 1: TTU core mandate areas

In doing this, TTU is responding to national and international agenda such as the Sustainable Development Goals (Goal 1 for ending poverty in all forms; Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture; Goal 14 Conserve and sustainably uses the oceans, seas, and marine resources for sustainable development), Vision 2030, and Agenda 2063, among many other initiatives. The key thematic areas of research are presented in Figure 2.

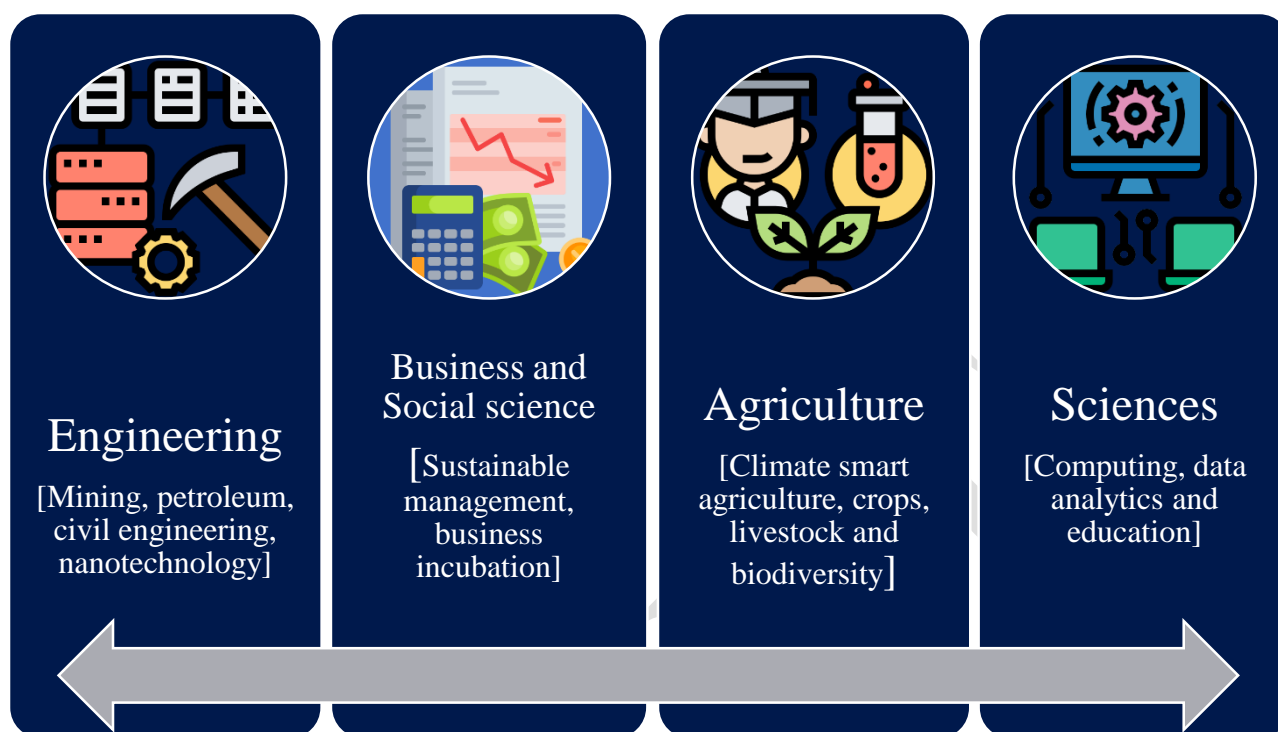


Figure 2: Research areas

1.4. Education Sector Outlook

Education is a basic human right. It remains one of the powerful drivers of development and key instrument for poverty reduction, and improved living standards. Furthermore, education delivers great, reliable returns in terms of income, and is critical to ensure equity and inclusion.

A good education system is expected to respond to the social, economic and political objectives of a country. University education is anticipated to play a critical role in driving the socio-economic development of a country, through training of required human capital, fostering innovation, generating and disseminating the knowledge required for a knowledge-driven economy.

The world is just making its way out of two years of a global pandemic, considered the most disruptive and transformative period for the modern world. The COVID-19 pandemic has affected many sectors, and higher education was not spared. The pandemic has greatly impacted the way most Universities are doing their business and how the stakeholders, including students, are viewing the University and its services. The Universities have been impelled to dramatically change their modus operandi and shifted its gears to meet the expectations and needs of students, the economy, and the many stakeholders within the higher education ecosystem. Changes in how students learn, what they expect to learn, and where they come from are three key factors currently trending. Universities now clearly understand that they are going to have to change their current

funding models as well as reengineer the programmes and products that they are offering to remain competitive, both locally and globally.

In Kenya, like elsewhere in the world, growth in public sector universities has been complemented by that in private universities. Table 5 shows the number of Universities in Kenya disaggregated by university type and year. The number of universities has been increasing. Figure 4 presents the government funding that was disbursed to the public universities during the period 2017-2021.

Table 5: Trends in number of universities in Kenya (Source: Economic Survey, 2022)

Year	Public University			Private University		
	Chartered Universities	Constituent colleges	Total	Chartered Universities	Constituent colleges (and with interim letter)	Total
2017	31	5	36	18	17	35
2018	31	6	37	18	19	37
2019	31	6	37	19	18	37
2020	31	7	38	20	16	36
2021	32	9	41	21	15	36

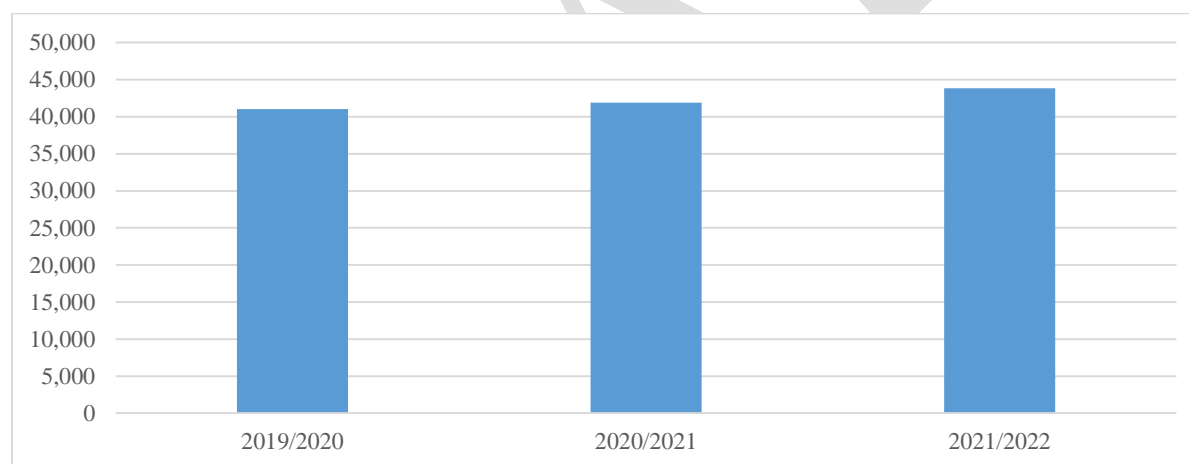


Figure 3: Trend in government funding to public universities in Kenya (Source: Economic Survey, 2022)

Figure 4 presents enrolment of students in universities from 2018/19 to 2021/22 academic years disaggregated by public/private University.

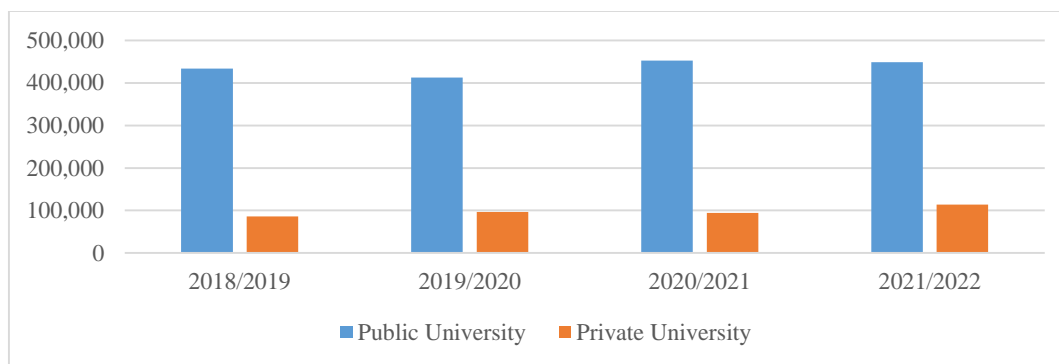


Figure 4: Number of students enrolled for degree programmes in Kenyan universities from 2018-2022 (Source: Economic Survey, 2022)

Based on Table 5, Figure 3 and Figure 4, there has been an increase in the number of universities but the funding and enrolment has remained almost the same. Given that the main sources of revenues for public universities in Kenya is Appropriation-in-Aid, through students' fees collection and capitation from government, this has a huge impact on the financial stability of the universities. While there has been a general rise in societal demand for university education, the operating costs to provide these have risen and public support for universities has generally stagnated. The poor financial performance of the universities has had dire consequences for university education including, stifling university growth, poor service delivery, exodus of academic staff seeking better pay elsewhere, student unrest, and inhibited creativity and innovation. Opportunities exists for tapping resources from development partners while undertaking research, and growing research facilities and infrastructure.

There has been a shift in policy in Kenya in terms of placements of government-sponsored students into both public and private universities. The number of Government sponsored students placed to public and private universities by the Kenya Universities and Colleges Central Placement Service (KUCCPS) from 2017/18 to 2021/22 is shown in Figure 5.

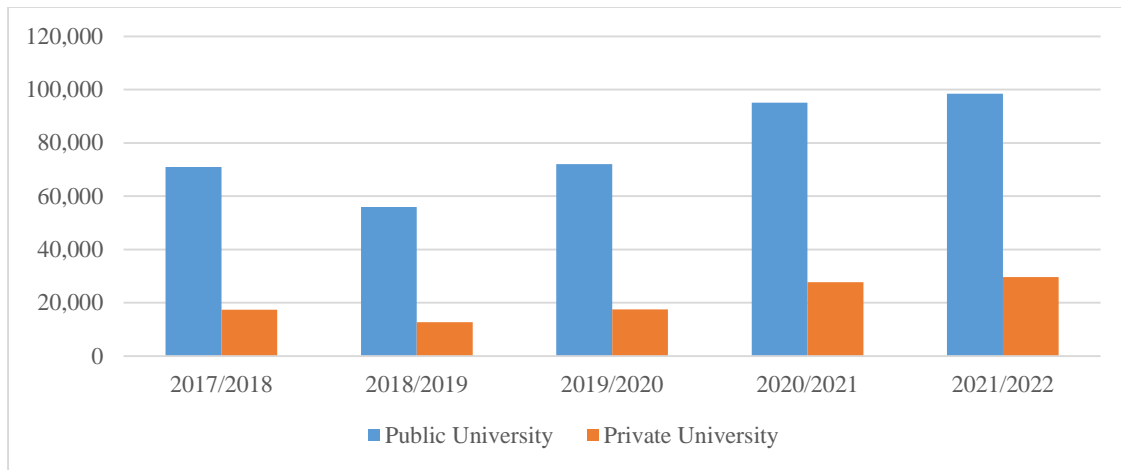


Figure 5: Number of government-sponsored students enrolled for degree programmes in Kenyan universities from 2018-2022 (Source: Economic Survey, 2022)

The future of higher education in Kenya is pegged on the ability of the universities to reengineer themselves. Currently, universities have been forced to rethink and adapt along the lines of technology, aggressive marketing and globalization. In order to attract more students, universities are investing in marketing and enhancing how they deliver their messages of success. Using different marketing channels, universities share success information such as graduation ceremonies and graduation rates, publicize innovations, new academic programmes, research studies, profiles of accomplished faculty and alumni, and available scholarships. Increasingly, Universities have adopted a blended mode of teaching and learning by embracing and leveraging on technology, making the educational landscape more technology-dependent than ever before. Globalization allows universities to tap into international markets for students. Furthermore, online programmes provide opportunities to attract international students and increase revenues. Reversing and mitigating the impact of the COVID-19 pandemic on the Kenyan higher education sector will require additional resources and new ways of doing business including technological shifts. Debates on the quality and relevance of university education in Kenya has taken centre stage and this has seen mixed signals in demand for university education from students in both public and private universities.

Fast forward, many studies still show that university attainment increases chances of being hired compared to a person without a university attainment. Furthermore, many global challenges remain unresolved; research is still at the centre of getting solutions for them. This means that Universities are still relevant. However, there are key factors that have to be considered in order for the universities to maintain their relevance and competitive edge.

- i) **Affordability of University fees:** Many University students have not been able to afford tuition fees yet stagnation of government funding to the universities might imply an increase in the fees charged. Rise of fees may have a bearing on number of students enrolled.

- ii) **Changing demographic characteristics of students:** There is a larger number of students in the age of 17-24 in the university and their preferences and behaviour have changed given the different technological advancements seen in the recent past.
- iii) **Accommodating non-traditional students and blended form of learning:** These include students who study while working hence require flexible learning arrangement rather than the 7am-6pm arrangement. To accommodate the educational needs of non-traditional students, institutions gear towards a flexible learning ecosystem. This includes online platforms, which allow flexible learning management. Such systems also accelerate course completion by offering additional courses.
- iv) **Increase in resource mobilization campaigns:** Given the reduction of government funding and A-in-A collection, there is increased need to seek alternative sources of funding including expanding the network of development partners and wooing private donors.
- v) **Advent of Competency-Based Curriculum:** The introduction of the CBC curricula in the lower education sector offers a new value proposition for universities. This means that the universities need to retool and plan to receive the new students in this new curriculum.

CHAPTER TWO

SITUATIONAL ANALYSIS

The Strategic Plan (2023-2028) is informed by among others, TTU's key achievements, challenges and lessons learnt during the 2018-2023 plan period. This section covers the analysis of the strengths and weaknesses, opportunities and threats (SWOT) to TTU that can be taken advantage of and/or must be dealt within the new Plan's period. It also covers the political, Economic, Social, Technological, Environmental and Legal (PESTEL) factors, which are likely to influence the activities of TTU in the Plan period. To set the stage for the SWOT and PESTEL analyses, the section examines the performance of the 2018-2023 Strategic Plan.

2.1. Implementation Review of TTU Strategic Plan 2018-2023

2.1.1. Key Achievement

In the 2018-2023 Strategic Plan period, TTU achieved the following milestones:

a) Improved Partnerships, Linkages and Collaborations

The University enhanced its international linkages by signing Memoranda of Understanding (MoU) with Wuhan Institute of Technology, Colorado School of Mines, University of Mines and Technology (UMaT), University of Helsinki, Coast Institute of Technology (CIT) and Voi Gemstone Value Addition Centre. The University also secured the Third Phase of funding for the Centre of Excellence for Mining, Environmental Engineering and resource Management (CEMEREM) that has been critical for staff and students exchange, postgraduate scholarships, and collaborative research and teaching. Through CEMEREM, the University was further connected to Digital Initiative for African Centres of Excellence (DIGI-FACE), an online platform providing teaching, learning, research, and communication opportunities for Higher Education Community in Africa.

b) Improved Teaching and Research Infrastructure

Phase I of the Mining Complex was completed, providing 10 additional lecture rooms. The University was also able to equip GIS Lab and Multimedia Centre (to support Online and Distance Learning (ODEL)). Biogas, Sun Meets Water (SuMeWa) and Agri-Photovoltaic research projects were revamped. The improved facilities have an impact on both lecturers and student outcomes at TTU. Increment of lecturer rooms and learning equipment provides a serene environment, which allows students to focus on the core business of learning, and boosts their esteem on the relevance of what they are learning given that they interact with industry calibre equipment. For lecturers and researchers, such facilities increases their research output and ability to interact and make meaningful collaborations with researchers from other institutions.

c) Acquisition of Additional Land

In the Plan period, the University was able to receive a title deed for the 60 acres of land in Ngerenyi teaching-learning facility. Further, the University received an allotment letter for the 1000 acres of land donated to the University by Isanga Iwishi Group Ranch. Processing of title for the land also commenced. This gives the University more flexibility to enable reach its mandate of making education accessible. In particular, this will enable taking education closer to the people thus enhancing access and affordability of education as a pillar for development in line with Kenya Vision 2030.

d) Human Resource

The University recruited a total of 16 members of academic staff during the mentioned period. Another 7 returned from study leave and resumed their teaching and research duties. This growth in human capacity, albeit slow, gives the University ability to discharge its mandate better through increased productivity, enhanced service delivery, and innovation. This increased capacity has bolstered teaching and research in the University.

e) Establishment of Directorates

Two new Directorates were established, namely, Open and Distance Learning (ODEL) directorate and TVET Institute directorate. The directorates have been instrumental in diversification of programmes offered in the University as well as leveraging technology to deliver education with flexibility and navigate the disruption caused by the Covid-19 pandemic.

f) Development of New Programmes

The University developed new post graduate programmes: three new doctorate programmes and three Masters programmes in niche areas. For undergraduate and diploma: six new bachelor programmes and one Diploma programme, were developed. The undergraduate and postgraduate programmes were submitted to the Commission for University Education (CUE) for accreditation as required. This new programmes at all levels have helped TTU to diversify its programme portfolio. This will bolster number of students enrolling at TTU as well as improving postgraduate students numbers. Postgraduate students provide a rich avenue for increasing publication output as well as undertaking cutting-edge research that could lead to patents and innovations.

2.1.2. Challenges

a) Insufficient funding

The 2018 – 2023 Strategic Plan had ambitious targets, which required huge capital outlays. Many of the targets, however, could not be met due to decline in government funding and constrained internal resources. Among the proposed projects which were affected were construction of modern library, security control gate, acquisition of modern ambulance, and water recycling plant.

b) Inadequate Academic Staff

The available academic staff were inadequate to effectively run the increased number of programmes. This led to increased use of part-time teaching staff, which is normally associated with delays in Semester schedules and examination processing. In some technical areas, even

getting part-time teaching staff was difficult, compelling the regular staff to take beyond the recommended workload.

c) Inadequate Teaching and Learning Facilities

The rising student numbers requires increased laboratories and lecture rooms. While tremendous improvement was made towards provision of lecture rooms, the number of laboratories and the associated equipment has stagnated. Similarly, office spaces remain inadequate for both the academic and administrative staff.

d) Low visibility of TTU and its Programmes

Visibility at the national, international, and local levels is important for any institution. This has a large bearing on enrolment numbers and opportunities for creating meaningful partnerships and collaborations locally and internationally. Despite having been chartered in 2016, TTU remains less known nationally. Many people still associate it with JKUAT, the mother University.

e) Lack of Sustainable Water Supply

The University is yet to be connected to Mzima Water Supply. Currently, it is relying on Mwamusha catchment, Kighombo, which is seasonal. Thus, periodic water shortages are experienced, affecting both students and staff. To bridge the gap from these sources, the University relies on paying for water bowzers to supply water in the University and this has huge financial implications given the daily water usage and requirements.

2.1.3. Emerging issues

a) Enrolments

There is significant decline in student enrolment in TTU programmes. Currently, the students are 2669 against a capacity of 5,400. This is highly driven by changing government policies on university students placement, number of programmes offered and the typology of programmes.

b) Challenges in implementing CBA 2017-2021

Due to inadequate capititation, the University has not been able to fully implement the duly registered Collective Bargaining Agreements (CBA) 2017-2021. Although this has been the case with most Universities, it merits attention and may need urgent resolution to avoid industrial action.

c) Fast changing technology land scape and other disruptive technologies

Use of AI and other disruptive technologies have and will continue having a bearing on how universities discharge their mandates. This has huge implications on how teaching and learning will be taking place inside and outside the lecture room, as well how assessment of these will be undertaken.

2.1.4. Lessons Learnt

a) Branding and communication

There is need to improve the corporate presence and visibility of the University through new media streams and strategies. Diversification of channels of communication is important to ensure all critical demographic groups are reached in a timely and effective manner.

b) Resource Mobilization

Over-reliance on government capitation may result in challenges in implementing programmes. There is need to develop new and innovative resource mobilization strategies to sustain the growth and development of the University.

c) Strategic Alliances and partnerships

Collaborations and partnerships are critical and different issues at hand can call for different nature of such collaborations. Some collaborations are important to ensure survival of the University while others allow the University take advantage of an opportunity. Through collaboration, better services can be delivered fast and cost-effectively.

d) Business Process re-engineering

In the light of dwindling public funding and throat-cutting competition for the few eligible students, business process re-engineering is important. It allows for improving service output in terms of quality and quantity, while minimizing costs. Many aspects of the University processes require streamlining. However, an institution needs to select few but most impactful processes to pursue instead of spreading resources too thin across multiple identified changes. This applies to capital-intensive project undertaking too.

2.2. Environmental Scan

2.2.1. SWOT Analysis

The assessment revealed the strengths, weaknesses, opportunities and threats (SWOT) as summarised in Table 6.

Table 6: SWOT analysis

Strengths	Constraints/Weaknesses
<ul style="list-style-type: none"> • Strategic location in a mineral rich county, making it more practical to train mining engineers and resource managers • Large piece of land (300 acres already titled and 1000 acres yet to be titled), providing room for easy expansion • Good networks and partnerships for collaboration in teaching and research, and for internationalisation of education • Subscription to top electronic resources to support teaching and research • Good catering, accommodation and conference facilities • Established Directorate of ODeL to capture learners who can only learn remotely and TVET directorate to capture students who are not able to obtain direct entry to University • Committed and highly professional staff • Variety of market-driven programmes • Modern engineering labs • Visionary and committed leadership 	<ul style="list-style-type: none"> • Inadequate teaching and learning facilities • Inadequate resources for staff capacity development • Inadequate specialised staff in some niche programmes • Inadequate internal fund generation • Inadequate ICT infrastructure • Lack of sustainable water supply • Low visibility
Opportunities	Threats
<ul style="list-style-type: none"> • Proximity to TSAVO Ecosystem • Increasing demand for university education and technical and vocational training in Kenya • Favourable government policy on higher and middle level education • Supportive County government • Easy access through good road network 	<ul style="list-style-type: none"> • Competition for staff and students from other public and private universities • Declining funding from GoK • Rising level of alcohol, and drug and substance abuse, and HIV /AIDS • Rising poverty levels • Youth radicalisation • Climate change • Insecurity • Covid-19 pandemic

2.2.2. PESTEL Analysis

The operating environment of TTU has been analysed through Political, Economic, Social, Technological, Environmental, and Legal (PESTEL) factors. These aspects continually influence TTU operations and they shall guide the strategies formulated.

Table 7: PESTEL Analysis

Category	Factors	Description
Political	i. Democratic Governance characterised by freedom of speech & association	The university will respect the freedom of speech and association among the staff and students in all its undertakings.
	ii. Devolved government structures	The University will devolve its management structure for effective service delivery, and for increased participation of staff and students in decision-making.
Economic	i. Declining government funding to Universities	The University will have to seek alternative sources funding and devise mechanisms for generating internal funds.
	ii. Emerging global rise in prices of food and other basic necessities	This is likely to adversely affect the students from humble backgrounds, leading to deferment of studies and/or dropout. Thus, the University may need to devise ways of cushioning the needy students.
Social	i. Gender imbalance	Affirmative action in staff recruitment and award of scholarships may be required.
	ii. Rising cases of mental health, and drugs & substance abuse	The University may have to design deliberate measures to address mental health, and drugs & substance abuse issues
Technological	i. Increasing digitalisation	The University will have to enhance e-administration, e-procurement, e-learning, e-banking e-communication and e-waste management to improve efficiency. Towards this, the University will optimise the use of Enterprise Resource Planning (ERP).
	ii. Rising cases of cyber crime	The University will have to increase investment in cyber security.
Environmental	i. Climate variability and change	Investing in climate-smart technologies: water-smart, livestock-smart and carbon-smart technologies.

Category	Factors	Description
Legal	i. The various laws: Basic Education Act (2013), the Employment Act (2007), The procurement Act (2015), The Universities Act No 42 of 2012, CUE guidelines and standards, and guidelines from the Ministry of Public Works.	In dealing with the stakeholders, the University will ensure that it adheres to the various relevant legal provisions. This will help minimise cases of litigation.
	ii. Public participation as required by Constitution of Kenya 2010	The University will ensure that it involves key stakeholder in all key policy decisions

2.2.3. Stakeholders Analysis

Stakeholder analysis

TTU recognizes the existence of a number of stakeholders with diverse interests and influence on the conduct of its activities. The major stakeholders identified, include students, staff, Government, community, industry, development partners, research and development institutions, and institutions of higher learning all with stakes in the performance of the University. TTU acknowledges that success depends on its activities identified by her stakeholders. Stakeholder analysis shall be undertaken on a continuous basis to ensure TTU is abreast with changing needs and continuous support to the mission. Table 8 provides a summary of stakeholder analysis.

Table 8: Stakeholders Analysis

Name of stakeholders	Stakeholder's expectation from the Organization	Organization's expectations from the stakeholders
Students	<ul style="list-style-type: none"> • Quality and affordable programmes • Conformance of the academic programmes to relevant professional and regulatory bodies • Health and recreation facilities • Conducive learning environment • Safe accommodation • Quality and affordable catering services • Healthy, safe and secure environment • Reliable academic calendar • Provision of a variety of academic programmes and academic freedom • Support for formal student governance structures 	<ul style="list-style-type: none"> • Punctuality and attendance of classes, complete courses and pass examinations • High levels of discipline • Compliance with the university rules and regulations • Payment of fees on time • Academic excellence • Appreciation of work and responsibilities in society • Responsible leadership
Industry	<ul style="list-style-type: none"> • Produce highly knowledgeable, skilled and competent graduates • Produce disciplined graduates 	<ul style="list-style-type: none"> • Absorb trainees for industrial attachment • Employ graduates • Contributing to curriculum review • Career talks to students and staff
Staff	<ul style="list-style-type: none"> • Sustainability of the University • Defined career progression • Healthy, safe and secure environment • Security of tenure • Staff training and development opportunities • Improved welfare services • Equity • Competitive remuneration • Pension on retirement 	<ul style="list-style-type: none"> • Quality service • Good corporate citizenship • Loyalty and honesty • Dedication • Skills improvement • Professionalism • Team work
Government	<ul style="list-style-type: none"> • Produce highly knowledgeable, skilled and competent graduates • Produce disciplined graduates • Provision of corporate social responsibility services 	<ul style="list-style-type: none"> • Adequate funding • Enabling legal and policy framework

Name of stakeholders	Stakeholder's expectation from the Organization	Organization's expectations from the stakeholders
	<ul style="list-style-type: none"> • Quality human resource capacity for national development • Programmes based on national development needs • Innovations for industrialization • Needs-based community extension and technology transfer • Proper utilization of and accounting for resources 	
Local Community	<ul style="list-style-type: none"> • Produce highly knowledgeable, skilled and competent graduates • Produce disciplined graduates • Provision of corporate social responsibility services • Provision of relevant academic programmes • Provision of leadership and mentorship programmes • Solution to problems through research • Clean environment 	<ul style="list-style-type: none"> • Good working relationship and collaboration with the University • Contribution to programme reviews • Participatory research • Uptake of developed solutions • Information
Suppliers	<ul style="list-style-type: none"> • Sustainability of the University • Good corporate governance systems • Prompt payment for delivered services 	<ul style="list-style-type: none"> • Quality and timely delivery of products and services
Research and Development Institutions and Education and Training Institutions	<ul style="list-style-type: none"> • Joint research and academic projects • Exchange programmes • Sharing the use of critical equipment and other resources • Knowledge exchange • Mutual projects support • Publication of research results 	<ul style="list-style-type: none"> • Good working relationship and collaboration with the University • Funding of research initiatives
Development Partners	<ul style="list-style-type: none"> • Produce highly knowledgeable, skilled and competent graduates • Produce disciplined graduates • Provision of relevant academic programmes • Proper utilization and accounting of resources and support provided 	<ul style="list-style-type: none"> • Provide financial and technical support to the University • Support to programme reviews

2.3. Strategic Issues

The following is the summary of the critical issues or challenges that Taita Taveta University will be addressing to achieve its vision and mission.

- a) Relevance of University Education and Students Expectations
- b) Physical infrastructure, Equipment, and facilities
- c) Student welfare services
- d) Human Resource Management
- e) Financing and Resource Mobilization
- f) University Governance and Management Systems

CHAPTER THREE

STRATEGIC MODEL

The Strategic Model presents the direction for TTU over the next five years and beyond. Guided by a long-term vision and mission, the model identifies key strategic issues that have arisen from TTU's mandate and the operating environment including probable market disruptions. Key result areas (KRAs) have also been identified. The KRAs present specific objectives that TTU must achieve for the next five years in order to realize its vision.

3.1. Vision Statement, Mission Statement, and Core Values

Vision

An educated and transformed society in sustainability of natural resources.

Mission

To provide quality education and training, research and community service in sustainable management of minerals and other natural resources.

Core Values

TTU subscribes to Article 10 on National Values and Principles of Governance and Article 232 on values and principles of public service of the Constitution of Kenya, 2010. Our Core Value of ROQI-TAP (Results-Oriented, Quality, Innovativeness, Transparency and Accountability, and Professionalism) espouse our commitment to delivering and/or exceeding our mandate in an efficient and sustainable manner. In all our transactions, these values will be interpreted as follows:

a) Results-oriented

All our activities and actions are focused on achieving tangible goals and objectives rather than personal agenda or bureaucratic procedures.

b) Quality

We strive for excellent standards in all the services we offer to our clients and the stakeholders.

c) Innovativeness

We encourage creativity in dealing with our own challenges and those of our stakeholders. Our people must think out of the box to surmount the challenges they face either individually or as teams to achieve our objectives.

d) Transparency and Accountability

All our dealings are open and we take responsibility, either individually or collectively, for our actions.

e) Professionalism

We deploy staff according to their knowledge, skills and experience. Therefore, we embrace work ethics in provision of services. This manifests in *competence, knowledge, Conscientiousness, integrity, respect, emotional intelligence, appropriateness and confidence*.

3.2. Key Result Areas (KRAs)

In this Plan period, the university has identified 6 Key Result Areas as being critical for the realisation of the Vision:

- a) KRA 1: Excellence in Research, Teaching, and Engagement. The aim is to increase research output and to enhance academic and engagement capacity for more impact.
- b) KRA 2: Facilities and Learning Environment. This targets provision of high quality infrastructure and effective information system that support teaching and Learning.
- c) KRA 3: Student Affairs. This aims at promoting health and well-being of students through guidance and counselling services, and strengthening Sports, Culture and Art.
- d) KRA 4: Human Resource Experience. This aims at attracting and retaining quality staff.
- e) KRA 5: Financing and Resource Mobilization. This aims at insuring that TTU has adequate resources to enable continuation of quality service delivery and support sustainability.
- f) KRA 6: Strategic Leadership, Management, and Good Corporate Governance. This aims at building an environment of trust, transparency and accountability necessary for fostering sustainability, stronger growth and more inclusive TTU.

The strategic objectives and the strategies associated with the KRA are outlined in section 3.3

3.3. Strategic Objectives and Strategies

Key Results Areas/ Strategic Focus Areas	Strategic Issue	Strategic Objectives (what the organization commits to accomplish in the long term)	Strategies (the means, the ways, how's and methods for accomplishing the objectives)
---	------------------------	---	---

KRA 1: Excellence in Research, Teaching and Engagement	Limited quality research innovations and patents	To promote the output of quality innovations annually	<ul style="list-style-type: none"> a) Establish a Directorate of Research and Innovation b) Build the capacity of staff to write winning research proposals and manage research projects c) Allocate resources for Research Assistantships in each department d) Allocate internal resources for research and innovation in thematic areas e) Allocate resources for faculty exchange programmes f) Equip research laboratories g) Enhance the capacity of procurement and finance departments to support high throughput research h) Review research policy to promote registration of innovations, patents and copyrights i) Identify and recruit research fellows j) Establish business incubation centres in Mariwenyi and Ngerenyi
	Low number of publications in peer reviewed journals	To increase the number of peer reviewed publications in diverse disciplines by 20% annually.	<ul style="list-style-type: none"> a) Train academic staff and postgraduate students on scientific writing and publishing b) Train academic staff on supervision skills c) Write proposals to potential donors to increase the number of scholarships for TTU graduates d) Support staff to publish in high-ranking journals e) Establish categories of reputable journals that staff and students should publish in

	Inadequate communication of research results to end-users	To promote approved university research innovations for adoption by end-users	<ul style="list-style-type: none"> a) Promote participation of staff in at least one conference/workshop annually b) Hold an annual exhibition targeting various stakeholders c) Hold an international conference at least once every two years d) Develop and implement fundraising strategies to facilitate outreach activities e) Participate in external exhibitions f) Establish a Centre of Excellence in Sustainable Community Development and Empowerment and/or Centre of Excellence in Extension as focal points to promote the university
	Low numbers of postgraduate students	To increase the number of postgraduate students enrolled in the university five-fold in the next five years	<ul style="list-style-type: none"> a) Develop more and diverse demand-driven academic programmes at postgraduate levels b) Activate the Board of Postgraduate Studies c) Develop publicity action plans targeting various audiences to promote postgraduate programmes d) Review fees charged to students to position TTU as an affordable and competitive institution e) Enhance student exchange programmes that increase the visibility of TTU f) Develop joint postgraduate programmes in partnership with established universities g) Establish postgraduate scholarship schemes

	Lack of skills in teaching and curriculum development	To improve the quality of teaching and curriculum development	<ul style="list-style-type: none"> a) Build the capacity of all academic staff in pedagogical skills b) Provide continual training in use of open, distance and e-learning platforms c) Review academic programmes d) Build the capacity of staff and students to access electronic information resources e) Improve library resources and off-campus access f) Enhance student-centered learning infrastructure
	Low engagement with stakeholders	To enhance engagement with industry, alumni and community	<ul style="list-style-type: none"> a) Organize regular open days targeting various stakeholders b) Establish a public liaison desk for providing information to stakeholders c) Conduct annual tracer studies to track alumni career progress d) Collaborate with the community to identify challenges, develop and implement empowerment and mitigation strategies e) Involve alumni and other stakeholders in development of academic programmes f) Identify potential industry partners and sign MoUs and MoAs with them g) Enhance partnerships with industry and government h) Develop an action plan to implement the MoU with the County Government of Taita Taveta

	Low visibility of the University	To enhance visibility of the university to local, national and international stakeholders	<ul style="list-style-type: none"> a) Organize periodic physical and virtual outreach activities b) Develop print and electronic publicity materials for distribution to stakeholders
		Professionalise advertisement and marketing of the university	<ul style="list-style-type: none"> a) Recruit brand ambassadors for TTU b) Procure professional marketing services to brand and market the university c) Develop and implement TTU branding and marketing strategy

KRA 2: Facilities and Learning Environment	Inadequate Telecommunication and ICT infrastructure	Improve the levels of Telecommunication and ICT infrastructure within the University premises	<ul style="list-style-type: none"> a) Develop and implement a Telecommunication plan b) Install Fibre backbone c) Provide a modern high-performance network for improved wireless connectivity and managed network services d) Acquire server facilities for improved efficiency and data management e) Purchase additional computers each year to progressively attain one-to-one user-computer ratio f) Safely dispose obsolete computers and other electronic wastes
	Inadequate enterprise administrative information systems	To provide secure, effective information system that supports business continuity and high-quality information	<ul style="list-style-type: none"> a) Assess and manage risks to information security and business continuity b) Develop and implement policies and procedures for secure information management c) Implement security controls and measures to mitigate against data breaches and other security threats d) Develop and implement a disaster recovery plan e) Monitor and track the effectiveness of the information system f) Provide training and support to employees g) Continuously improve the information system
	Sub-optimal ICT security systems	To enhance information security systems	<ul style="list-style-type: none"> a) Conduct a comprehensive security assessment b) Develop and implement a security strategy and plan c) Develop procedures for information security d) Train ICT personnel on information security best practices e) Undertake regular sensitisation of staff on IT security f) Monitor and evaluate the effectiveness of the security systems

	Ineffective security systems	To modernise the security management of the University property	<ul style="list-style-type: none"> a) Map out and prioritise University critical infrastructure b) Conduct a security needs assessment c) Develop a security implementation plan
	Lack of adequate library facilities	To construct a modern library facility	<ul style="list-style-type: none"> a) Develop a concept note and seek approval from the parent ministry for the modern library b) Source for funding for the modern library c) Construct the facility d) Equip the facility with modern equipment and accessories
	Lack of access to affordable and quality education	To increase access to quality education	<ul style="list-style-type: none"> 1. Appoint Committee to establish an E Campus 2. Develop structures for the E Campus 3. Undertake a needs assessment 4. Build a secure and robust eLearning portal 5. Set up E-learning centres 6. Procure equipment for the E Campus 7. Develop modules for eLearning material and syllabus 8. Build Staff capacity in e Content design, development and delivery 9. Undertake Work-In-Progress (WIP) seminars for research and dissemination in innovative learning, teaching and research 10. Seek accreditation from CUE 11. Upload the e-learning material to the system 12. Advertise and enrol students for the programme 13. Establish partnerships with like-minded local and international institutions

	Lack of waste water management infrastructure	To manage safe waste water disposal	<ul style="list-style-type: none"> a) Undertake an assessment to determine the projected volume of wastewater discharge b) Assess and monitor the quality of waste water produced c) Plant selected trees and grass for bio-filtration and ecosystem function
	Inadequate water supply	Improve water supply	<ul style="list-style-type: none"> a) Undertake a sustainable water harvesting programme including rain water harvesting and aquifer recharge. b) Pursue connection to Mzima water pipeline
	Inadequate medical facilities	To improve the level of medical facility from level 2 dispensary to level 4 hospital	<ul style="list-style-type: none"> a) Equip the health unit at main campus with key medical equipment and accessories b) Seek NHIF accreditation of the University health unit
	Low farm production	To increase farm productivity and market access	<ul style="list-style-type: none"> a) Refurbish and expand the dairy & chicken units b) Procure improved equipment, tools and farm inputs c) Undertake value addition d) Establish a market outlet for farm products e) Establish Tree Seedlings production (Tree nursery)

	Incomplete structures and facilities	Enhance Road Networks (Walkways, roads, buildings and signage)	<ul style="list-style-type: none"> a) Review all existing structures b) Enhance road networks (Clearly labelled roads, buildings and signage) c) Enhance parking bays
KRA 3: Student Affairs	Inadequate guidance and counselling services	To improve student guidance and counselling services	<ul style="list-style-type: none"> a) Recruit a female counsellor b) Re-tool the students' counsellor c) Recruit a substantive Dean of student
	Inadequate catering and accommodation service	To improve the quality of catering and accommodation service	<ul style="list-style-type: none"> a) Diversify the food menu b) Review the food prices regularly c) Provide stable WI-FI connection to the student hostel d) Ensure stable water supply to the student hostels e) Respond Promptly to student complaints on accommodation and catering services
	Inadequate funding for Co-curricular activities	To increase funding for Co-Curricula activities	<ul style="list-style-type: none"> a) Source for corporate sponsorship b) Review the activity fees c) Identify areas of strength, select a few activities and allocate adequate funds

	Ineffective new Employee Welcome (Induction) Programme	To establish a comprehensive programme designed to provide recruited or employees appointed to managerial positions with information to help them achieve success in their new roles and effectively participate as members of our university community	<ul style="list-style-type: none"> a) To review the existing staff induction policy b) To sensitise staff in their roles in the induction process c) Designate and train an officer at the Human Resources department to be in charge of the induction program d) Develop a template to in-build induction in appointment of new employees as well as appointment of existing staff to position of responsibility/Authority
KRA 4: Human Resource Experience	Lack of flexi work environment framework	To establish a flexible work arrangement that facilitates and responds to the novel and future work environment by 2028	<ul style="list-style-type: none"> a) Develop a flexi workplace policy b) Train and sensitise employees on flexi work c) Conduct trial run for a flexi work d) Develop and cause approval of flexi work program e) Implement the flexi work program

	Absence of Talent Development Programmes (TDP)	To identify and nurture talents and skills	<ul style="list-style-type: none"> a) Design talent development strategy b) Make talent development part of University culture c) Identify opportunities for up skilling and reskilling of staff d) Develop and provide for varied learning options and methods
	Lack of institutional Change Management strategy	Institutional change management	<ul style="list-style-type: none"> a) Appoint a change management team b) Identify and adopt a change management model c) Sensitize and empower employees on the need to embrace change d) Monitor and evaluate implementation of change in the University
	Lack of succession management framework	To embrace a succession planning in the University	<ul style="list-style-type: none"> a) Identify key areas, position and capabilities for succession planning in the University b) Identify employees with potential and assess them against the capabilities c) Develop and implement a succession plan d) Monitor and evaluate the effectiveness of the succession framework
	Ineffective Performance Management system	To deliver a performance review programme that results in relevant	<ul style="list-style-type: none"> a) Appoint University staff appraisal committee b) Align performance management with University objectives and targets c) Sensitise staff on the provision and benefits of the performance management d) Automate the staff performance management process

KRA 5: Finance and Resource Mobilization	Lack of a resource mobilisation strategy	To develop a resource mobilisation strategy.	<ul style="list-style-type: none"> a) Develop the Terms of References (ToR's.) b) Appoint a resource mobilisation committee. c) Identify potential donors d) Sensitise staff on resource mobilisation strategies e) Develop an M&E framework for the resource mobilisation
	Lack of a grants management system	To establish a grants management system.	<ul style="list-style-type: none"> a) Develop a grants management policy b) Review and realign TTU financial rules and regulations to grant management policy c) Set up and operationalize a grants office d) Build capacity of staff in grants management
	Weak budgeting process	To enhance and streamline the budgeting	<ul style="list-style-type: none"> a) Develop a user manual on programme-based budgeting b) Train and sensitise line managers on the budgeting process c) Implement the programme-based budgeting d) Develop a resource allocation and decision making process that ensures end-to-end transparency
	Low revenue streams	To enhance the revenue streams	<ul style="list-style-type: none"> a) Operationalise TTU Enterprise services b) Make catering services competitive and profitable c) Enhance the IGU Seed money Fund to support novel business ideas d) Implement strategies for commercialisation of university facilities e) Grow the University Endowment Trust Fund f) Expand external revenue streams g) Review the student fee structure h) Develop a debt collection strategy

KRA 6: Strategic Management, Leadership and Good Corporate Governance	Lack of entrenchment of Good corporate governance practices	To develop a conflict of interest guidelines	<ul style="list-style-type: none"> a) Develop and cause approval of a University conflict of interest guidelines b) Train board members and staff on the provision of the conflict of interest guidelines c) Implement the guidelines d) Monitor and evaluate the implementation of the conflict of interest guidelines
		To Institutionalise Council and management	<ul style="list-style-type: none"> a) Identify the capacity needs amongst the council members and management b) Develop and implement the capacity development plan c) Monitor and evaluate progress and make corrective actions
	Weak Risk management practice	To enhance the institutional resilience to external and internal risks	<ul style="list-style-type: none"> a) Review the University risk management policy b) Strengthen the capacity of the University risk management committee c) Sensitise Council and staff on the need and their roles on the risk management process d) Implement the risk management framework e) Monitor and evaluate the implementation of the risk management framework
	Inadequate corporate social responsibility (CSR)	To improve engagement with Community through robust Corporate Social	<ul style="list-style-type: none"> a) Set up a committee to spearhead Corporate Social Responsibility (CSR) activities b) Launch the activities identified by the CSR committee c) Monitor and evaluate the implementation of the CSR activities

	Gender Imbalance in University Management	To review and re-align the TTU Management structure to achieve gender balance	<ul style="list-style-type: none"> a) Ensure affirmative action during recruitment and promotion b) Develop and offer flexible and supportive employee benefits to attract the under-represented gender c) Undertake inclusive training and capacity building programme d) Develop and implement gender-sensitive staff mentorship programme
--	---	---	--

CHAPTER FOUR

IMPLEMENTATION AND COORDINATION FRAMEWORK

In this chapter, we examine how TTU has organised itself in terms of administrative structures to deliver its vision. The implementation requires the full involvement, effort, commitment and leadership from the University Council, Management, staff and all stakeholders. The

4.1 Structure of the Organization

Taita Taveta University has two main divisions: Administration and Academic Divisions. Administratively, the University is headed by the Vice Chancellor while the Divisions are headed by Deputy Vice Chancellors. The Divisions, the Directorates and the Departments are summarised below.

Table 2: Departments/Directorates

Division	SCHOOLS/DEPARTMENTS	DIRECTORATES
Administration, Finance & Planning	<ol style="list-style-type: none">1. Procurement2. Security3. Planning, Development & Central Services4. Human Resource5. Facilities Management6. Health Unit7. ICT8. Accommodations and Catering9. Internal Audit	<p>Directorate of Administration, Planning & Development</p> <p>Directorate of Finance</p>
Academic, Research & Outreach	<ol style="list-style-type: none">1. School of Agriculture, Earth and Environmental Sciences. (SAEES)2. School of Business Economics and Social Sciences (SBESS)3. School of Mines and Engineering (SME)4. School of Science and Informatics (SSI)5. Library6. Students Welfare7. Students Registry	<p>Directorate of Technical and Vocational Education and Training (TVET)</p> <p>Directorate of Open and Distance e-Learning (ODEL)</p> <p>Directorate of Academic Quality Assurance (AQA)</p>

For a complete Organizational Structure, see Annex 2.

4.2 Staff Establishment

4.2.1 Current Staff Establishment

TTU Staff Establishment is summarised below.

S/NO.	DESIGNATION	CIVIL SERVICE GRADE/ JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
1.	Vice Chancellor	6	1	1	0	1
2.	Deputy Vice Chancellor	6	2	2	0	2
3.	Registrar	5	2	0	2	2
4.	Professor	5	7	2	5	7
5.	Chief Internal Auditor	5	1	0	1	1
6.	Finance Officer	5	1	0	1	1
7.	University Librarian	5	1	0	1	1
8.	Associate Professor	5	10	2	8	10
9.	Deputy Registrar	5	8	1	7	8
10.	Deputy Finance Officer	5	2	1	1	2
11.	Catering Manager	5	1	1	0	1
12.	Deputy University Librarian	5	1	0	1	1
13.	Chief Procurement Officer	5	1	1	0	1
14.	Principal Technologist	4	3	1	2	3
15.	Senior Lecturer	4	28	8	20	28
16.	Estates Manager	4	1	0	1	1
17.	Senior Assistant Registrar	4	8	1	7	8
18.	Halls Manager	4	1	1	0	1
19.	Senior Accountant	4	1	0	1	1
20.	Lecturer	3	47	23	24	47
21.	Deputy Halls Manager	3	1	0	1	1
22.	Chief Technologist	3	1	0	1	1
23.	Accountant II	3	3	0	3	3
24.	Medical Officer	3	1	1	0	1
25.	Assistant Registrar	3	8	1	7	8
26.	Assistant Lecturer/ TF	3	71	31	40	71
27.	Senior Technologist	3	3	0	3	3

S/NO.	DESIGNATION	CIVIL SERVICE GRADE/ JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
28.	Senior Admin Assistant I	3	15	3	12	15
29.	Teaching Assistant	3	35	0	35	35
30.	Senior Admin Assistant II	3	5	1	4	5
31.	Senior Technologist/ Technician	3	5	2	3	5
32.	Senior Library Assistant	3	3	2	1	3
33.	In charge farm	3	1	0	1	1
34.	Procurement Officer II	3	4	1	3	4
35.	Assistant Accountant I	3	2	0	2	2
36.	Research and Outreach Officer	3	2	1	1	2
37.	Medical Lab Technologist I	3	1	1	0	1
38.	Assistant ICT Officer I	3	3	1	2	3
39.	Assistant Transport officer	3	1	0	1	1
40.	Senior Accountants I	3	6	2	4	6
41.	Senior Internal Audit Assistant	3	2	0	2	2
42.	Administrative Assistant	3	10	4	6	10
43.	Assistant Procurement Officer II	3	2	1	1	2
44.	Library Assistant II	3	5	4	1	5
45.	Sports and Games Ass. Officer I	3	4	2	2	4
46.	Students Counsellor I	3	2	1	1	2
47.	Technologist III	3	15	9	6	15
48.	Assistant Cateress II	3	4	1	3	4
49.	Senior Accountant	3	1	1	0	1
50.	Student Counsellor II	3	9	1	8	9
51.	Assistant ICT Officer II	3	3	0	3	3
52.	Senior Clerk I	2	7	2	5	7
53.	Senior Secretary	3	9	1	8	9
54.	Security Officer II	3	1	1	0	1
55.	Clinical Officer II	3	4	2	2	4
56.	PR/Photojournalist II	3	2	1	1	2
57.	Accounts Assistant I	3	4	3	1	4
58.	Nursing Officer II	3	4	2	2	4
59.	Procurement Assistant	3	6	3	3	6

S/NO.	DESIGNATION	CIVIL SERVICE GRADE/ JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
60.	Senior Records Clerk	3	2	1	1	2
61.	Sports and Games Ass Officer III	3	1	0	1	1
62.	Senior Caterer	3	1	1	0	1
63.	Senior Office Administrator	3	3	1	2	3
64.	Accounts Assistant II	2	4	2	2	4
65.	Pharmacy Technologist II	3	1	1	0	1
66.	Senior Secretary	3	2	2	0	2
67.	Stores Clerk	2	2	1	1	2
68.	Dining Hall Supervisor	2	3	1	2	3
69.	Assistant ICT Technician II	3	2	1	1	2
70.	Senior Artisan	2	3	2	1	3
71.	House Keeper I	2	1	1	0	1
72.	Nursing Officer III	2	1	1	0	1
73.	Library Assistant III	2	1	1	0	1
74.	Trainee Technologist	2	3	2	1	3
75.	Clerk	2	9	4	5	9
76.	Secretarial Assistant II	1	12	5	7	12
77.	Assistant House Keeper II	2	2	2	0	2
78.	Library Attendant II	1	4	2	2	4
79.	Senior Cook II	2	6	2	4	6
80.	Halls Attendant I	1	3	2	1	3
81.	Assistant Grounds Foreman	2	1	1	0	1
82.	Senior Driver	3	3	1	2	3
83.	Technologist III	3	2	2	0	2
84.	Assistant Public Relations Officer	3	2	1	1	2
85.	Secretarial Assistant I	1	10	3	7	10
86.	Garage Foreman II	2	2	0	2	2
87.	Artisan	2	13	8	5	13
88.	Security Supervisor II	2	1	1	0	1
89.	Senior cook III	2	5	1	4	5
90.	Accounts Assistant III	2	2	1	1	2
91.	Security Guard I	1	3	1	2	3

S/NO.	DESIGNATION	CIVIL SERVICE GRADE/ JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
92.	Security Guard II	1	3	2	1	3
93.	Caretaker	1	3	1	2	3
94.	Library Attendant III	1	5	3	2	5
95.	Driver I	2	3	2	1	3
96.	Accounts Clerk	2	5	2	3	5
97.	Technical assistant II	1	2	1	1	2
98.	Mechanic III	2	2	1	1	2
99.	Driver II	2	4	2	2	4
100.	Security Assistant I	1	3	2	1	3
101.	Janitor	1	6	2	4	6
102.	Bindery Attendant III	1	2	0	2	2
103.	Cook	1	6	2	4	6
104.	Cleaner/Grounds man	1	6	6	0	6
105.	Cleaner/Messenger I	1	47	7	40	47
106.	Security Guard	1	22	9	13	22
107.	Halls Attendant III	1	8	6	2	8
108.	Kitchen Assistant II	1	8	6	2	8
109.			637	240	397	637

4.2.2 Human Resource Management and Capacity Development Strategies

The human resource gaps identified from the skills gaps analysis conducted in the period 2018-2023 were:

- i) People skills;
- ii) Leadership skills; and
- iii) Technical skills.

In order to mitigate the above gaps, the University has developed strategies to attract, recruit and retain motivated and productive employees as outline in **KRA 4**.

4.3 Financial Resources

The two traditional sources of revenues for the University have been government allocation and collection from fees (A-in-A). However, with the dwindling Government capitation, the University is continuously seeking to consolidate the existing sources of funds as well as identify and tap additional sources of revenue in the strategic period in order to address the core mandate. The main anticipated revenue streams are:

- a) Government Allocations:
 - i. Recurrent expenditure
 - ii. Development expenditure
- b) Internally generated funds including:
 - i. Fees from Government sponsored students
 - ii. Fees from self-sponsored students
 - iii. Revenue from Income Generating Units (IGUs) that include the University farms (Ngerenyi, Taveta and Isangaiwishi), the staff houses, the guest houses, the tuck shops, the staff cafeteria, student mess, the health clinic, swimming pool, halls, bookshop, library, tailoring, engineering, hire of the Auditorium and the playing fields. These have a potential of generating more funds if proper systems are put in place.
- c) Growth of the University Endowment Fund Trust through regular activities such involvement of Alumni, business community, philanthropists and investment of the funds for further growth of the kitty.
- d) Scholarships from the Government, donors such as DAAD, JICA and other strategic institutions.

As funds are realized, the University will continue putting in place mechanisms for prudent financial management in order to ensure effectiveness and efficiency in the operations.

4.3.1 Financial Resource requirements

Cost Area	Projected Resource Requirement (KShs. Mn)					
	2022/23 Base	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028
GoK Recurrent Capitation	406	765	846	951	1046	1151
GoK Development Capitation	90	524	524	524	524	524
Fees from Services Rendered	121	121	131	131	140	145
IGU	10	10	15	15	20	20
Research Projects	36	36	40	40	45	45

Total Projected Revenue	663	1456	1556	1661	1775	1885
Projected Expenditure						
Compensation to Employees	454	687	756	832	915	1007
Operations and Maintenance	83	209	236	265	291	309
Research Projects	36	36	40	40	45	45
GoK Development Capitation	90	524	524	524	524	524
Total Projected Expenditure	663	1456	1556	1661	1775	1885

4.3.2 Resource Gaps

The following is an analysis of the resource gap based on the budget requirements submitted to the Ministry for both recurrent and development budgets for the FY 2022/2023. Using the same estimates, the University may experience a similar resource gap in the Strategic Plan period.

FY	Requirement (KShs. Mn)	Estimated Resource Allocations (KShs. Mn)	Variance (KShs. Mn)
2022/2023	1,120	663	457
2023/2024	1,456	874	582
2024/2025	1,556	934	622
2025/2026	1,661	997	664
2026/2027	1,775	1,065	710
2027/2028	1,885	1,131	754
Total	8,996	5,664	3,789

4.3.3 Resource mobilization strategies

This Plan will require funding beyond the traditional sources. Four alternative sources of funds will be considered: diversification of traditional funding sources from government; entrepreneurial activities; Society contributions and donations through private and public grants, and international donor assistance.

Diversification of traditional funding sources: There is need to develop different types of income from the same traditional sources. This does not directly mean increasing the existing

fees/levies but rather a different type of levy. One approach is the case of obtaining funds from government agencies through contractual agreement for paid services by university to different national government and county government agencies.

Society contributions and donations through private and public grants: This involves soliciting funds from public and private institutions as well as from wealthy individuals to support fellowships, make grants and set up scholarship schemes. Payments such as requesting industry to directly contribute to training of engineers through the payment of special training levies.

Entrepreneurial activities: In this approach, promising avenues include undertaking consultancy services or the establishment of profit-making enterprises. This requires legal guidance given that publicly owned institutions should not be profit-making enterprises. A legal framework and strategy have to be developed to overcome such obstacles.

International donor assistance and support: This is appropriate for financing of capital projects and cannot be relied upon for running costs of programmes.

Building Public Private Partnership (PPP): There will be need to identify, package and market Public Private Partnership proposals to potential investors as provided for in the PPP Act 2013.

4.3.4 Resource Management

Several strategies have been proposed that will ensure prudent and efficient utilization resources as outlined in **Section 3.3, Key Results Area 5: Finance and Resource Mobilization.**

4.4 Business Process Re-Engineering

TTU has been cultivating the culture of reengineering its processes in order to achieve considerable improvements in productivity, reducing turn-around time in its service delivery, and enhancing quality of its services to all its stakeholders to their satisfaction. The ERP system implementation has been on going and its fruits have started to be visible in terms of ensuring compliance to regulations as well as increasing transparency. HR and finance processes are fully automated in the ERP system. Procurement and Academic matters are partially implemented and these are areas that the University will be focussing on to ensure full automation and improved delivery of services during this strategic plans period. The students will be able to view their results once processed in the portal from their comfort and all suppliers will be able to track any stages of an authorized procurement activity in the system from any location. The service delivery charter is in place and maps all the services offered (and associated processes), their turn-around times and requirements for a customer to receive each service. The University has put in place complaints and feedback mechanisms (including resolution approaches) to enable its stakeholders to report on the quality and effectiveness of services received.

4.5 Risk Analysis and Mitigation measures

The implementation of this plan is subject to environmental and other emerging risks, which will need to be monitored and appropriate actions taken to minimize their impact on the anticipated results of the plan. The University has embedded mitigation measures in proposed actions detailed in the implementation plan.

Table 3

<i>Risk class/category</i>	<i>Risk description</i>	<i>Likelihood L/H/M</i>	<i>Impact L/H/M</i>	<i>Overall risk Level L/H/M</i>	<i>Mitigation measure(s)</i>	<i>Risk Owner(s)</i>
Financial Risks	TTU depends mainly on the funding from the exchequer for both development and recurrent expenditures. Over the years, this funding has been erratic and declining.	H	H	H	a) Strengthen partnerships and collaborations b) Enhance the Income Generating Units (IGU) c) Commercialize of some University facilities d) Outsource non-core services	DVC (AFP)
Technological Risks	The University has increased use of online learning and automation of business processes using the ERP system. Thus there are increased chances of cyber-attacks and internal data manipulation	M	H	H	Train ICT personnel on information security best practices. Expand and equip the multimedia Centre to meet the needs of online teaching and learning. Establish information security systems.	<i>ICT Manager</i>

<i>Risk class/category</i>	<i>Risk description</i>	<i>Likelihood L/H/M</i>	<i>Impact L/H/M</i>	<i>Overall risk Level L/H/M</i>	<i>Mitigation measure(s)</i>	<i>Risk Owner(s)</i>
					Create awareness of the risks. Using data backups that include off-site or remote storage. Continuously vetting staff	
Operational Risks	Operational risks are likely to arise from weak controls.	L	L	L	Establish and implement effective operational controls	<i>DVC (AFP) / DVC (ARO)</i>
Compliance Risks	These may arise due to none compliance with laws and regulation hence resulting to increased costs due to potential cases	M	M	M	Compliance and adherence to laws and regulations. Respecting commitments.	<i>VC/DVC (AFP)</i>
Organizational Risks	Organizational risks may arise from loss of highly qualified and competent staff or resistance to change by a section of the staff.	L	L	L	Undertake succession planning. Adopt a change management. Promote opportunities for mediation, arbitration and negotiation.	<i>DVC (AFP)</i>

<i>Risk class/category</i>	<i>Risk description</i>	<i>Likelihood L/H/M</i>	<i>Impact L/H/M</i>	<i>Overall risk Level L/H/M</i>	<i>Mitigation measure(s)</i>	<i>Risk Owner(s)</i>
Reputational risk	Adverse public perception and publicity in the discharge of TTU's mandate of teaching, research and outreach can affect it's reputation and undermine public confidence.	M	H	M	Develop and implement an effective corporate communications strategy. Establish an effective citizen feedback mechanism.	DVC(ARO) DVC(AFP)

CHAPTER FIVE

MONITORING, EVALUATION AND LEARNING FRAMEWORK

The Monitoring and Evaluation (M&E) will be led by Deans, Directors and Chairs of Departments who will work closely with the Strategic Plan implementation committee. Each School, Directorate and Department will collect and analyse data, and generate and reports to the university management through the implementation committee.

For performance reviews and learning, Directorates and Departments will hold departmental performance review meetings as scheduled by the implementation committee. The reports generated by such meetings will be presented for review during the Strategic Plan implementation review meetings on quarterly and annual basis.

The indicators and targets to be monitored and/or evaluated will be derived from the Implementation Matrix. Six criteria will be used to evaluate the Strategic Plan:

- a) Effectiveness: Are the interventions being implemented achieving the intended objectives?
- b) Relevance: Are we doing the right/intended activities?
- c) Coherence: How well do the activities fit well in the wider plan of the University and are they synchronised with each other?
- d) Efficiency: Are the resources used in the best way possible? Are we incurring the lowest possible costs in our activities?
- e) Sustainability: Will the achieved results last?
- f) Impact: What difference do the results make in the advancement of TTU towards the Vision?

5.1 Monitoring

Monitoring will involve collecting and analysing information relating to the various indicators in the implementation matrix of the strategic plan. During the plan period, the University will ensure coherence, accurate and timely information on implementation using the Council, Senate and UMB platforms.

All Heads of Departments (HoDs) in the University will be involved in reporting on the progress of achievement of results and objectives based on the key indicators agreed upon in this Strategic Plan. This will be achieved by ensuring collection and provision of timely and accurate data during the plan period. The HoDs will be expected to generate reports on quarterly and annual basis for their respective Heads of Divisions for presentation at the Senate and UMB platform.

5.2 Evaluation

Evaluation will involve a systematic and objective process of examining the relevance, effectiveness, efficiency and impact (both expected and unexpected) of the strategies. Evaluation will be done through formal surveys and assessments and will look at what will be accomplished

against the set targets. Three major evaluation activities will be undertaken. These include annual evaluation, mid-term evaluation; and end term evaluation

- a) Annual evaluation of the Strategic Plan would be conducted by Divisional Heads to assess progress over the past 12 months against planned activities and output milestones set-out in the log frame. This will help in determining what works, how and why.
- b) The mid-term evaluation of this Strategic Plan would be to examine the progress towards achieving the set targets and will be spearheaded internally by the Strategic Plan Implementation Committee. This will be undertaken in the financial year 2025/2026. The findings of mid-term evaluation will help in making improvements to the Strategic Plan implementation process.
- c) End term evaluation will be conducted by an appointed ad hoc Evaluation Committee at the end of the Strategic Plan period and the achievements, challenges and lessons learnt and recommendation made will inform the next cycle of the Strategic Plan of the University.

5.3 Learning

Learning will emanate from the lessons and generalizations based on monitoring and evaluation experiences. The lessons will highlight the strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact. The Heads of Departments will review the progress and share experiences to their respective Departmental Heads on what works and what does not work and what did not change by conducting primary and secondary data analysis to support decision making.

5.4 Monitoring, Evaluation and Learning Framework

Item	Purpose	Activity	Frequency	Expected products	Responsibility
I. Monitoring: Determine if the activities/strategies are progressing according to plan and to obtain regular feedback on the progress being made towards achieving programme goals and objectives.					
Routine Process monitoring	To track progress and targets of the individual strategies	Use of monitoring tools; Performance Contracting (PC), Staff Performance Appraisal, Council Quarterly Reports.	Quarterly	Quarterly reports	DVC(AFP)
Results Oriented Monitoring (ROM)	To see progress on results and targets	Review of reports submitted by process owners	Quarterly	Report	DVC(AFP)
Performance Reporting	To provide SP and activity level progress updates to the various stakeholders.	Reports generation	Quarterly, Annual and end-line report	Quarterly, Annual and end-line Reports	DVC(AFP)
Implementation of the SP activities	To give accountability of the assigned responsibilities.	Prepare and submit Strategic Plan Implementation status report	Annual	Evidence based Reports	DVC(AFP)
II. Evaluation: Determine the relevance, efficiency, effectiveness, coherence, impact and sustainability of processes and procedures.					
Annual Reviews/ Evaluations	To assess progress over the past 12 months against planned activities and output milestones set-out in the log frame.	Conduct a baseline survey assess the current status of key indicators and understand what works, how and why Meeting, consultations and review of reports	Annual	Baseline survey analysis report/	Divisional Heads
Mid-term evaluations	i. To take stock of progress, inputs and spend and direction of travel and set out recommendations for changes that need to be made to achieve our results. ii. To provide Council with the opportunity to review the emerging issues and	Conduct a mid-term review	After two years of implementation FY 2025/2026	Mid-term evaluation report	Strategic Plan Implementation Committee.

Item	Purpose	Activity	Frequency	Expected products	Responsibility
	challenges during the first half of the phase and provide guidance on the remaining phase of the plan.				
End line Survey/Impact evaluation	i. To assess change resulting from the mid-term evaluation report. ii. To compare the resilience of participants and non-participants. iii. To assess overall performance and enhance preparation on development of the next strategic plan.	Conduct a baseline survey and end line measurement of indicators	End of the SP period FY 2027/2028	Impact Evaluation Report	Chair of Ad hoc Evaluation Committee
III. Learning: Lesson learning / promoting uptake and use of performance M&E results.					
Annual Review and Lessons Learnt Workshops	Review progress and share experiences on what works and what doesn't work and what did not change.	Conduct workshop	Annual	Peer-review Report	DVC (AFP)
Special analytical studies	To learn, provide data and evidence for decision making processes and improve targeting and coordination of on-ground actions.	Conduct secondary and primary data analysis and generation of technical notes.	Annual	Analysis report and notes	DVC (AFP)

ANNEXES

Annex 1: Strategic Plan Implementation Framework

Key Result Area	Excellence in Research, Teaching and Engagement													
Strategic Issue	Limited quality research innovations and patents													
Strategic Objective	To promote the output of quality innovations annually													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Establish a Directorate of Research and Innovation	1. Patents	1. Appointment letters			<input type="checkbox"/>					3.5	3.6	3.7	3.8	DVC (ARO)
2. Build the capacity of staff to write winning research proposals and manage research projects	2. Funded research projects	2. Letters of award			<input type="checkbox"/>					0.2				
3. Allocate resources for Research Assistantships in each department	3. Commercialized innovations	3. Certificate of installation works			<input type="checkbox"/>					18	24	30	36	
4. Allocate internal resources for research and innovation in thematic areas				<input type="checkbox"/>						2.7	3	3.3	3.6	
5. Allocate resources for faculty exchange programmes					<input type="checkbox"/>					1	1.3	1.6	1.9	

6. Equip laboratories
7. Enhance the capacity of procurement and finance departments to support high throughput research
8. Review research policy to promote registration of innovations, patents and copyrights
9. Hire research fellows
21. Establish business incubation centres in Mariwenyi and Ngerenyi

							20	40	60	80	
		<input type="checkbox"/>									
		<input type="checkbox"/>									
	<input type="checkbox"/>						4.8	4.8	9.6	9.6	
		<input type="checkbox"/>					1	2			

Key Result Area	Excellence in Research, Teaching and Engagement													
Strategic Issue	Low number of publications in peer reviewed journals													
Strategic Objective	To increase the number of peer reviewed publications in diverse disciplines by 20% annually													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	

1. Train academic staff and postgraduate students on scientific writing and publishing	1. Papers published in peer reviewed journals 2. Postgraduate students graduating 3. Postgraduate scholarships	1. Certificates of participation 2. Letters of award 3. Published papers		<input type="checkbox"/>					0.4	0.4	0.4			DVC (ARO)	
2. Train academic staff on supervision skills				<input type="checkbox"/>						0.1	0.2	0.3			
3. Write proposals to potential donors to increase the number of scholarships for TTU graduates				<input type="checkbox"/>						0.1	0.2	0.3			
4. Support staff to publish in high-ranking journals				<input type="checkbox"/>						0.2	0.4	0.6			
5. Establish categories of reputable journals that staff and students should publish in				<input type="checkbox"/>											

Key Result Area	Excellence in Research, Teaching and Engagement														
Strategic Issue	Inadequate communication of research results to end-users														
Strategic Objective	To promote approved university research innovations for adoption by end-users														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		

Key Result Area	Excellence in Research, Teaching and Engagement
-----------------	---

1. Participation of staff through presentation of a paper in at least one national or international conference/workshop annually	1. Conference proceedings 2. Exhibition report 3. Funds raised	1. Letters of invitation 2. Approval of exhibition 3. Financial report		<input type="checkbox"/>					0.2	0.2	0.2	0.2	0.2	DVC (ARO) Deans of Schools
2. Hold an annual exhibition targeting various stakeholders				<input type="checkbox"/>						0.3	0.3	0.4	0.4	
3. Hold an international conference at least once every two years				<input type="checkbox"/>						3.0		3.4		
4. Develop and implement fundraising strategies to facilitate outreach activities				<input type="checkbox"/>										
5. Participate in external exhibitions				<input type="checkbox"/>						0.1	0.1	0.2	0.2	

Strategic Issue	Low numbers of postgraduate students					
Strategic Objective	To increase the number of postgraduate students enrolled in the university five-fold in the next five years					
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS	BUDGET (KES)in Millions	Persons Responsible

				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Develop more and diverse demand driven academic programmes at postgraduate levels	Accredited academic programmes	Letters of accreditation		<input type="checkbox"/>					3.0					VC
2. Activate the Board of Postgraduate Studies (BPS)	Board approved by University Council	Council minutes			<input type="checkbox"/>					3.5	3.6	3.7	3.8	DVC (ARO)
	Director of BPS appointed	Letters of appointment												Deans of Schools
3. Develop publicity action plans targeting various audiences to promote postgraduate programmes	Publicity events conducted	Approved action plans			<input type="checkbox"/>									
		Reports of publicity events												
4. Review fees charged to students to position TTU as an affordable and competitive institution	Fee structures reviewed	Minutes of meeting approving new fee structure			<input type="checkbox"/>									
5. Enhance student exchange programmes that increase the visibility of TTU	Exchange programmes successfully completed	Reports of exchange programmes			<input type="checkbox"/>					1.0	1.2	1.4	1.6	
6. Develop joint postgraduate programmes in partnership with established universities	Accredited joint	Letters of accreditation				<input type="checkbox"/>				3.0				

	postgraduate programmes												
7. Establish postgraduate scholarship schemes	Scholarships issued to students	Letters of offer			<input type="checkbox"/>					18	24	30	36

Key Result Area	Excellence in Research, Teaching and Engagement													
Strategic Issue	Inadequate capacity in modern teaching technologies and curriculum development													
Strategic Objective	To improve the quality of teaching, learner assessment and curriculum development													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24- 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Build the capacity of all academic staff in pedagogical skills	Capacity building workshops conducted	Workshop report		<input type="checkbox"/>					0.3					DVC (ARO)
		Certificates of participation issued												DVC (AFP)

2. Build the capacity of staff for curriculum development and review	Capacity building workshops conducted	Workshop reports		<input type="checkbox"/>						0.3				
		Certificates of participation issued												
3. Provide continual training in use of open, distance and e-learning platforms	Capacity building workshops conducted	Workshop reports		<input type="checkbox"/>										
		Certificates of participation issued												
4. Build the capacity of staff and students to access electronic information resources	Enhanced e-library capacity			<input type="checkbox"/>										
5. Improve library resources and off-campus access	Wi-Fi network enhanced	Certificated of completed works			<input type="checkbox"/>					1.0				
6. Enhance learning infrastructure that is student-centred	Lecture rooms repaired	Certificated of completed works			<input type="checkbox"/>					2.0				
	Audio-visual aids installed in lecture rooms													

Key Result Area	Excellence in Research, Teaching and Engagement
Strategic Issue	Low engagement with stakeholders
Strategic Objective	To enhance engagement with industry, alumni and community

Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Organize regular open days targeting various stakeholders	Open days conducted at TTU	Workshop report		<input type="checkbox"/>					0.4					1. DVC (ARO) 2. DVC (ARO) 3. Deans of Schools 4. Public Relations Officer
2. Establish a public liaison desk for providing information to stakeholders	Public liaison officer appointed	Weekly reports on clients served by the desk		<input type="checkbox"/>										
	Tracer study conducted	Tracer report			<input type="checkbox"/>									
3. Conduct annual tracer studies to track alumni career progress	Collaborative diagnostic and implementation projects conducted	Project reports published			<input type="checkbox"/>									
4. Collaborate with the community to identify challenges, develop and implement empowerment and mitigation strategies	Input of alumni in academic programmes	Programme development reports			<input type="checkbox"/>									
5. Involve alumni and other stakeholders in development of academic programmes	Potential partners profiled and engaged	MoUs and MoAs signed				<input type="checkbox"/>								

6. Identify potential industry partners and sign MoUs and MoAs with them	Potential partners profiled and engaged	Action plans approved and implemented				<input type="checkbox"/>								
7. Establish partnerships with industry, national government and the County Government of Taita Taveta	1. Student internships 2. Collaborative research and development projects	Assignment and project completion reports		<input type="checkbox"/>										

Key Result Area		Excellence in Research, Teaching and Engagement												
Strategic Issue		Low visibility of the University												
Strategic Objective		To enhance visibility of the university to local, national and international stakeholders												
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years	TARGETS					BUDGET (KES)in Millions					Persons Responsible
			2023/24-2027/28	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Organize periodic physical and virtual outreach activities	Outreach activities conducted among stakeholders	Outreach reports		<input type="checkbox"/>					0.01					DVC (ARO)
2. Develop print and electronic publicity materials for distribution to stakeholders	Publicity materials published	Weekly reports on publicity materials distribute		<input type="checkbox"/>					0.05					Research and Outreach officer

Key Result Area	Excellence in Research, Teaching and Engagement													
Strategic Issue	Low visibility of the University													
Strategic Objective	Professionalize advertisement and marketing of the university and university facilities													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Recruit brand ambassadors for TTU	Brand ambassadors appointed	Outreach reports		<input type="checkbox"/>					0.1					VC
2. Procure professional marketing services to brand and market the university	Marketing service provider appointed	Procurement report			<input type="checkbox"/>									
		1. Award/ Appointment letter												
3. Develop and implement TTU branding and marketing strategy	Branding strategy approved	2. Council minutes			<input type="checkbox"/>					1.0				

Key Result Area	Facilities and Learning Environment
Strategic Issue	Inadequate Telecommunication and ICT infrastructure
Strategic Objective	Improve the levels of ICT infrastructure within the University

Activities	Expected Output	Key Performance Indicator (KPI)	Target 2023 - 2028					Budget (Ksh millions)					Persons Responsible
			Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Develop and implement a Telecommunication plan	Efficient telecommunication system in place	Telephone heads, IPBX installed	<input type="checkbox"/>	<input type="checkbox"/>									
2. Install Fibre backbone	Intranet and internet connectivity speed improve and are more reliable	Backbone network established	<input type="checkbox"/>	<input type="checkbox"/>									
3. Provide a modern high-performance network for improved wireless connectivity and managed network services	Internet access is available everywhere within the university	Wireless access points installed across university			<input type="checkbox"/>								
4. Acquire server facilities for improved efficiency and data management	Hosting of IT services is secure with guaranteed redundancy	Second server procured and installed		<input type="checkbox"/>									
5. Purchase additional computers each year to progressively attain one-to-one users to computer ratio			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6. Safely dispose obsolete computers and other electronic wastes			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Key Result Area	Facilities and Learning Environment
Strategic Issue	Inadequate enterprise administrative information systems

Strategic Objective	To provide secure, effective information system that supports business continuity and high-quality information													
Activities	Expected Output	Key Performance Indicator (KPI)	Target 2023 - 2028					Budget (Ksh millions)					Persons Responsible	
			Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
1. Enhance the IT infrastructure to support research, collaborative tools and training in information systems	Student management, teaching and research activities are supported	Software and hardware procured and installed			<input type="checkbox"/>	<input type="checkbox"/>								
2. Assess and manage risks to information security and business continuity	Information security integrated in to enterprise risk management	Risk registered developed with appropriate risk controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
3. Develop and implement policies and procedures for secure information management	Management of information security is streamlined and complies with required standards	University attains ISMS standard certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
4. Develop and implement a disaster recovery plan	Safety and security of enterprise data is secured with	Disaster recovery plan in place			<input type="checkbox"/>	<input type="checkbox"/>								
5. Monitor and track the effectiveness of the information system	Information systems operate optimally without downtime	Performance reports generated periodically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
6. Provide ongoing training and support to employees	IT systems administrators are conversant with current IT tools and methods	Training certificates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
7. Continuously improve the information system	IT systems effectiveness increases	Systems updates and upgrade reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Key Result Area	Facilities and Learning Environment													
Strategic Issue	Sub-optimal ICT security systems													

Strategic Objective	To enhance information security systems												
Activities	Expected Output	Key Performance Indicator (KPI)	Target 2023 - 2028					Budget (Ksh millions)					Persons Responsible
			Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Conduct a comprehensive security assessment	Information security gaps identified	Security assessment report	<input type="checkbox"/>										
2. Develop and implement a security strategy and plan	Information security threats are handled in a more structured way	Security strategy	<input type="checkbox"/>	<input type="checkbox"/>									
3. Develop procedures for information security	Information security procedures are distinct from other ICT procedures	Information security procedures	<input type="checkbox"/>	<input type="checkbox"/>									
4. Train ICT personnel on information security best practices	ICT personnel manage information security in compliance with best practices	Training certificates/ attendance lists		<input type="checkbox"/>									
5. Undertake regular sensitization of staff on IT security	University staff security awareness levels increased	Invitation memos, attendance lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Key Result Area	Facilities and Learning Environment													
Strategic Issue	Lack of adequate library facilities													
Strategic Objective	To construct a modern library facility													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	

1. Develop a concept note and seek approval from the parent ministry for the modern library 2. Source for funding for the modern library 3. Construct the facility 4. Equip the facility with modern equipment and accessories	Functional Modern Library	Concept note & Drawings Tender Award, Delivery notes, GRN, Invoices		Y1						200					DVC (AFP) Project Manager
---	---------------------------	--	--	----	--	--	--	--	--	-----	--	--	--	--	------------------------------

Key Result Area		Facilities and Learning Environment												
Strategic Issue		Access to affordable and quality education												
Strategic Objective		To increase access to quality education												
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
14. Appoint Committee to	Functional E – Campus &	Appointment letters		Y1	✓	✓				25				DVC (AFP) Project Manager

establish an E Campus	ODEL Learning Centre	Secure a robust e learning portal		Y1														
15. Develop structures for the E Campus		Fully equipped lab		Y1														
16. Set up learning centres		Tender, GRN, Delivery notes		Y1														
17. Procure equipment for the E Campus		Modules developed		Y1														
18. Develop modules for eLearning material and syllabus		Training schedules																
19. Build Staff capacity in e Content design, development and delivery		CUE Approval Adverts			Y2													
20. Seek accreditation from CUE		Signed MOU's & MOA's																
21. Advertise and enrol students for the program					Y2													
22. Establish partnerships with like-minded local and international institutions																		

					Y2									
--	--	--	--	--	----	--	--	--	--	--	--	--	--	--

Key Result Area		Facilities and Learning Environment												
Strategic Issue		Inadequate waste water management												
Strategic Objective		To manage safe waste water disposal												
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Undertake an assessment to determine the projected volume of wastewater discharge	Adequate water supply	Assessment Report		Y1	✓					6				DVC (AFP) Project Manager
2. Assess and monitor the quality of wastewater produced														
3. Plant selected trees and grass for bio-filtration and ecosystem function														

Key Result Area	Facilities and Learning Environment													
Strategic Issue	Inadequate water supply													
Strategic Objective	Improve water supply													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Undertake a sustainable water harvesting programme including rainwater harvesting and aquifer recharge. 2. Pursue connection to Mzima water pipeline	Adequate water supply	Concept note, Strategy developed		Y1	✓					6				DVC (AFP) Project Manager
							Y4							
						Y3								

Key Result Area	Facilities and Learning Environment													
Strategic Issue	Inadequate medical facilities													
Strategic Objective	To improve the level of medical facility from level 2 dispensary to level 4 hospital													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Equip the health unit at main campus with		Tender award			✓					27				

key medical equipment and accessories		Tender Award													
2. Seek NHIF accreditation of the University health unit		Accreditation letter from relevant body				Y3	Y4								
						Y3									

Key Result Area	Facilities and Learning Environment													
Strategic Issue	Low farm production													
Strategic Objective	To increase farm productivity and market access annually													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Refurbish and expand the dairy, chicken sheds	Increased productivity	Tender award			✓					10				DVC (AFP) Project Manager
2. Procure equipment, tools machinery and farm inputs		Tender award, Delivery notes				Y3								
3. Mechanization for Farm Production		Mechanical equipment's e.g. tractors					Y4							
4. Value Addition in Select Products		Processed products				Y3	Y4	Y5						
		Training schedules						Y5						

5. Training and Extension Services to community		Tree Nursery Market survey report													
6. Tree Seedlings production															
7. Establish a market outlet for farm products															

Key Result Area		Facilities and Learning Environment													
Strategic Issue		Incomplete structures & facilities													
Strategic Objective		Enhance road networks (Walkways roads and signage)													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
Review all existing structures Improve road networks (Walkways roads and signage) Enhance parking bays	Enhanced connectivity	Review report Clearly labelled roads & buildings			Y2	Y3	Y4			2				DVC (AFP) Project Manager	

Key Result Area		Facilities and Learning Environment												
Strategic Issue		Incomplete structures & facilities												
Strategic Objective		Enhance road networks (Walkways roads and signage)												
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Review all existing structures 2. Improve road networks within the University * The road from the health unit to water tank * Link the road from gate A to B * The road from the health unit to the mining centre * Install more streetlights		Review report Clearly labelled roads & buildings			✓					2				DVC (AFP) Project Manager
						Y3								
						Y3								
						Y3								

KRA 3 (Key Result Area)		STUDENT AFFAIRS												
Strategic Issue		Inadequate Guidance and Counselling Services												
Strategic Objective		To Improve Student Guidance and Counselling Services												
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	

Recruit a female Counsellor	Recruited staff	Appointment letters		✓						0.3						
Re-tool the Student Counsellor	Satisfied clients	Training certificate/Report		✓						0.1						
Recruit a substantive Dean of student	Recruited staff	Advert and letters of appointment		✓						0.5						

Key Result Area	STUDENTS AFFAIRS														
Strategic Issue	Inadequate Catering and accommodation services														
Strategic Objective	To improve the quality of Catering and accommodation Services														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years	TARGETS					BUDGET (KES)in Millions					Persons Responsible	
			2023/24-2027/28	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
1. Diversify the food Menu	food varieties	Food Menu			✓				0.1					DVC (AFP)	
2. Review the food Prices regularly	Reviewed price list	List of Prices				✓				0.5					
					✓										

3. Provide Stable WI-FI	Satisfied with internet connection	Wi-Fi installed							0.4					
-------------------------	------------------------------------	-----------------	--	--	--	--	--	--	-----	--	--	--	--	--

KRA 3(Key Result Area)	STUDENTS AFFAIRS													
Strategic Issue	Inadequate Funding for Co - curricula activities													
Strategic Objective	To increase Funding for Co - curricula activities													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years	TARGETS					BUDGET (KES)in Millions					Persons Responsible
			2023/24 - 2027/28	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
1. Source Corporate sponsorship	Sponsored sports activities	Letters of awards		✓					2					DVC (ARO)
2. Review Activity Fees	Reviewed activity fees rates	Fee structure				✓					-0.5			Deans of Schools
		Budget			✓						1			

3. Identify sporting areas of strength and allocate Funds	Reports on areas of strengths														
KRA 4	HUMAN RESOURCE EXPERIENCE														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
Strategic Issue: Lack of flexi work environment framework															
Objective: To establish a flexible work arrangement that facilitates and responds to the novel and future work environment by 2028															
1. Develop a flexi workplace policy 2. Train and sensitize employees on flexi work 3. Conduct trail run for a flexi work 4. Develop and cause approval of flexi work program	Implemente d flexi work programme	Approved flexi work programme		✓			✓								Head of Human Resources
					✓										
							✓								
						✓									

5. Implement the flexi work program															
Strategic Issue: Ineffective new Employee Welcome (Induction) Programme															
Objective: To establish a comprehensive programme designed to provide recruited or employees appointed to managerial positions with information to help them achieve success in their new roles and included as members of our university community.															
1. To review the existing staff induction policy	Implement an effective employee welcome (Induction) programme	A reviewed employee welcome programme		✓											
2. To sensitize staff in their roles in the induction process					✓										
3. Designate and train an officer at the Human Resources department to be in charge of the induction program															
4. Develop a template to in-build induction in appointment of new employees as well as appointment of existing staff to position of responsibility/Authority						✓									

Strategic Issue: Absence of Talent Development Programmes (TDP)															
Objective: To identify and nurture talents and skills															
1. Design talent development strategy 2. Make talent development part of University culture 3. Identify opportunities for up skilling and reskilling of staff 4. Develop and provide from varied learning options and methods	Talent Development Programmes (TDP) developed and implemented	1. Talent development strategy developed and approved 2. Varied learning options identified and provided to staff			✓										

Key Result Area 5		FINANCING AND RESOURCE MOBILIZATION													
Strategic Issue		Lack of a Resource Mobilization Strategy													
Strategic Objective		To develop a resource mobilization strategy for strengthening resource mobilization and utilization													
1. Develop the ToRs	ToRs developed	ToRs approved			✓										Research Officer
2. Appoint a resource mobilization committee	Resource Mobilization Committee appointed	Functional Resource Mobilization Committee in place			✓										VC
3. Identify potential donors	Potential Donors identified	Number of potential donors identified			✓										Research Officer

3. Sensitization of staff on the resource mobilization strategies	Staff sensitized on resource mobilization	Number of staff sensitized on resource mobilization			✓						0.5				Research Officer
4. Develop an M&E framework for the resource mobilization	An M & E framework developed	Functional M & E framework in place		✓							0.3				Research Officer
Strategic Issue	Lack of a grants management system														
Strategic Objective	To establish a grants management system														
1. Develop a Grants Management Policy	Grants Management Policy developed	Grants Management Policy approved		✓											Director of Finance
2. Review and realign TTU Financial Rules and Regulations to Grants Management Policy	TTU Financial Rules and Regulations reviewed and realigned to the Grants Management Policy	Grants Management Policy operational		✓											Director of Finance
3. Set up a Grants office and appoints a Grant Officer	Grants office in place and a Grants Officer appointed and working	Functional Grants office in place			✓						0.5				VC
4. Capacity development for staff on grants management	Staff's capacity on grants management developed	Coordinated grants management			✓						0.2				Director of Finance
Strategic Issue	Weak budgeting process														
Strategic Objective	To enhance and streamline the budgeting and reporting process														
1. Develop a User Manual on	User Manual on Programme Based	User Manual on Programme		✓											Director of Finance

Programme Based Budgeting	Budgeting developed	Based Budgeting approved												
2. Train and sensitize Line Managers on the budgeting process	Line Managers trained and sensitized on budgeting process	Number of Line Managers trained and sensitized on budgeting process			✓					0.5				Director of Finance
3. Implement the Programme Based Budgeting	Programme Based Budgeting implemented	Operational Programme Based Budgeting in place				✓								Director of Finance
4. Develop a resource allocation and decision making process that ensures end-to-end transparency	Resource allocation and decision making process developed	Operational resource allocation and decision making approved			✓									DVC (AFP)
Strategic Issue	Low revenue streams													
Strategic Objective	To enhance the revenue streams													
1. Increase the number of Income Generating Units and return on investments	Income Generating Units increased	Number of Income Generating Units increased and amount being realized		✓						0.8				DVC (AFP)
2. Establish, designate specific staff and operationalise the TTU Enterprise Services	TTU Enterprise Services established	TTU Enterprise Services fully operational			✓					0.8				VC
3. Make catering services competitive and profitable	Catering services made competitive and profitable	Number of Catering services made competitive and profitable		✓										DVC (AFP)

4. Enhance the IGU Seed Money Fund to support novel business ideas	IGU Seed Money Fund enhanced	IGU Seed Money Fund enhanced and fully operational		✓					0.8						DVC (AFP)
5. Implement strategies for Commercialization of University Facilities	Strategies for Commercialization of University Facilities implemented	Number of University Facilities commercialized and amount being raised		✓											DVC (AFP)
6. Grow the University Endowment Trust Fund	Growth of the Endowment Trust Fund	Total amount raised through the Endowment Trust Fund		✓					0.5						VC
7. Expand external revenue streams	External revenue streams expanded	Number of external revenue streams in place		✓					0.2						DVC (AFP)
8. Review the student fee structure	Student fee structure reviewed	Reviewed student fee structure approved and operational		✓											Registrar (ARO)
9. Develop a Debt Collection Strategy	Debt Collection Strategy developed	Operational Debt Collection Strategy approved		✓											Director of Finance
KRA 6	Strategic Management, Leadership and Good Corporate Governance														
	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions				Persons Responsible		
Strategic Issue: Lack of entrenchment of Good corporate governance practices															

Objective i : To develop a conflict of interest guidelines														
1. Develop and cause approval of a University conflict of interest guidelines	Conflict of interest guidelines approved and implemented	Approved conflict of interest guidelines		✓										
2. Train board members and staff on the provision of the conflict of interest guidelines		Training Schedule as well as attendance of training			✓									
3. Implement the guidelines		Monitoring and evaluation framework												
4. Monitor and evaluate the implementation of the conflict of interest guidelines														
Objective ii: To Institutionalise Council and management capacity development														
1. Identify the capacity needs amongst the council members and management	Working Capacity development programme	1. Approved capacity development programme		✓										
2. Develop and implement the capacity development plan		2. Approved Monitoring and evaluation framework			✓									
3. Monitor and evaluate progress and														

make corrective actions															
Strategic Issue: Weak Risk management practices															
Objective: To enhance the institutional resilience to external and internal risks															
1. Review the University risk management policy 2. Strengthen the capacity of the University risk management committee 3. Sensitise Council and staff on the need and their roles on the risk management process 4. Implement the risk management framework 5. Monitor and evaluate the implementation of the risk management framework	Working risk management policy and	1. Reviewed approved risk management policy 2. Reconstituted risk management committee. 3. Sensitization programme for council and staff members 4. Approved monitoring and evaluation framework													
Strategic Issue: Inadequate corporate social responsibility (CSR)															
Objective: To improve engagement with Community through robust Corporate Social Responsibility initiatives															
1. Set up a committee to spearhead Corporate Social Responsibility (CSR) activities	Working CSR programme	1. Committee to spearhead CSR activities appointed													

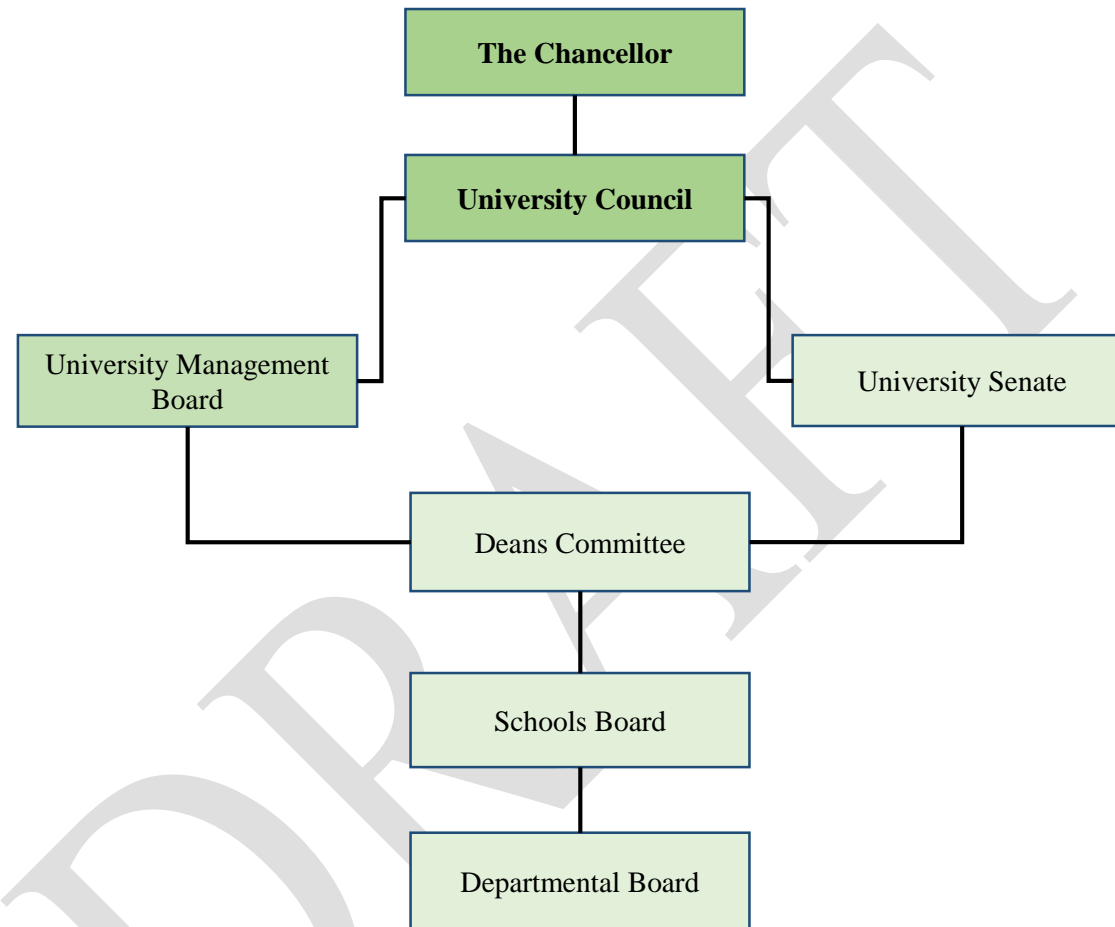
2. Launch the activities identified by the CSR committee		2. Launch programme for the CSR activities													
3. Monitor and evaluate the implementation of the CSR activities		3. Monitoring and evaluation framework													
Strategic Issue: Gender Imbalance in University Management															
Objective: To review and re-align the TTU Management structure to achieve gender balance															
1. Ensure affirmative action during recruitment and promotion	Balance gender in University management structure	1. Gender supportive programmes developed and approved													
2. Develop and offer flexible and supportive employee benefits to attract the under-represented gender		2. Capacity development programmes developed, approved and implemented													
3. Undertake inclusive training and capacity building program		3. Staff mentorship programmes developed and implemented.													
4. Develop and implement gender-sensitive staff mentorship program															

Implementation Matrix

Key Result Area	2023-2028 STRATEGIC PLAN (SP) MONITORING AND EVALUATION													
Strategic Issue	Lack of a budget and timeline based M&E													
Strategic Objective	Monitor, evaluate, learn and report the 2023-2028 SP in a systematic way to ensure accountability and informed decision-making.													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5 years 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
Develop and implement a monitoring and Evaluation (M&E) plan for University Use monitoring tools like Performance Contracting and others to track progress quarterly	M&E plan in place	Approved M&E plan. Quarterly Progress Reports % unit of the SP achieved. Staff appraisal linkage with the SP targets.		√	√	√	√	√	NIL	NIL	NIL	NIL	NIL	DVC (AFP)
Conduct a baseline survey to assess progress over the past 12 months against set targets Institute appropriate and timely corrective action plan	Annual Evaluation Report(Peer reviews) SP corrective action plan approved	Baseline survey analysis report. % unit of the SP achieved. No. of actions corrected.		√	√	y	√	√	NIL	NIL	NIL	NIL	NIL	Heads of Division

Conduct a mid-term review Conduct special analytical studies to provide evidence for decision making	Mid-term evaluations Workshops to assess and analyse the primary and secondary data. Collected SP performance data on each indicator	No. of strategic review workshops organized. Mid-term evaluation report. % of unit SP reviewed. Corrective action report. SP collected performance indicator data. SP analytical report.				√			NIL	NIL	0.066	NIL	NIL	Strategic Plan Implementation Committee
Conduct End line Survey	End Line survey	Impact Evaluation Report						√	NIL	NIL	NIL	NIL	0.066	Adhoc Evaluation Committee

Annex 2: University Governance Structure



Annex 3: University Administrative Organogram

