TAITA TAVETA UNIVERSITY (TTU)

STRATEGIC PLAN

(2023 - 2028)

(PROPOSED)

"HOME OF IDEAS"

JUNE, 2023

Draft Strategic Plan 2023-2028 Submitted to University Council on 26th July 2023

Vision

An educated and empowered society in sustainability of minerals and other resources

Mission

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

Core Values

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

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 its second Strategic Plan. Six strategic pillars were addressed in that Strategic Plan: 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 the four schools, the School of Agriculture, Earth and Environmental Sciences (SAEES), the School of Business, Economics and Social Sciences (SBESS), the School of Science and Informatics (SSI), and the School of Mines and Engineering (SME). The schools received a major boost over the Plan period as several staff who were pursuing studies for higher qualifications, successfully completed, and resumed their duties. Additionally, internal capacity generation and enhancement received a major boost under 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 Plan confirms key achievements, challenges, and lessons learnt that have informed the development of this 2023-2028 Strategic Plan. Through comprehensive document reviews, stakeholder consultations, and a strategy workshop, it was found that the University experienced successes in international and local linkages and collaborations, infrastructure development, land acquisition, human resource development, and development of niche programmes. However, there were also challenges experienced, such as, insufficient funding, Inadequate Academic and administrative staff, inadequate facilities, low visibility of the University and its programmes and Inadequate and unsustainable water supply. Key lessons learnt from the review included 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 effects of COVID-19 pandemic through blended modes of teaching and learning, and adherence to public health guidelines. The 3rd International Biennial CEMEREM Conference was held successfully in September 2021, in a blended mode.

The University is appreciative of the government's support to higher education through policies and programmes such as Vision 2030, Medium Term Economic framework and the Bottom-Up Economic Transformation Agenda (BeTA).

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 2023-2028 Strategic Plan aims at advancing the transformational agenda of the University. The Plan addresses six Key Result Areas (KRAs): excellence in research, teaching and community engagement; facilities and learning environment; student welfare and experience; human resource experience; financing and resource mobilisation; and strategic leadership, management 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. The KRAs are critical to shaping the aspirations of the University towards capacity development in the niche areas. 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. The quality training will enable students to apply the knowledge, skills and values they have acquired to better their careers and lives, and effectively contribute to nation building.

I would like to laud the 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 enjoys 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.

Prof. Isaac Meroka Mbeche, PhD.
Chairman of the University Council, Taita Taveta University (TTU)

STATEMENT FROM THE VICE CHANCELLOR

The Strategic Plan 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 plans and activities to the National Development Agenda, as articulated in the 4^{th} Medium-Term Plan (2023-2028) of the Kenya Vision 2030 and the Bottom-Up Economic Transformation Agenda (BeTA).

The approach used to develop this Plan is as highlighted below:

a) Assessment of the implementation status of the Strategic Plan 2018-2023, identifying successes and challenges, lessons learnt and recommendations;
b) Consultations with the various stakeholders;
c) Situational analysis;
d) Review of the Vision and Mission statements, and core values of the University.
e) Identification and quantification of KRAs and associated objectives, strategies and activities;
f) Development of a fit-for-purpose organisation structure to operationalize TTU's new strategic thrusts;
g) Development of an implementation plan that has clear roles and responsibilities;
h) Recommendation of an appropriate monitoring, evaluation and learning framework.

In an era experiencing rapid changes occasioned by digital transformation and global disruptors such as the COVID-19 global pandemic, the 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 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.

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 of 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 idea generation, review of the draft Plan and approving the final Strategic Plan.

The Strategic Plan Review and Development Committee is highly appreciated for dedicating quality time for the assignment. The members contributed in a special way by reviewing the previous strategic plan, collecting and collating the views of stakeholders and drafting the Plan. The KRAs and associated objectives, strategies and activities conceptualised and outlined within a well-defined timeframe capture the dreams and aspirations immortalised in TTU's vision, mission, and core values. In a special way, therefore, I would like to express my sincere gratitude and appreciation 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 success story. 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
BeTA	Bottom-Up Economic Transformation Agenda
CEMEREM	Centre of Excellence in Mining, Environmental Engineering and Resource Management
CoD	Chairman of Department
CUE	Commission for University Education
DVC	Deputy Vice Chancellor
FTE	Full Time Equivalent
HoD	Head of Department
ICT	Information and Communications Technology
KRAs	Key Results Areas
M&E	Monitoring and Evaluation
MDA	Ministries, Departments & Agencies
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
SME	School of Mines & Engineering
SPMC	Strategic Plan Monitoring Committee
SPS	Sector Performance Standards
SSI	School of Science & Informatics
SWOT	Strengths, Weaknesses, Opportunities, Threats
TTU	Taita Taveta University
VC	Vice Chancellor

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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.

TTU is governed by the University Council appointed by the Minister for Education in accordance with the Universities Act No. 42 of 2012. TTU is mandated to advance knowledge through teaching, research and outreach.

The number of universities in Kenya has been increasing. However, there has been no corresponding increase in government funding. 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 international and national agenda, such as the Sustainable Development Goals (SDGs), the African Union's Agenda 2063, Vision2030, and Bottom-Up Economic Transformation Agenda (BeTA), 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 workshop, it was found that TTU realised gains in the following areas:

a) International and local linkages and collaborations;
b) Infrastructure development;
c) Land acquisition,
d) Human resource development;
e) Development of niche programmes.

While substantial progress was made, a number of challenges were also faced. These included insufficient funding, inadequate facilities, and low visibility of TTU and its programmes. The key lessons learnt included the need for improved corporate presence and visibility, importance of diversification of funding sources, need for strategic alliances and partnerships, and importance of business process re-engineering.

This five-year Strategic Plan is designed to help the University in aligning its plans and activities to the National Development Agenda, as articulated in the 4th Medium-Term Plan (2023-2028) of the Kenya Vision 2030 and the Bottom-Up Economic Transformation Agenda (BeTA). The Plan addresses six Key Result Areas (KRAs): excellence in research, teaching and community engagement; facilities and learning environment; student welfare and experience; human resource experience; financing and resource mobilisation; and strategic leadership, management 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, the current programmes and student enrolment trends. Chapter 2 reviews the Strategic Plan 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, core values and the Key Results Areas. Chapter 4 provides the implementation and coordination framework covering the human and financial resources and mobilisation strategy. Chapter 5 covers the monitoring, evaluation and learning framework including structures for accountability and reporting.

CHAPTER ONE

INTRODUCTION

This chapter provides a background of Taita Taveta University, its mandate and roles, and contributions to 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 and Programmes

School	Programmes
School of Agriculture, Earth and Environmental Sciences (SAEES)	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)	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
	Bachelor of Economics Bachelor of Entrepreneurship and Small Business management
School of Education	Bachelor of Education (Science) Bachelor of Education (Arts)
School of Mines and Engineering (SME)	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)	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
	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

For this Plan period, School of Health Sciences will be operationalised. Further, each school will develop and launch at least one PhD, one Master and two undergraduate programmes. In addition, the School of Education will develop and launch a Post-Graduate Diploma in Education programme.

Student Enrolment

Table 2: 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	**1,398**	**1,637**	**1,644**	**1,547**	**1,438**	**1,997**

Table 3: Projected student annual intake (2023-2028)

School	Year					
	2023	**2024**	**2025**	**2026**	**2027**	**2028**
School of Agriculture, Earth, and Environmental Sciences	280	294	309	324	340	357
School of Business, Economics, and Social Sciences	540	568	595	625	656	688
School of Education	480	504	530	555	583	612
School of Mines & Engineering	50	75	87	105	120	150
School of Science and Informatics	540	568	595	625	656	688
Total	**1,890**	**2,009**	**2,116**	**2,234**	**2,355**	**2,495**

Note: The projections take into account certificate, diploma, undergraduate and postgraduate programmes, both current and the envisioned new programmes.

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 and the amendments thereof 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 realisation 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 equalisation for persons with disabilities, minorities and other marginalised groups.

1.3. 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 authorise 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:

a) Kenya Vision 2030, a long-term development blueprint for the country, 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. Kenya's Vision 2030 aims to transform Kenya into a newly industrialising, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment. Vision 2030 is implemented in 5-year medium term plans.

b) 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).

c) The Bottom-up Economic Transformation Agenda (BeTA) which outlines five government priority areas for development: agricultural transformation; micro, small and medium enterprise (MSME); affordable housing; digital and creative economy; health. All these priority areas are driven by skills and training hence quality education and training is critical.

d) 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.

e) Sessional Paper No. 14 of 2012 on Reforming Education and Training Sector in Kenya, which underpins expansion of University education and institutionalises the National Qualifications Framework.

f) 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.

1.4. 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.

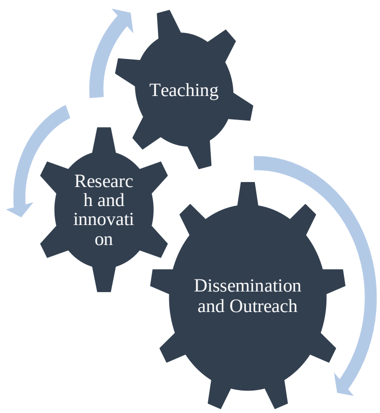


Figure 1: TTU core mandate areas

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). Education, skills and training plays a critical role in achieving the Bottom-up Economic Transformation Agenda (BeTA) of the government. BeTA focuses on agricultural transformation; micro, small and medium enterprise (MSME); affordable housing; digital and creative economy; and health. TTU plays an important role in training future leaders and providing community outreach in the areas of business, ICT, agriculture, mining and education. The University continues to provide business incubation centres for small businesses with a target to youth and women led innovations. The University continuously builds capacity and supports artisanal miners with protective gears and tools with the aim of increasing their productivity and incomes. Training of smallholder farmers on good agricultural practices, climate smart agriculture and supply of quality seeds remains an important focus of the University in its bid to boost agriculture and food security. The University is placing itself as a leader in ICT training with focus on new and emerging technologies in computing and big data analytics, which are critical in supporting the government's agenda of digital and creative economy. The University has developed and streamlined its programmes in line with the new Competency Based Curriculum. The University heavily contributes to the social and economic pillars of the Vision 2030 through providing skills for job creation and employability as well as conserving the environment and responding to climate change.

Figure 2: Research areas

1.5. Education Sector Outlook

Education is a basic human right. It remains one of the powerful drivers of development and a 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 4: Trends in number of universities in Kenya

	Public University			**Private University**		
Year	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

Source: Economic Survey (2022)

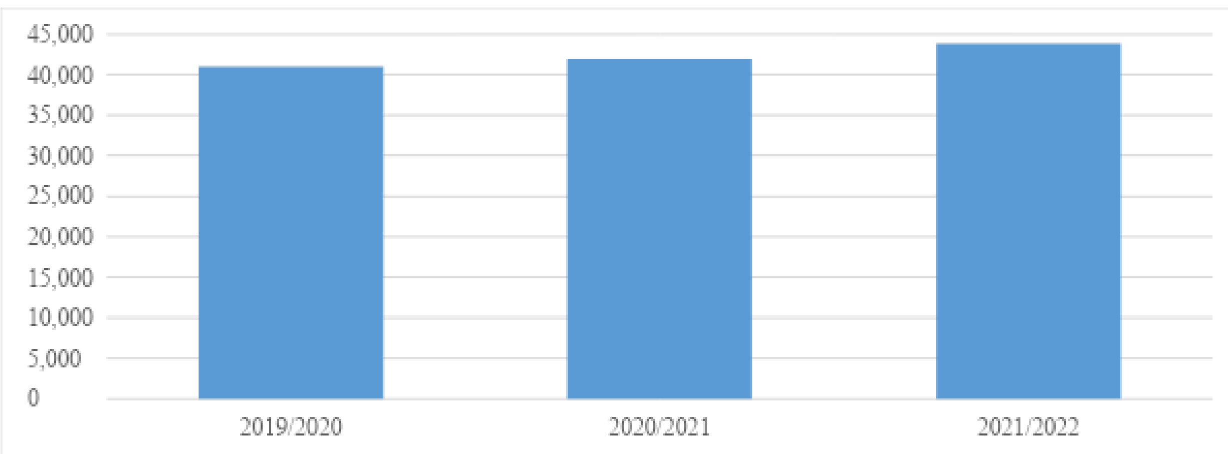


Figure 3: Trend in government funding to public universities in Kenya

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.

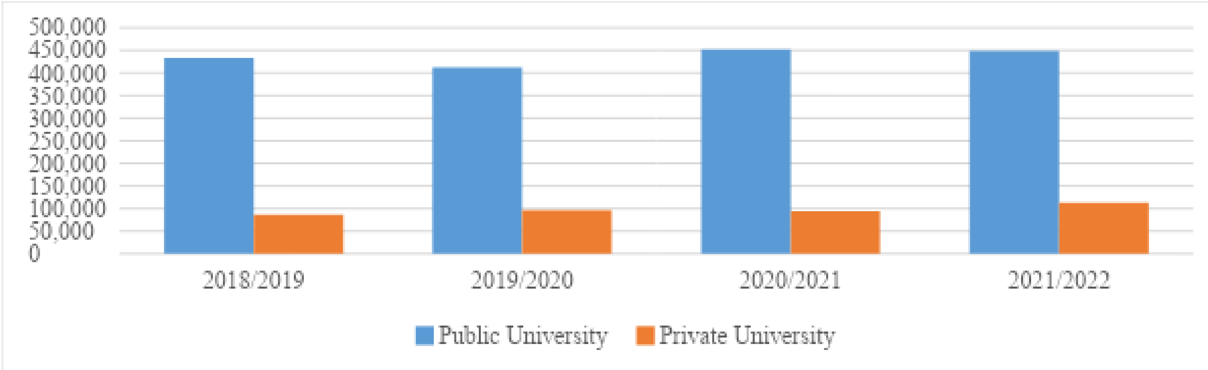


Figure 4: Number of students enrolled for degree programmes in Kenyan universities from 2018-2022
Source: Economic Survey (2022)

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 the 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 exist 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.

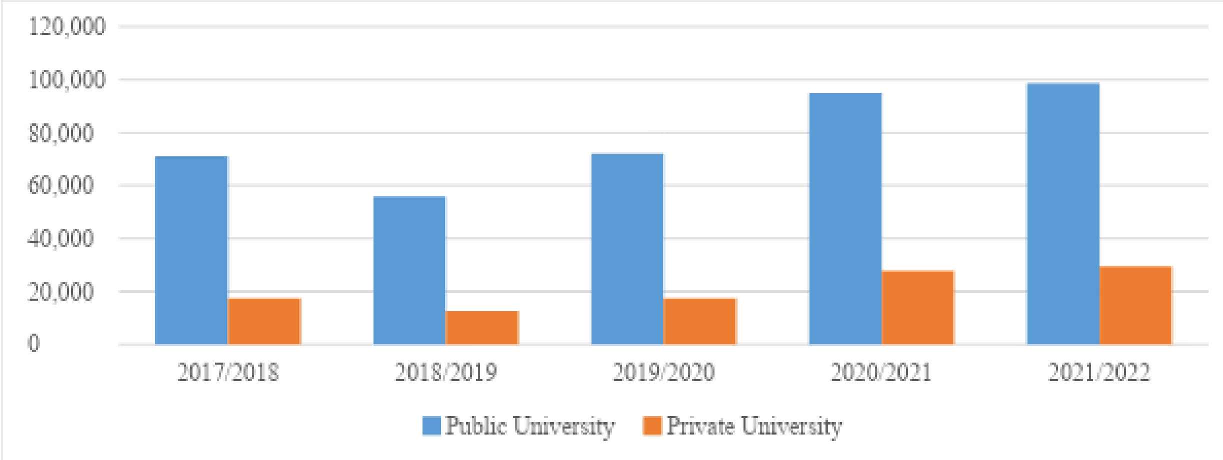


Figure 5: Number of government-sponsored students enrolled for degree programmes in Kenyan universities from 2018-2022
Source: Economic Survey (2022)

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 globalisation. 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, publicise 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. Globalisation 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 have 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.

a) **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 the number of students enrolled.

b) **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.

c) **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.

d) **Increase in resource mobilisation campaigns**: Given the reduction of government funding and A-in-A collection, there is an increased need to seek alternative sources of funding including expanding the network of development partners and wooing private donors.

e) **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 with within the new Plan 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.

1.1. Review of TTU Strategic Plan 2018-2023

1.1.1. 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 the 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 increase 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 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. These new programmes at all levels have helped TTU to diversify its programme portfolio. This will bolster the number of students enrolling at TTU as well as improving postgraduate student 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.

1.1.2. 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 and Administrative 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) Inadequate and Unsustainable 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 bowsers to supply water in the University and this has huge financial implications given the daily water usage and requirements.

f) **Covid-19 pandemic disruptions and the associated containment measures**

This led to temporary closure of the University activities and the need to install the requisite containment measures to restore face-to-face learning activities, and to conduct examinations. While the installation of the containment measures strained the scarce resources, government funding also declined as more resources had to be directed to fighting the pandemic. As a consequence, many development projects were halted and academic programmes delayed.

g) **Delays in the processing of title deed of the Ngerenyi teaching facility** which led to suspension of all development projects at the facility.

1.1.3. Emerging issues

a) Enrolments

There is a significant decline in student enrolment in TTU programmes. Currently, the students are 2,669 against a capacity of 5,400. This is highly driven by changing government policies on university student placement, number of programmes offered and the typology of programmes.

b) Challenges in implementing CBA 2017-2021

Due to inadequate capitation, 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 landscape

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.

d) Climate change

Climate change, manifested in long-term shifts in weather patterns, is an emerging global problem which requires urgent multi-stakeholder attention. It is a major threat to food systems and livelihoods at both local and global scales. As a University, TTU may be impacted through diminished water and local food supplies as well as increased frequency and intensity of extreme weather events. Thus, mitigation and adaptation measures at local scale are imperative not only in enhancing coping mechanisms but also for contributing to the national climate change action plan.

f) New University funding model

The government is switching from capitation to a model where funding is based on student numbers. This implies that the University has to move into cutting edge, market-driven programmes which are capable of attracting large numbers of students. It also implies that the University must devise innovative marketing strategies and also give value-for-money to the students.

1.1.4. 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 Mobilisation

Over-reliance on government capitation may result in challenges in implementing programmes. There is need to develop new and innovative resource mobilisation 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 to 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 is important for effective and efficient delivery of services.

1.2. Environmental Scan

1.2.1. SWOT Analysis

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

Table 5: SWOT analysis

Strengths	**Constraints/Weaknesses**
• 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 1,000 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 attract 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	• Inadequate teaching and learning facilities • Insufficient resources for staff capacity development • Shortage of both academic and administrative staff • Limited internal fund generation • Inadequate ICT infrastructure • Lack of sustainable clean water supply • Low visibility
Opportunities	**Threats**
• Proximity to TSAVO Ecosystem, a home of the Big Five • 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 and the Standard Gauge Railway (SGR)	• Competition for staff and students from other universities • Declining funding from GoK • Rising level of alcohol, drug and substance abuse, and HIV/AIDS • Rising poverty levels • Youth radicalisation • Climate change • Insecurity • Disasters and pandemics

1.2.2. 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 (see Table 6 for details).

Table 6: 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 of 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).
	i. 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.
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

1.2.3. Stakeholders 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 7: Stakeholders Analysis

Name of stakeholders	Stakeholder expectation from the Organization	Organization's expectations from the stakeholders
Students	• 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	• 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	• Produce highly knowledgeable, skilled, competent and disciplined graduates	• Absorb trainees for industrial attachment • Employ graduates • Contribute to curriculum review • Give career talks to students
Staff	• 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	• Quality service • Good corporate citizenship • Loyalty and honesty • Dedication • Skills improvement • Professionalism • Team work
Government	• Produce highly knowledgeable, skilled and competent graduates • Produce disciplined graduates • Provision of corporate social responsibility services • 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	• Adequate funding • Enabling legal and policy environment
Local Community	• Produce highly knowledgeable, skilled, competent and disciplined graduates • Provision of corporate social responsibility services • Provision of relevant academic programmes	• Good working relationship and collaboration with the University • Contribution to programme reviews • Participatory research • Uptake of developed solutions

Name of stakeholders	Stakeholder expectation from the Organization	Organization's expectations from the stakeholders
	• Provision of leadership and mentorship programmes • Solution to problems through research • Clean environment	
Suppliers	• Sustainability of the University • Good corporate governance systems • Prompt payment for delivered services	• Quality and timely delivery of products and services
Research and Development Institutions and Education and Training Institutions	• Joint research and academic projects • Exchange programmes • Sharing and use of critical equipment and other resources • Knowledge exchange • Mutual projects support • Publication support	• Good working relationship and collaboration with the University • Funding of research initiatives • Support in curriculum review
Development Partners	• Produce highly knowledgeable, skilled, competent and disciplined graduates • Provision of relevant academic programmes • Proper utilisation and accounting of resources and support provided	• Provide financial and technical support • Support in programme reviews

1.3. Strategic Issues

The following are the issues that Taita Taveta University will be addressing in this Strategic Plan:

a) Research, teaching and community engagement
b) Physical infrastructure, equipment, and facilities
c) Student welfare services
d) Human Resource management
e) Financing and resource mobilisation
f) University governance and management

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 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 realise its vision.

2.1. Vision Statement, Mission Statement, and Core Values

Vision

An educated and empowered society in sustainability of minerals and other resources.

Mission

To provide quality education, training, research and community service in sustainable management of minerals and other 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 Values of ROQI-TAPE (Results-Oriented, Quality, Innovativeness, Transparency and Accountability, and Professionalism and Ethical Conduct) 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. Thus, we implement improvements that provide better, faster, more effective and efficient results.

d) **Transparency and Accountability**

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

e) Professionalism and Ethical Conduct

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*.

2.2. Key Result Areas

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 Community Engagement. The aim is to increase research output and to enhance academic and community engagement

b) KRA 2: Facilities and Learning Environment. This targets provision of high-quality facilities for effective teaching and Learning.

c) KRA 3: Student Welfare and Experience. This aims at promoting health and well-being of students through guidance and counselling services, improved services and strengthening Sports, Culture and Art.

d) KRA 4: Human Resource Experience which seeks to enhance capacity of existing staff, and to recruit and retain highly qualified staff.

e) KRA 5: Financing and Resource Mobilization. This aims at ensuring that TTU has adequate resources to enable continuation of quality service delivery.

f) KRA 6: Strategic Leadership, Management, and Good Corporate Governance. This aims at building an environment of trust, transparency and accountability to foster sustainability, stronger growth and inclusivity.

The associated strategic objectives and strategies are outlined in section 3.3

2.3. Strategic Objectives and Strategies

The Strategic Objectives, Strategies and the associated Activities are summarised in Table 8.

Table 8: KRAs, Strategic issues, Strategic objectives, Strategies and activities

KRA 1: Excellence in Research, Teaching and Community Engagement			
Strategic Issue	**Strategic Objective**	**Strategy**	**Activities**
1.1 Research output	To increase quantity, improve quality of research output and ranking	Enhance research capacity	a) Establish and operationalise Directorate of post graduate studies and research b) Train staff to increase writing of fundable proposals and reputable scientific publications by 20% annually c) Invest in gradually improving research laboratories and equipment d) Continual training of administrative staff on emerging trends on management of research funds management e) Operationalise Business Incubation and Development Centre
1.2Dissemination of research output	To promote dissemination of research output	Enhance visibility of research output	a) Facilitate staff to attend and make presentations at conferences / workshops b) Hold an annual research and innovation week c) Hold an international conference at least once every two years d) Participate in external exhibitions
1.3 Student enrolment	To increase the number of students five-fold in the next five years	Attract more students	a) Develop and launch niche postgraduate and undergraduate programmes b) Introduce more flexible postgraduate study modes c) Develop joint postgraduate programmes with established universities d) Establish postgraduate scholarship schemes e) Operationalise the School of Health Sciences
1.4 Enhancement of teaching and curriculum development skills	To improve the quality of teaching and curriculum development	Enhance teaching and curriculum development skills	a) Conduct pedagogical training to academic staff from time to time b) Provide training to academic staff on online education and training tools c) Build the capacity of staff to use electronic information resources d) Improve library resources and off-campus access e) Enhance student-centred learning infrastructure
1.5 Stakeholder feedback	To enhance stakeholder feedback	Enhance stakeholder engagement	a) Organise regular open days targeting various stakeholders b) Conduct biennial graduate tracer studies c) Increase partnerships with industry and government agencies d) Diversify, implement and monitor feedback channels
1.6 Visibility of the University	To enhance visibility of the university	Enhance TTU brand	a) Procure professional branding and marketing service provider b) Develop and implement TTU branding and marketing strategy c) Organise periodic physical and virtual outreach activities d) Revamp TTU website

KRA 2: Facilities and Learning Environment			
Strategic Issue	**Strategic Objectives**	**Strategy**	**Activities**
2.1 Inadequate telecommu-nication and ICT infrastructure	To increase coverage of physical telecommu-nication and ICT infrastructure	Expand telecommu-nication and ICT infrastructure	a) Extend the Fibre backbone b) Increase number of network connectivity hot spots c) Upgrade structure cabling in office buildings d) Procure and install one additional server for improved data management e) Procure computers to progressively attain one-to-one staff-computer ratio f) Safely dispose obsolete computers and other electronic wastes
2.2 Inadequate enterprise administrative information systems	To provide effective and secure information systems to support business process automation	Strengthen the University ERP system	a) Setup a disaster recovery site b) Provide continual training and technical support to staff on ERP c) Utilise artificial intelligence and machine learning technologies to improve response to user needs d) Use business intelligence and analytics tools for effective decision making
2.3 Incomplete digitization of staff and student records	To digitise staff and student records	Complete digitization of staff and student records	a) Identify and assign staff responsible for digitization of records b) Procure and install scanners c) Procure and install an electronic documents management system (EDMS) d) Train users on digitization e) Digitise staff and student records
2.4 Sub-optimal ICT security systems	To improve security of university systems and data	Enhance ICT security	a) Implement Information Security Management Systems standard (ISO 27001:2013) b) Train ICT personnel on information security best practices c) Undertake regular sensitisation of staff on IT security d) Develop blockchain-based system and integrate it with the University ERP system
2.5 Inadequate campus security	To improve the safety of university staff, students and property	Enhance security measures on campus	a) Construct a modern security access control gate b) Install security lights from Administration building to the hospital c) Install CCTV in strategic areas d) Sensitise staff and students on security matters e) Enhance the capacity of security personnel
2.6 Inadequate library facilities	To provide adequate library services	Construct and equip a modern library	a) Design and construct a modern library b) Procure and install modern library equipment c) Buy additional key reference materials d) Subscribe to more e-resources e) Provide off-campus access to library resources
2.7 Insufficient open, distance and e-learning	To increase access to ODeL	Enhance ODeL infrastructure	a) Procure equipment (such as camera, recording) to facilitate e-learning b) Develop modules for eLearning c) Enhance staff capacity in e-content design, development and delivery

(ODeL) infrastructure			d) Seek accreditation from CUE e) Advertise and enrol students for the programmes f) Establish partnerships for ODeL with local and international institutions
2.8 Insufficient storm water management infrastructure	To manage stormwater	Harvest storm water	a) Identify suitable buildings for phased guttering and connection to the drainage channels b) Construct a water pan for storing storm water c) Plant selected trees and grass for biofiltration
2.9 Inadequate and unreliable clean water supply	Improve sustainable clean water supply	Diversify and enhance clean water sources	a) Rehabilitate Mwamusha spring b) Pursue connection to Mzima water pipeline
2.10 Inadequate on-campus medical services	To improve on-campus medical services	Upgrade the clinic from level 2 dispensary to level 4 hospital	a) Expand and equip the clinic physical facility b) Seek NHIF accreditation of the facility
2.11 inadequate transport facilities	To improve transport for students and staff	Acquire additional vehicles	a) Procure a bus for student academic trips b) Procure cars for administrative use
2.12 Lecture halls to support large classes	To accommodate large classes	Construct and equip lecture halls	a) Build and equip one 500-seater capacity multipurpose hall b) Digitalise the lecture rooms c) Enable remote access of lecture halls for blended teaching and off campus teaching

KRA 3: Student Welfare and Experience			
Strategic Issue	**Strategic Objectives**	**Strategy**	**Activities**
3.1 Guidance and counselling services	To improve student guidance and counselling services	Strengthen student guidance and counselling services	a) Recruit a female counsellor b) Develop student Guidebook c) Conduct public lectures on diverse issues d) Identify, recruit and train peer counsellors e) Establish a Career Service office and hold career fare annually f) Digitalize most services offered to students for efficient service delivery especially on transcripts and access to information

3.2 Uptake of catering and accommodation services	To improve the uptake of catering and accommo-dation service	Make catering and accommo-dation services more attractive to students	a) Providing nutritious and diverse meal options in the University Cafete b) Review the food prices regularly c) Provide stable WI-FI connection to the student hostels d) Provide stable water supply to the student hostels e) Respond promptly to student complaints on accommodation and caterin f) Upgrade and modernise student residences g) Review the external students accommodation policy to ensure students live in conducive environment
3.3 Participation in external co-curricular activities	To increase participation in external co-curricular activities	Specialise in a few popular co-curricular activities	a) Identify our niche co-curricular activities b) Source for corporate sponsorship for sports activities c) Review the student activity fees d) Strengthen co-curricular based clubs e) Organise internal completions and source for resource persons in support of Student Leadership capacity building and Student Associations and Unions scheduled activities. f) Admit talented students on scholarships.
3.4 Transport services for students	Provide affordable transportation means	Ease the transport challenges to and fro Main Campus and Voi town	a) Use the University bus to occasionally ferry students from Campus to Voi town during weekends b) Partner with the local leaders and business persons on resumption of transport services from the University to Voi town
3.5 Students safety and Security	Improve students safety and security on campus	Create a safe and secure student environment	a) Improve campus lighting by installing street lights at strategic points within the Campus b) b)Source for corporate sponsorship for installation of street lights along the campus road to the main Voi - Mwatate road c) c)Introduce the use of biometric device for identification and authentication and d) d)Install in phases surveillance systems to both interior and exterior areas of identified buildings e) e)Build shades along the pedestrian path from the main gate to the Administration parking lot to protect students from the scorching sun and rain

KRA 4: Human Resource Experience

Strategic Issue	Strategic Objectives	Strategy	Activities
4.1 Lack of flexi work environment framework	To establish a flexible work arrangement that facilitates and responds to the novel and future work environment	Implement a flexi work environment framework	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
4.2 Inadequate induction for new employees and managers	To establish an induction programme for new employees and managers	Implement effective induction program for new employees and managers	a) To review the existing staff induction policy b) Conduct continual sensitisation of staff on their role in the induction process c) Designate and train an officer at the Human Resources department to be in charge of the induction programme d) Develop a template to in-build induction in appointment of new employees e) Develop a template for induction of newly appointed managers
4.3 Underutilisation of staff talents	To identify and nurture talent	Institute a Talent Development Programme (TDP)	a) Design talent development strategy b) Create and publicise an annual calendar for staff to showcase their talent c) Review the employee award and recognition scheme to include talent
4.4 Slow uptake of change	To improve uptake of change	Institutionalise change management	a) Appoint Change Management Champions b) Identify and adopt a change management model c) Monitor and evaluate implementation of change in the University
4.5 Interruption of service delivery upon exit of key personnels	To ensure smooth succession	Develop and implement succession planning	a) Develop and implement a University Staff Succession policy b) Identify key areas, positions and capabilities for succession planning c) Identify employees with potential and assess them against the capabilities d) Mentor the identified employees for succession e) Monitor and evaluate the effectiveness of the succession plan
4.6 Incomplete staff performance appraisal	To deliver a complete and objective staff performance appraisal	Implement comprehensive staff performance appraisal	a) Appoint University staff appraisal committee b) Sensitise staff on the provision and benefits of the performance appraisal c) Automate the staff performance appraisal system d) Monitor and evaluate the staff performance appraisal system
4.7 Employee wellness	To improve on employee wellness	Establish and implement employee wellness programmes	a) Establish an employee wellness committee b) Appoint wellness Champions from every department c) Develop and implement a University employee wellness policy d) monitor and evaluate implementation of employee wellness programs.

KRA 5: Finance and Resource Mobilization			
Strategic Issue	**Strategic Objectives**	**Strategy**	**Activities**
5.1 Meet the University's financial obligations	To timely meet the University's financial obligations	Growing the University Revenue	a) Lobby the Government for increased allocation of resources. b) Engage with Development Partners for increased funding. c) Attract more students in order to grow the Appropriation In Aid (A.I.A).. d) Enhance staff capacity in resource mobilisation and management. e) Develop and implement Resource Mobilisation Programmes and Projects. f) Put the University land into productive use.
		Improve management of resources	a) Progressively outsource support services. b) Establish and operationalize the grants management system. c) Enhance capacity of line managers on budgeting and reporting process. d) Implement the National Treasury guidelines for asset management. e) Automate processes in finance operations. f) Introduce cashless payments at the student mess and staff cafeteria. g) Monitor and Evaluate resource mobilisation initiatives.
5.2 Grow the Endowment Fund	To grow the endowment fund from KES 57,790 as at 30th June 2023 to KES 5 Million by 30th June 2028	Grow the University revenue	a) Establishment and support of the Endowment Fund Secretariat b) Develop the ToRs for the Secretariat c) Launch the endowment fund d) Increase individual and corporate gifts e) Initiate alumni contributions f) Involve the faculty, staff and community to directly give towards the endowment fund
5.3 Establishment of TTU Enterprise Services	To establish TTU Enterprise Services	Grow the revenue sources	a) Register and operationalize TTU Enterprise Services b) Operationalize the TTU Enterprise Board c) Review the IGU policy to promote staff participation in activities d) Operationalize the IGU Committee e) Grow the proceeds from the Ngerenyi farm and Taveta farm, f) Develop and implement consultancy programmes
5.4 Reduce pending bills	To reduce the pending bills	Reduction of pending bills on annual basis	a) Increase the budget allocation for payment of pending bills on an annual basis. b) Ensure payment of pending bills on a first in first out (FIFO) basis. c) Prioritise payment of AGPO pending bills

KRA 6: Strategic Management, Leadership and Good Corporate Governance			
Strategic Issue	**Strategic Objectives**	**Strategies**	**Activities**
6.1 Lack of conflict-of-interest guidelines	To achieve informed declaration of conflict-of-interest	Develop and implement conflict-of-interest guidelines	a) Develop and cause approval of a university conflict of interest guidelines b) Sensitise Council 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
6.2 Exposure to risks	To minimise exposure to risks	Institutionalise risk-based approach in decision making	a) Review the University risk management policy b) Strengthen the capacity of the University risk management committee c) Sensitise Council and staff on the provisions of the policy d) Monitor and evaluate the implementation of the risk management
6.3 Inadequate corporate social responsibility (CSR)	To improve engagement with Community	Enhance CSR activities	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
6.4 Gender Imbalance in the University Management	To progressively achieve gender parity (30%) in the University management	Bridge the gender gap in the University Management	a) Inbuild affirmative action in recruitment and promotion process b) Develop and implement gender sensitive work environment and employee benefits 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 9: Schools, Directorates and Departments

Division	SCHOOLS AND DEPARTMENTS	DIRECTORATES
Administration, Finance &Planning	1. Procurement 2. Security 3. Planning, Development & Central Services 4. Human Resource 5. Facilities Management 6. Health Unit 7. ICT 8. Accommodation and Catering 9. Internal Audit	1. Directorate of Administration, Planning and Development 2. Directorate of Finance
Academic, Research & Outreach	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. Registrar (ARO) 6. University Library 7. Students Welfare	1. Directorate of Academic Quality Assurance (AQA) 2. Directorate of Open and Distance e-Learning (ODEL) 3. Directorate of Technical and Vocational Education and Training (TVET)

For the proposed Organizational Structure, see Annex 2.

4.2 Staff Establishment

TTU Staff Establishment is summarised below.

Table 10: Staff Establishment

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

S/NO.	DESIGNATION	JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
32.	Senior Library Assistant	9	3	2	1	3
33.	In charge farm	10	1	0	1	1
34.	Procurement Officer II	8	4	1	3	4
35.	Assistant Accountant I	8	2	0	2	2
36.	Research and Outreach Officer	8	2	1	1	2
37.	Medical Lab Technologist I	8	1	1	0	1
38.	Assistant ICT Officer I	8	3	1	2	3
39.	Assistant Transport officer	8	1	0	1	1
40.	Senior Accountants I		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
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

S/NO.	DESIGNATION	JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
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
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

S/NO.	DESIGNATION	JOB GROUP / SCALE	AUTHORIZED ESTABLISHMENT (A)	IN- POST (B)	VARIANCE (A-B)	OPTIMAL STAFFING
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
	Total		**637**	**240**	**397**	**637**

The University has not been able to fill the key positions in its establishment due to financial and internal human resource capacity constraints. In this Plan, therefore, the University targets filling the gaps through recruitment, internal staff capacity enhancement, automation, succession and change management, and rationalization of the organisational structure.

4.3 Financial Resources

The two traditional sources of revenues for the University have been government allocation and fee collection (A-in-A). However, with the dwindling Government capitation and student enrolment in some programmes, the University has no option but to seek to diversify its sources of revenue. Thus, in this plan period, the identified sources of revenue will include the following:

a) Government Allocations (Recurrent and Development funding)
b) Internally generated funds including (student fees, catering services, the farm and other income generating units)
c) Development partner funding
d) Endowment Trust Fund

4.3.1 Financial Resource Requirements for the Plan

Table 11: Projected resource requirement

Cost Area	Projected Resource Requirement (KES Mn)					
	2022/23 Base	2023/24	2024/25	2025/26	2026/27	2027/28
GoK Recurrent Capitation	406	765	846	951	1,046	1,151
GoK Development Capitation	35	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	**608**	**1,456**	**1,556**	**1,661**	**1,775**	**1,885**
Projected Expenditure						
Compensation to Employees	454	687	756	832	915	1,007
Operations and Maintenance	83	209	236	265	291	309
Research Projects	36	36	40	40	45	45
GoK Development Capitation	35	524	524	524	524	524
Total Projected Expenditure	**608**	**1,456**	**1,556**	**1,661**	**1,775**	**1,885**

4.3.2 Resource Gaps

From the previous and the projected budgetary allocations from the government, our likely resource gaps are summarised in table 12.

Table 12: Projected resource gaps

FY	Requirement (KES Mn)	Estimated Resource Allocations (KES Mn)	Variance (KES Mn)
2022/2023	1,120	608	512
2023/2024	1,456	696	760
2024/2025	1,556	747	809
2025/2026	1,661	787	874
2026/2027	1,775	852	923
2027/2028	1,885	905	980
Total	**9,453**	**4,595**	**4,858**

4.3.3 Resource mobilization strategies

This Plan will require funding from multiple stakeholders: the National Government, the University itself through appropriation in aid, Development Partners and the private sector. The specific strategies to be used are captured in KRA 5.

4.3.4 Resource Management

Successful implementation of this Strategic Plan will require prudence in management of the limited financial resources available. Various strategies have been proposed to achieve this (see KRA 5 for details).

4.4 Business Process Re-Engineering

TTU documented and implemented its operational procedures in line with ISO quality management system standard. Upon acquiring and installing the ERP system and automating its business processes, a number of procedures were not revised and aligned to the ERP. In this Plan all procedures will be reviewed and aligned to the ERP to achieve smooth flow and the desired level of automation.

4.5 Risk Analysis and Mitigation Measures

The plan is likely to be affected by a number of risks: Financial, Technological, Operational, Compliance, Organizational and Reputational. Table 3 provides a summary of description of these risks, their likelihood and impact, and the mitigation measures.

Table 13: Risk analysis and mitigation measures.

Risk class/category	***Risk description***	***Likelihood L/H/M***	***Impact L/H/M***	***Over all risk Level L/H/M***	***Mitigation measure (s)***	***Risk Owner (s)***
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) Lobby the government and development partners for more allocation and funding respectively b) Operationalise the TTU Enterprise services c) Outsource support 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	a) Train ICT personnel on information security best practices. b) Establish information security systems. c) Create awareness of the information security risks among staff and students. d) Use data backups that include off-site or remote storage. e) Continuously vet staff.	***ICT Manager***
Operational Risks	Operational risks are likely to arise from flawed procedures, unclear processes, weak controls and human error.	M	M	M	a) Implement ISO Quality Management System standard. b) Continual sensitisation of staff on ethics and integrity	***DVC (AFP) / DVC (ARO)***
Compliance Risks	These may arise due to none compliance with laws, regulation and policies hence resulting to increased costs due to	M	M	M	a) Conduct legal compliance audits every three years and	***VC/DVC (AFP)***

Risk class/category	***Risk description***	***Likelihood L/H/M***	***Impact L/H/M***	***Over all risk Level L/H/M***	***Mitigation measure (s)***	***Risk Owner (s)***
	potential penalties, fines and court cases				implement recommendations. b) Sensitise staff on legal and policy requirements. c) Continuously monitor compliance	
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	a) Undertake succession planning. b) Adopt change management. c) Promote opportunities for mediation, arbitration and negotiation.	***DVC (AFP)***
Reputational risk	Adverse public perception and publicity in the discharge of TTU's mandate of teaching, research and outreach can affect its reputation and undermine public confidence.	L	H	M	a) Effective service delivery. b) Corporate communications. c) Effective and prompt feedback.	DVC (ARO) DVC (AFP)

CHAPTER FIVE

MONITORING, EVALUATION AND LEARNING FRAMEWORK

The Monitoring and Evaluation (M&E) will be led by Deans, Directors, CODs and HODs who will work closely with the Strategic Plan implementation committee. Each School, Directorate and Department will collect and analyse data, and generate and report 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?

4.1 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 HoDs and CoDs 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. They 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.

4.2 Evaluation

Evaluation will involve a systematic and objective process of examining the relevance, effectiveness, coherence, sustainability, 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 will be conducted by Strategic Plan Monitoring Committee (SPMC). The purpose of this evaluation will be to assess progress against planned activities for the year under review as 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 by an independent external evaluator. 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.

4.3 Learning

The Strategic Plan will provide a learning platform. CoDs and HoDs, who primarily will be responsible for monitoring, will have a forum to share their experiences on what works, what does not work and why. The approach will be guided by clearly identified learning questions. The lessons will highlight the strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact. The CoDs and HoDs will undertake primary and secondary data collection and analysis to respond to the learning questions. The information emanating from the learning process will be used to support decision making during the life of the Strategic Plan.

4.4 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	Strategic Plan Monitoring Committee (SPMC)
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 challenges during the first half of the phase and provide guidance on the remaining phase of the plan.	Conduct a mid-term review	After two years of implementation FY 2025/2026	Mid-term evaluation report	Independent external evaluator

Item	Purpose	Activity	Frequency	Expected products	Responsibility
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

KRA 1: Excellence in Research, Teaching and Community Engagement															
Strategic Issue	Research output														
Strategic Objective	To increase quantity and improve quality of research output														
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	Y 1	Y2	Y3	Y4	Y5	
1. Establish and operationalise Directorate of post graduate studies and research	Directorate of postgraduate studies and research established and operationalised	Functional directorate	1	1					1	1	1	1	1	VC
2. Train staff to increase writing of fundable proposals and reputable scientific publications by 20% annually	Trained staff	Number of staff trained	50	10	10	10	10	10	0. 1	0.1	0.1	0.1	0.1	DVC(ARO)
	Fundable research proposals	Number of research proposals submitted	10	2	2	2	2	2	0. 1	0.1	0.1	0.1	0.1	DVC(ARO)
	Publications	Number of publications in peer reviewed journals	295	40	48	57	68	82	0	0	0	0	0	DVC(ARO)
3. Invest in gradually improving research laboratories and equipment	Increased number of equipped laboratories	Budget provision for equipping laboratories	2.5M	0.5	0.5	0.5	0.5	0.5	0. 5	0.5	0.5	0.5	0.5	DVC(AFP)
4. Continual training of administrative staff on emerging trends on	Trained staff	Number of staff trained	10	2	2	2	2	2	0. 1	0.1	0.1	0.1	0.1	DVC(AFP)

management of research funds management														
5. Operationalise Business Incubation and Development Centre	Incubated business ideas	Number of incubated business ideas	5	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	DVC (ARO)

KRA1: Excellence in Research, Teaching and Community Engagement														
Strategic Issue	Dissemination of research output													
Strategic Objective	To promote dissemination of research output													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
1. Facilitate staff to attend and make presentations at conferences / workshops	Conferences and workshops attended	Number of conferences and workshops attended	25	5	5	5	5	5	0.3	0.3	0.3	0.3	0.3	DVC (ARO)
2. Hold an annual research and innovation week	Research and innovation week organized	Number of research and innovation week organized	5	1	1	1	1	1	1.5	1.5	1.5	1.5	1.5	DVC (ARO)
3. Hold an international conference at least once every two years	Biennial international conferences held	Number of biennial international conferences held	3	1		1		1	3.0	3.0	3.0	3.0	3.0	DVC (ARO)
4. Participate in external exhibitions	Exhibitions participation	Number of external exhibitions attended	5	1		1		1	0.2	0.2	0.2	0.2	0.2	DVC (ARO)

KRA1: Excellence in Research, Teaching and Community Engagement															
Strategic Issue	Student enrolment														
Strategic Objective	To increase the number of students 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
				Y 1	Y 2	Y 3	Y 4	Y 5	Y1	Y2	Y3	Y4	Y5	
1. Develop and launch niche postgraduate and undergraduate programmes	Developed and launched programmes	Number of programmes developed	22	10	7	5	0	0	5.0	3.5	2.5	0	0	DVC (ARO)
2. Introduce more flexible postgraduate study modes	Flexible postgraduate study programmes	Number of postgraduate programmes with flexible study modes	14	6	5	3	0	0	0	0	0	0	0	DVC (ARO)
3. Develop joint postgraduate programmes with established universities	Joint postgraduate programmes	Number of joint postgraduate programmes	2	2	0	0	0	0	0.5	0	0	0	0	DVC (ARO)
4. Establish postgraduate scholarship schemes	Postgraduate scholarship schemes	Number postgraduate scholarships awarded	100	20	20	20	20	20	8.0	8.0	8.0	8.0	8.0	DVC (ARO)
5. Operationalise the School of Health Sciences	School of Health Sciences	Functional School of Health Sciences	1	0	1	0	0	0	0	16.8	14.8	14.8	14.8	DVC (ARO)

KRA1: Excellence in Research, Teaching and Community Engagement															
Strategic Issue	Enhancement of teaching and curriculum development skills														
Strategic Objective	To improve the quality of teaching 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. Conduct pedagogical training to academic staff from time to time	Trained staff	Number of staff trained	100	20	20	20	20	20	0.2	0.2	0.2	0.2	0.2	DVC (ARO)
2. Provide training to academic staff on online education and training tools	Trained staff	Number of staff trained	100	20	20	20	20	20	0.2	0.2	0.2	0.2	0.2	DVC (ARO)
3. Build the capacity of staff to use electronic information resources	Trained staff	Number of staff trained	100	20	20	20	20	20	0.2	0.2	0.2	0.2	0.2	DVC (ARO)
4. Improve library resources and off-campus access	Improved library resources	Budget for library resources	2.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	DVC (AFP)
5. Enhance student-centered learning infrastructure	Installed interactive boards	Number of classes with interactive boards	2	0	1	0	1	0	0	0.5	0	0.5	0	DVC (AFP)

KRA1: Excellence in Research, Teaching and Community Engagement															
Strategic Issue	Stakeholder feedback														
Strategic Objective	To enhance stakeholder feedback														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24-2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
1. Organize regular open days targeting various stakeholders	Open days organised	Number of open days organised	5	1	1	1	1	1	0. 2	0. 2	0. 2	0. 2	0. 2	DVC (ARO)
2. Conduct biennial graduate tracer studies	Tracer studies conducted	Number of tracer studies conducted	2	0	1		1		0	0. 1	0	0. 1	0	DAQA
3. Increase partnerships with industry and government agencies	Partnership s created	Number of new partnerships created	10	2	2	2	2	2	0	0	0	0	0	VC
4. Diversify, implement and monitor feedback channels	Active feedback channels established	Number of active feedback channels established and monitored	6	6	0	0	0	0	0	0	0	0	0	VC

KRA1: Excellence in Research, Teaching and Community Engagement															
Strategic Issue	Visibility of the University														
Strategic Objective	To enhance visibility of the university														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
1. Procure professional branding and marketing service provider	Branding and marketing service provider procured	Branding and marketing service provider	1	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	VC
2. Develop and implement TTU branding and marketing strategy	Branding and marketing strategy	Branding and marketing strategy implemented	1	1	1	1	1	1	1.5	1.5	1.5	1.5	1.5	VC
3. Organize periodic physical and virtual outreach activities	Outreach activities organized	Number of outreach activities organized	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	DVC (ARO)
4. Revamp TTU website	Revamped website	Revamped website	1	0	1	0	0	0	0	0.1	0	0	0	ICT Manager

KRA 2: Facilities and Learning Environment															
Strategic Issue	Inadequate Telecommunication and ICT infrastructure														
Strategic Objective	To increase coverage of physical telecommunication and ICT infrastructure														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years	TARGETS					BUDGET (KES)in Millions					Persons Responsible
			2023/24 - 2027/28	Y 1	Y 2	Y 3	Y 4	Y 5	Y1	Y2	Y3	Y4	Y5	
1. Extend the fibre backbone	Fibre backbone extended	Proportion of the university main campus covered by fibre backbone	70	50	55	60	65	70	0.5	0.5	0.5	0.5	0.5	ICT Manager
2. Increase number of network connectivity hot spots	Hot spots installed on main campus	Number of hot spots on main campus	25	5	5	5	5	5	0.2	0.2	0.2	0.2	0.2	ICT Manager
3. Upgrade structure cabling in office buildings	Structure cabling upgraded	Percentage of buildings with structure cabling upgraded	80	40	50	60	70	80	0.2	0.2	0.2	0.2	0.2	ICT Manager
4. Procure and install one additional server for improved data management	Server installed	Number of Servers installed	1	0	1	0	0	0	0	0.5	0	0	0	ICT Manager

5. Procure computers to progressively attain one-to-one staff-computer ratio	Computers procured	Number of computers procured	50	10	10	10	10	10	1.0	1.0	1.0	1.0	1.0	ICT Manager
6. Safely dispose obsolete computers and other electronic wastes	Safely disposed obsolete computers	Number of obsolete computers/electronic gadgets disposed	All	All	All	All	All	All	0.02	0.02	0.02	0.02	0.02	ICT Manager

KRA 2: Facilities and Learning Environment														
Strategic Issue	Inadequate enterprise administrative information systems													
Strategic Objective	To provide effective and secure information systems to support business process automation													
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	
Setup a disaster recovery site	Disaster recovery site set-up	Functional disaster recovery site	1	0	0	1	0	0	0	0	0.3	0.1	0.1	ICT Manager
Provide continual training and technical support to staff on ERP	Staff trained on ERP	Number of staff trained on ERP	242(All)	All	All	All	All	All	0	0	0	0	0	ICT Manager
Utilize artificial intelligence and machine learning technologies to improve response to user needs	Informative reports generate annually	Number of informative reports generate	5	1	1	1	1	1	0	0	0	0	0	ICT Manager
Use business intelligence and analytics tools for effective decision making	Informative reports generate	Number of informative reports generated	5	1	1	1	1	1	0	0	0	0	0	ICT Manager

KRA 2: Facilities and Learning Environment															
Strategic Issue	Incomplete digitization of staff and student records														
Strategic Objective	To digitize staff and student records														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y5	Y 1	Y 2	Y 3	Y 4	Y 5	
Identify and assign staff responsible for digitization of records	Staff identified and assigned to handle digitization	Number of staff identified and assigned to handle digitization	5	5	0	0	0	0						ICT Manager
Procure and install scanners	Procured and installed scanners	Number of scanners procured and installed	6	6	0	0	0	0	0.6	0.1	0.1	0.1	0.1	ICT Manager
Procure and install an electronic documents management system (EDMS)	Installed electronic documents management system (EDMS)	Number of Functional electronic documents management system (EDMS) installed	1	1	0	0	0	0	0.2	0.2	0.2	0.2	0.2	ICT Manager
Train users on digitization	Users trained on digitization	Number of users trained on digitization	5	5	0	0	0	0	0.1	0	0	0	0	ICT Manager
Digitize staff and student records	Records digitized	Percentage of records digitized	100	10	40	60	80	100	0	0	0	0	0	ICT Manager

KRA 2: Facilities and Learning Environment															
Strategic Issue	Sub-optimal ICT security systems														
Strategic Objective	To improve security of university systems and data														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Implement Information Security Management Systems standard (ISO 27001:2013)	Information Security Management Systems standard Implemented	Information Security Management Systems standard Implemented	1	0	1	0	0	0	0	0.5	0	0	0	ICT Manager
Train ICT personnel on information security best practices	Trained ICT staff	Number of ICT staff trained	4	4	0	0	0	0	0.4	0	0	0	0	ICT Manager
Undertake regular sensitisation of staff on IT security	Staff sensitised on IT security	Number of staff sensitised on IT security	All	All	0	0	0	0	0	0	0	0	0	ICT Manager
Develop blockchain-based system and integrate it with the University ERP system	Blockchain-based system developed and	Functional Blockchain-based system developed and	1	0	0	1	0	0	0	0	0.5	0	0	ICT Manager

	integrated with ERP	integrated with ERP												

KRA 2: Facilities and Learning Environment														
Strategic Issue	Inadequate campus security													
Strategic Objective	To improve the safety of university staff, students and property													
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	
Construct a modern security access control gate	Modern security access control gate	Functioning modern security access control gate	1	0	1	0	0	0	0	4.0	0	0	0	DVC (AFP)
Install security lights from Administration building to the hospital	Installed security light from administration building to the hospital	Percentage coverage of installed security light from administration building to the hospital	100	0	100	0	0	0	0	0.5	0	0	0	DVC (AFP)
Install CCTV in strategic areas	CCTV installed	Number of CCTVs installed	6	0	6	0	0	0	0	2.0	0	0	0	DVC (AFP)
Sensitise staff and students on security matters	Staff sensitised	Percentage of staff sensitised on security matters	100	100	100	100	100	100	0	0	0	0	0	HoD, Security

Enhance the capacity of security personnel	Personnel with enhanced security capacity	Number of personnel with enhanced security capacity	20	20	0	0	0	0	0.2	0	0	0	0	HoD, Security

KRA 2: Facilities and Learning Environment														
Strategic Issue	Inadequate library facilities													
Strategic Objective	To provide adequate library 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	
Design and construct a modern library	Modern library	Functional modern library	1	0	0	0	0	1					150	Librarian
Procure and install modern library equipment	Equipped library	Budget(in KES Millions) allocated and spent in equipping the library	40M	0	0	0	0	40M					40	Librarian
Buy additional key reference materials	Additional key reference materials procured	Budget (in KES Millions) allocated and spent in purchasing additional key reference materials	9M	0	0	0	0	9M					9	Librarian
Subscribe to more e-resources	Subscription to additional e-resources	Budget (in KES Millions) allocation for	1M	0	0	0	0	1M					1	Librarian

		additional e-resources subscribed												

KRA 2: Facilities and Learning Environment														
Strategic Issue	Insufficient open, distance and e-learning (ODeL) infrastructure													
Strategic Objective	To increase access to ODeL													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Procure equipment (such as camera, recording) to facilitate e-learning	E-learning equipment procured and installed	Budget (in KES Millions) allocated for procuring and installing e-learning equipment	2M	0	2.0	0	0	0	0	2.0	0	0	0	ODEL
Develop modules for e-learning	E-learning modules developed	Number of modules developed	4	0	4	0	0	0	0	0.2	0	0	0	ODEL
Enhance staff capacity in e-content design, development and delivery	Staff trained on content design, development and delivery	Number of staff trained in content design, development and delivery	20	10	10	0	0	0	0	0	0	0	0	ODEL
Seek accreditation of TTU ODeL from CUE	Accredited ODeL programme	TTU ODeL accredited	1	1	0	0	0	0	1.0	0				ODEL/DAQA
Advertise and enrol students for the programmes	Advertisement of the ODeL programmes	Number of ODeL students enrolled	50	10	10	10	10	10	0.2	0.2	0.2	0.2	0.2	ODEL/PRO

Establish partnerships for ODeL with local and international institutions	Established ODeL partnerships	Number of partnerships for ODeL established	2	0	1	0	1	0	0	0	0	0	0	VC

KRA 2: Facilities and Learning Environment														
Strategic Issue	Insufficient storm water management infrastructure													
Strategic Objective	To manage storm water													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y5	Y 1	Y 2	Y 3	Y 4	Y 5	
Identify suitable buildings for phased guttering and connection to the drainage channels	Buildings guttered and connected to the drainage channel	Percentage of buildings guttered and connected to the drainage channel	100	20	40	60	80	100	0.5	0.5	0.5	0.5	0.5	Facilities Manager
Construct a water pan for storing storm water	Water pan constructed	Number of water pans constructed	1	0	1	0	0	0	0	0.2	0	0	0	Facilities Manager
Plant selected trees and grass for bio-filtration	Trees and grass planted and maintained	Number of trees planted and maintained	150	30	30	30	30	30	0.1	0	0	0	0	Facilities Manager

KRA 2: Facilities and Learning Environment															
Strategic Issue	Inadequate and unreliable clean water supply														
Strategic Objective	Improve sustainable clean 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	
Rehabilitate Mwamusha spring	Selected trees planted at Mwamusha water catchment	Number of trees planted and maintained at Mwamusha water catchment	200	0	100	100	0	0	0	0.1	0.1	0	0	Facilities Manager
Pursue connection to Mzima water pipeline	TTU connected to Mzima water pipeline	Full connection of TTU to Mzima water pipeline	Full connection of TTU to Mzima water pipeline											VC

KRA 2: Facilities and Learning Environment	
Strategic Issue	Inadequate on-campus medical services
Strategic Objective	To improve on-campus medical services

Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y5	Y 1	Y 2	Y 3	Y 4	Y 5	
Expand and equip the clinic physical facility	Expanded and equipped hospital	Expanded and equipped hospital	1	0	0	0	0	1	0	0	0	0	30	DVC(AFP)
Seek NHIF accreditation of the facility	NHIF accredited hospital	Percentage of Services offered to NHIF card holders who visit the hospital	60	0	0	0	0	60					0.1	Medical Officer

KRA 2: Facilities and Learning Environment														
Strategic Issue	Inadequate transport facilities													
Strategic Objective	To improve transport for students and staff													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Procure a bus for student academic trips	University Bus procured and put to use	Number of University Buses procured	1			1					8			DVC (AFP)
Procure cars for administrative use	Cars procured for administrative use	Number of cars procured for administrative use	3		1		1	1		4		4	4	DVC (AFP)

KRA 2: Facilities and Learning Environment															
Strategic Issue	Inadequate lecture halls to support large classrooms														
Strategic Objective	To accommodate large classes														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y3	Y 4	Y 5	
Build and equip one 500-seater capacity multipurpose Hall	Multipurpose Hall designed, constructed, equipped and commissioned	Number of Multipurpose Hall available for use	1			1					250			DVC (AFP)

KRA 3: Student Welfare and Experience															
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
				Y 1	Y 2	Y 3	Y 4	Y5	Y 1	Y 2	Y 3	Y 4	Y 5	
Recruit a female counsellor	Recruited female counsellor	Number of female counsellors recruited	1	0	1	0	0	0	0	1.2	1.2	1.2	1.2	DVC (AFP)

Develop student Guidebook	Student Guidebook developed	Number of student Guidebooks developed	1	0	1	0	0	0	0	0.5	0	0	0	Dean of Students
Conduct public lectures on diverse issues	Public lectures conducted	Number of public lectures conducted	5	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	Dean of Students
Identify, recruit and train peer counsellors	Peer counsellors recruited	Number of peer counsellors recruited	25	0	25	0	0	0	0	0.2	0	0	0	Dean of Students

KRA 3: Student Welfare and Experience														
Strategic Issue	Low uptake of catering and accommodation services													
Strategic Objective	To improve the uptake of catering and accommodation service													
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	
Diversify the food menu	New diversified menu	Number of new dishes introduced	5	0	5	0	0	0	0	0	0	0	0	Catering Manager
Review the food prices regularly	Reviewed food prices	Number of times food prices reviewed	2	0	1		1		0	0	0	0	0	Catering Manager
Provide stable WI-FI connection to the student hostels	WI-FI hot spots created in hostels	Percentage of hostels with WI-FI connection	100	0	50	100	100	100	0.1	0.1	0	0	0	ICT Manager
Provide stable water supply to the student hostels	Student hostels with stable water supply	Percentage of student hostels with stable water supply	100	0	0	0	0	100	0	0	0	0	1.0	Facilities manager
Respond promptly to student complaints on	Students complaints on accommodation	Percentage of students	100	100	100	100	100	100	0	0	0	0	0	Catering Manager

accommodation and catering services	and catering services that are responded to	complaints on accommodation and catering services that are responded to												

KRA 3: Student Welfare and Experience														
Strategic Issue	Low participation in external co-curricular activities													
Strategic Objective	To increase participation in external co-curricular activities													
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	
Identify our niche co-curricular activities	Report with identified niche co-curricular activities	Number of reports with identified niche co-curricular activities	1	1	0	0	0	0	0.1	0	0	0	0	Dean of Students
Source for corporate sponsorship for sports activities	Corporate sponsors for sports identified	Number of new Corporate sponsors for sports identified	10	5	2	2	1	0	0	0	0	0	0	Dean of Students
Review the student activity fees	Reviewed student activity fees	Number of revisions of student activity fees undertaken	1		1	0	0	0	0	0	0	0	0	Dean of Students
Strengthen co-curricular based clubs	Strengthened co-curricular based clubs	Percentage of co-curricular based clubs strengthened	100	30	40	50	60	100	0.05	0.05	0.05	0.05	0.05	Dean of Students

Use the University bus to ferry students to Voi town during weekends	Eased transport challenge for students when accessing Voi town over weekends	Percentage of weekends in which students were ferried to and from Voi town by the University bus	100	10 0	10 0	10 0	10 0	10 0	0.2	0.2	0.2	0.2	0.2	HoD Facility Manageme nt
Introduce use of biometric devices		Number of the biometric device installed	2	0	0	0	0	2	0	0	0	0	0.6 4	HoD Facility Manageme nt

KRA 4: Human Resource Experience														
Strategic Issue	Lack of flexi work environment framework													
Strategic Objective	To establish a flexible work arrangement that facilitates and responds to the novel and future work environment													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsibl e
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y2	Y3	Y4	Y5	
Develop a flexi workplace policy	Flexi work place policy developed and approved	Approved Flexi work place policy	1	0	1	0	0	0	0	0.0 5	0	0	0	Director APD
Train and sensitise employees on flexi work	Training of staff on	Number of staff trained	240	0	60	60	60	60	0	0.0 5	0.0 5	0.0 5	0.0 5	Director APD

	Flexi work conducted													
Conduct trial run for a flexi work	Trial run conducted	Trial run report	1	0	0	0	0	0	0	0	0	0	0	Director APD
Develop and cause approval of flexi work program	Flexi work program developed and approved	Approved flexi work programme	1	0	0	0	0	0	0	0	0	0	0	Director APD
Implement the flexi work program	Flexi work program implemented	Working flexi work in place	1	0	0	0	0	0	0	0	0			Director APD

KRA 4: Human Resource Experience														
Strategic Issue	Inadequate induction for new employees and managers													
Strategic Objective	To establish an induction programme for new employees and managers													
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	
To review the existing staff induction policy	The staff induction policy reviewed and approved	Approved revised staff induction policy	1	1	0	0	0	0	0	0	0	0	0	Director APD
Conduct continual sensitisation of staff on their role in the induction process	Staff sensitization on induction held	Percentage of new staff and staff appointed to positions of	100	100	60	10	100	100	0	0	0	0	0	Director APD

		responsibility sensitized													
Designate and train an officer at the Human Resources department to be in charge of the induction programme	Designated staff identified and trained	One staff in HR assigned the induction function	1	0	1	0	0	0	0	0	0	0	0	Director APD
Develop a template to in-build induction in appointment of new employees	Template on induction developed and approved	Number of templates developed	1	0	1	0	0	0	0	0	0	0	0	Director APD
Develop a template for induction of newly appointed managers	Template on induction developed and approved	Number of templates developed	1	0	1	0	0	0	0	0	0	0	0	Director APD

KRA 4: Human Resource Experience															
Strategic Issue	Under -utilisation of staff talents														
Strategic Objective	To identify and nurture talent														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Design talent development strategy	Talent development strategy developed and approved	Approved strategy on talent development	1	0	1	0	0	0	0	0	0	0	0	Director APD

Create and publicise an annual calendar for staff to showcase their talent	Annual Calendar for talent shows developed and approved	Approved annual talent shows calendar	1	0	1	0	0	0	0	0	0	0	0	Director APD
Review the employee award and recognition scheme to include talent	Employee award and recognition scheme reviewed and approved	Approved reviewed employee award and recognition scheme	1	1	0	0	0	0	0	0	0	0	0	Director APD

KRA 4: Human Resource Experience														
Strategic Issue	Slow uptake of change													
Strategic Objective	To improve uptake of change													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Appoint Change Management Champions	Change management champions identified and appointed	Number of change Management champions appointed	35	7	7	7	7	7	0	0	0	0	0	VC
Identify and adopt a change management model	Change management model identified and approved	Approved change management model	1	0	1	0	0	0	0	0	0	0	0	VC

Monitor and evaluate implementation of change in the University	Monitoring and evaluation framework developed and approved	Approved Monitoring and Evaluation Framework	1	0	1	0	0	0	0	0	0	0	0	VC

KRA 4: Human Resource Experience														
Strategic Issue	Interruption of service delivery upon exit of key personnel's													
Strategic Objective	To ensure smooth succession													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Identify key areas, positions and capabilities for succession planning	Key areas, positions and capabilities for succession planning identified, documented and approved	Approved document of key areas, positions and capabilities	1	1	0	0	0	0	0	0	0	0	0	Director APD
Identify employees with potential and assess them against the capabilities	Employees with potential capabilities identified and assessed	Assessment report	1	0	1	0	0	0	0	0	0	0	0	Director APD
Mentor the identified employees for succession	Staff mentoring conducted	Staff mentoring reports	5	1	1	1	1	1	0	0	0	0	0	Director APD

Monitor and evaluate the effectiveness of the succession plan	Monitoring and evaluation framework developed and approved	Monitoring and evaluation report	1	0	0	1	0	0	0	0	0	0	0	Director APD

KRA 4: Human Resource Experience															
Strategic Issue	Incomplete staff performance appraisal														
Strategic Objective	To deliver a complete and objective staff performance appraisal														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y 2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Appoint University staff appraisal committee	University Staff appraisal Committee appointed	Appointment letters for Committee members	TBD	1	0	0	0	0	0	00	0	0	0	Director APD
Sensitise staff on the provision and benefits of the performance appraisal	Staff sensitization conducted	Percentage of staff sensitized	100	100	100	100	100	100	0	0	0	0	0	Director APD
Automate the staff performance appraisal system	Appraisal tool customized and tested on the ERP	Appraisal reports generated from the ERP	240	1	1	1	1	1	0	0	0	0	0	Director APD
Monitor and evaluate the staff performance appraisal system	Monitoring and evaluation framework	Monitoring and evaluation report	5	1	1	1	1	1	0	0	0	0	0	Director APD

	developed and approved													

KRA 5: Finance and Resource Mobilization														
Strategic Issue	Inability to meet the University's financial obligations as they fall due													
Strategic Objective	To timely meet the University's financial obligations													
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	
Lobby the Government for increased allocation of resources.	Increased allocation of government resources	NA												
Engage with Development Partners for increased funding.		Covered in KRA 1												
Attract more students	Enrolled students	Covered in KRA 1												
Enhance staff capacity in resource mobilization and management.	Trained staff	Covered in KRA 1												
Review the IGU policy.	Reviewed IGU policy	A policy reviewed	1	1	0	0	0	0	0	0	0	0	0	
Develop and implement Resource Mobilization Programmes and Projects.	Submitted project proposals	Covered in KRA 1												
Operationalize TTU Enterprise Services.	TTU Enterprise Services	A functioning TTU Enterprise Services	1	0	0	1	0	0	0	0	3.0	3.0	3.0	

	operationalized														
Grow the University Endowment Trust Fund.	Increased Endowment Trust Fund.	Percentage increase in the Endowment Trust Fund.	25	5	5	5	5	5	0	0	0	0	0		
Put the University land into productive use.	Increase University land under productive use	Percentage of University land under productive use	40	20	20	25	30	40	0	0	1.0	1.0	1.0		
Progressively outsource support services.	Services outsourced	Percentage of services outsourced	20	0	0	10	15	20	0	0	0.1	0.1	0.1		
Establish and operationalize the grants management system.	Operational grants management system	One grants management system operationalized	1	0	0	0	1	0	0	0	0	0	0		
Enhance capacity of line managers on budgeting and reporting process.	Line managers trained on of line managers on budgeting and reporting process.	Percentage of line managers trained on budgeting and reporting process.	100	0	100	100	100	100	0	0.5	0	0	0		
Implement the National Treasury guidelines for asset management.	National Treasury guidelines for asset management implemented	NA													
Automate processes in finance operations.	Services at finance automated	Percentage of services in finance that are automated	80	10	30	50	60	80	0	0	0	0	0		
Introduce cashless payments at the student mess and staff cafeteria.	Cashless payment introduced	Number of cashless payment	1	0	1	0	0	0	0	0	0	0	0		

		methods introduced												
Monitor and Evaluate resource mobilisation initiatives		NA												

KRA 6: Strategic Management, Leadership and Good Corporate Governance														
Strategic Issue	Lack of conflict-of-interest guidelines													
Strategic Objective	To achieve informed declaration of conflict-of-interest													
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y 1	Y2	Y 3	Y 4	Y 5	Y 1	Y 2	Y 3	Y 4	Y 5	
Develop and implement conflict-of-interest guidelines	Developed conflict-of-interest guidelines	A developed conflict-of-interest guideline	1	0	1	0	0	0	0	0	0	0	0	
Sensitise Council members and staff on the provision of the conflict-of-interest guidelines	Sensitise Council members and staff	Percentage of Council members and staff Sensitised on the conflict of interest guidelines	100	0	100	0	0	0	0	0	0	0	0	

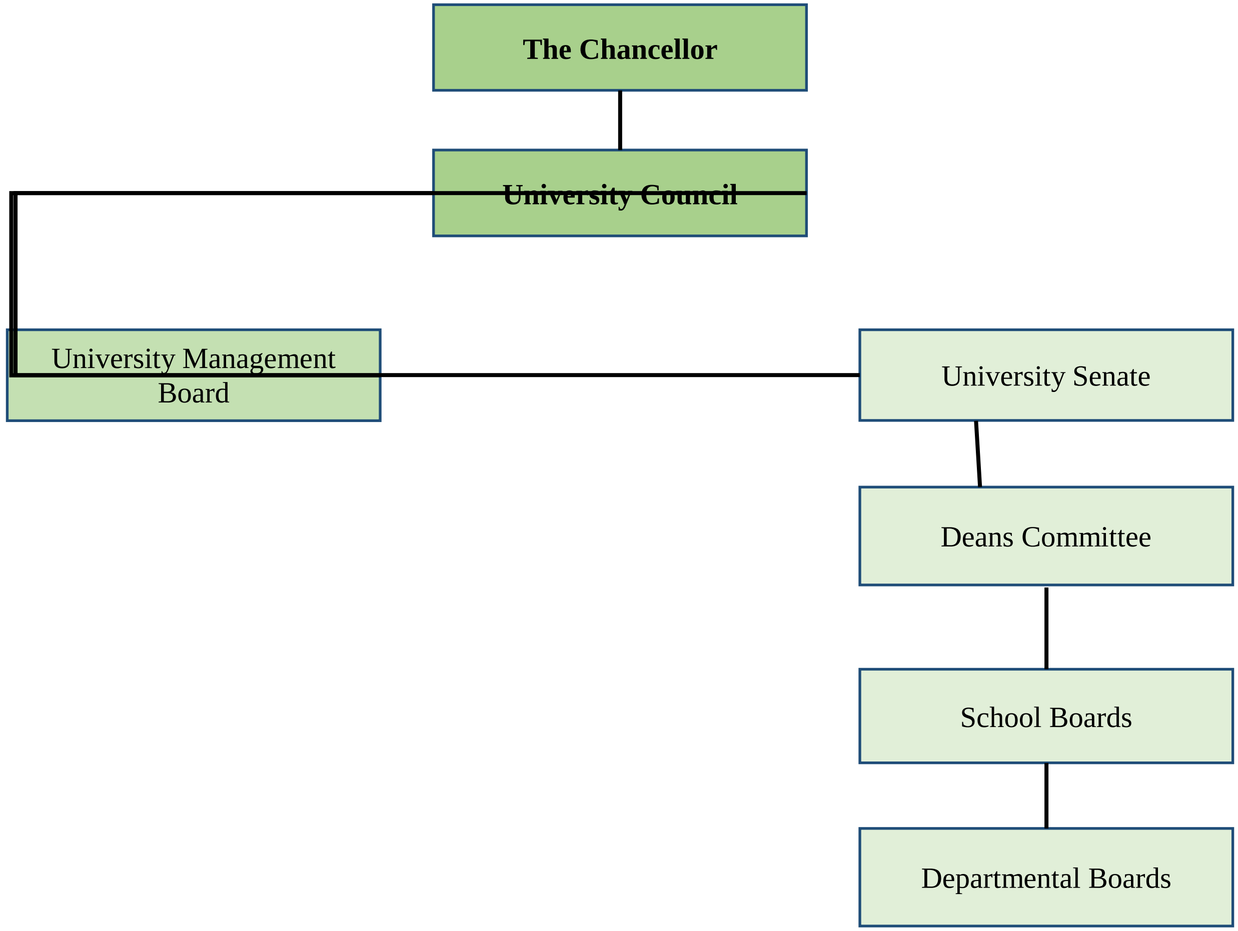
KRA 6: Strategic Management, Leadership and Good Corporate Governance															
Strategic Issue	Exposure to risks														
Strategic Objective	To minimise exposure to risks														
Activities	Expected Output	Key Performance Indicator (KPI)	Target for 5years - 2023/24 - 2027/28	TARGETS					BUDGET (KES)in Millions					Persons Responsible
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
Review the University risk management policy	Revised University risk management policy	Number of risk management policies revised	1	0	0	1	0	0	0	0	0	0	0	
Sensitise Council and staff on the provisions of the risk policy	Sensitise Council members and staff	Percentage of Council members and staff sensitised on risk policy	100	0	0	100	100	100	0	0	0.1	0	0	

KRA 6: Strategic Management, Leadership and Good Corporate Governance														
Strategic Issue	Inadequate corporate social responsibility (CSR)													
Strategic Objective	To improve engagement with 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	

Set up a committee to spearhead Corporate Social Responsibility (CSR) activities	CSR committee	Number of committees on CSR set up	1	1	0	0	0	0	0	0	0	0	0	
Launch the activities identified by the CSR committee	CSR activities launched	Number of CSR activities launched	5	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	

KRA 6: Strategic Management, Leadership and Good Corporate Governance														
Strategic Issue	Imbalance in the University Management													
Strategic Objective	To progressively achieve gender parity in the University management													
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	
Develop and implement gender-sensitive staff mentorship programme	Gender-sensitive staff mentorship programme	Number of gender-sensitive staff mentorship programmes developed	1	0	0	1	0	0	0	0	0.2	0	0	
Develop and implement gender sensitive work environment and employee benefits	Gender sensitive work environment and employee benefits	Number of gender sensitive employee benefits implemented	1	0	0	0	1	0	0	0	0	0	0	

Annex 2: University Governance Structure



Annex 3: University Administrative Structure