



# **EGERTON UNIVERSITY**

# **STRATEGIC PLAN**

**2023 - 2027**



**Kenya (i)**  
**VISION 2030**





## **VISION, MISSION AND CORE VALUES**

### **Vision**

A world class University for the advancement of humanity.

### **Mission**

To generate knowledge and offer exemplary education and training to society for national and global development.

### **Philosophy**

Egerton University innovatively influences human development through generation, acquisition, preservation and dissemination of knowledge and skills in Agriculture and other disciplines, guided by the core values.

### **Core Values**

The University's activities and decisions will be guided by the following core values:

- i) National unity and Social fairness;
- ii) Integrity, Transparency and Accountability;
- iii) Professionalism;
- iv) Internationalism;
- v) Passion for excellence and devotion to duty;
- vi) Team work;
- vii) Passion for environmental conservation;
- viii) Innovativeness and creativity.



## **FOREWORD**

In 2004, the Government of Kenya formally integrated strategic planning as an essential management tool across all state agencies. Additionally, the government embraced a trajectory of progress by establishing the Kenya Vision 2030, a comprehensive long-term development blueprint, and ratified the Constitution of Kenya (2010), embodying the highest aspirations of the Kenyan populace. Among all institutions, universities possess unique capabilities to spearhead leadership towards desired progress. This assertion particularly applies to Egerton University, the nation's oldest institution of higher learning.

Acknowledging its pivotal role in Kenya's intellectual capacity building, the University has undertaken significant transformations in alignment with its vision to become a world-class institution advancing humanity. Paramount to realizing this vision are clarity of purpose, coherence of strategy, and optimal resource mobilization. Consequently, the Council and University Management Board (UMB) took the lead in crafting the 2nd Edition of the Egerton University Strategic Plan 2013-2018. Subsequent revisions of the plan in 2009 and 2012 ensured alignment with the Constitution of Kenya (2010) and the Kenya Vision 2030, respectively.

The expiration of the 2<sup>nd</sup> Edition in June 2018 necessitated the development of the 3<sup>rd</sup> Edition of Egerton University Strategic Plan 2018–2023, with due consideration to the Kenya Government's Big 4 Agenda: Food and Nutrition Security, Affordable Healthcare, Affordable Housing, and Manufacturing. Amidst the socio-economic challenges posed by the Covid-19 global pandemic, a mid-term review in 2021 became imperative to recalibrate the Strategic Plan accordingly.

Following the conclusion of the Strategic Plan 2018-2023, the University embarked on formulating a new strategy (Strategic Plan 2023 – 2027), aligning with the vision of the Kenyan government outlined in the Bottom Up Economic Transformation Agenda (BETA) and the revised funding model for university education. As this marks the 4<sup>th</sup> edition, we are confident that its diligent implementation will materialize our vision and mission in consonance with the developmental aspirations of the Kenyan Government. We earnestly appeal to the Government, collaborators, development partners, and broader stakeholders for their unwavering support in achieving the strategic objectives delineated in the Plan.

**Narendra Raval (Guru), EBS**  
**Chancellor**

## PREFACE AND ACKNOWLEDGEMENT

In this 4<sup>th</sup> edition of the University Strategic Plan (2023-2027), efforts have been made to align strategies to the new realities presented by the post Covid 19 pandemic economic environmental impacts and the vision of the Kenya Kwanza government as outlined in the Bottom-up Economic Transformation Agenda (BETA). This new Plan also takes cognizance of the new budgetary realities presented by the new funding model for Universities.

The University management is committed to pursue the implementation of the Strategic Plan (2023-2027) by providing leadership in this unfolding challenging environment. This endeavor will only be possible when all stakeholders work together. On this breadth we appreciate the contributions of the following: Ministry of Education, State Department for Higher Education and Research, The National Treasury and Economic Planning, State Department for Economic Planning, local and international collaborators and partners; Egerton University staff and students.

On behalf of the University Council, we wish to assure our students, staff and other stakeholders that the Council will provide leadership in the mobilization of resources to ensure the realization of the goals and objectives set out in this Plan.

We also wish to thank members of the University Management Board, the Senate and other stakeholders for guiding the preparation of this Strategic Plan. Our utmost gratitude is to the Strategic Planning Committee under the Chairmanship of Prof. Richard M.S. Mulwa and supported by the following team members: Prof. Gilbert O. Obwoyere, Prof. Daniel O. Auka, Prof. George O. Owuor, Prof. Nancy W. Mungai, Prof. Wilkister N. Moturi, Dr. Phoebe F. Ongalo, Mr. Charles Wanjohi, Mr. Vincent Kipng'etich and Mr. Hezron Chwero for their utmost dedication.



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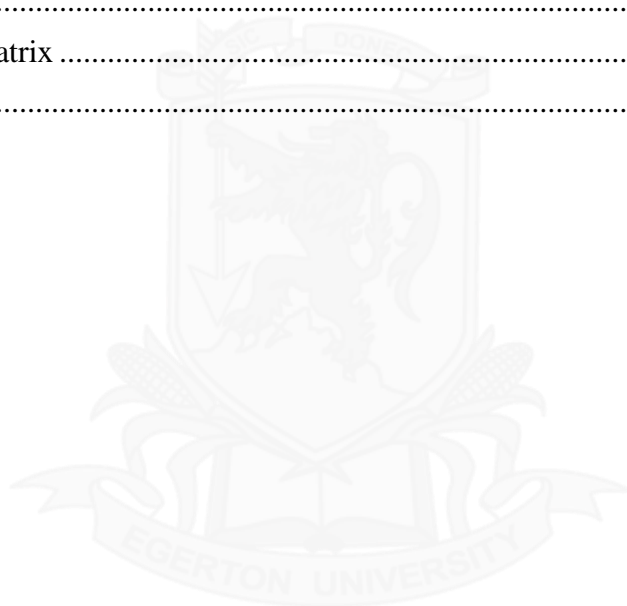
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## Definition of Concepts and Terminologies

<b>Strategic Planning:</b>	The actions involved in defining long-term goals and outlining specific actions to achieve them
<b>Strategic Management:</b>	The process of setting and implementing long-term goals to fulfill the University's core mandate within a competitive and resource-constrained environment, considering the needs of its stakeholders
<b>Performance Indicators:</b>	A measurable value that tracks progress towards strategic objectives
<b>Strategic Goal:</b>	General qualitative statements on what an Egerton University is hoping to achieve during the Plan period.
<b>Key Result Area:</b>	A broad area in which the University is expected to deliver results.
<b>Strategies:</b>	Broad abstractions which are descriptive of the means of achieving strategic objectives
<b>Strategic Objectives:</b>	Egerton University' commitments towards achieving the strategic goals.
<b>Core Values:</b>	These are the fundamental beliefs that guide the University's decisions and actions.

## Acronyms and abbreviations

BETA:	Bottom-up Economic Transformation Agenda
CMRT:	Crop Management Research Training Project
CODL:	College of Distance Learning
DILP:	Directorate of International Linkages and Programmes
DPD:	Directorate of Planning and Development
DRTEC:	Dryland Research and Ecotourism Centre
DVC AR&E:	Deputy Vice Chancellor Academic, Research and Extension
DVC AFP:	Deputy Vice Chancellor Administration, Finance and Planning
HCA:	Human Capital and Administration
ICT:	Information & Communication Technology
IGU:	Income Generating Units
IGWDS:	Institute of Gender Women and Development Studies
KRAs:	Key Result Areas
NTCC:	Nakuru Town Campus College
MOOCs:	Online Learning and Massive Open Online Courses
PESTEL:	Political, Economic, Social, Technological, Environmental and Legal
PRSP:	Poverty Reduction Strategy Paper
SDGs:	Sustainable Development Goals
SG:	Strategic Goal
STI:	Science, Technology and Innovation.
SO:	Strategic Objective
SWOT:	Strengths, Weaknesses, Opportunities and Threats
UNESCO:	United Nations Educational, Science and Cultural Organization
VC:	Vice Chancellor

## Executive Summary

The Egerton University Strategic Plan 2023 – 2027 is the 5<sup>th</sup> Edition since the introduction of strategic planning at the University in 2004. This Plan will chart the direction for the University to sustain its Vision to be a world-class university for the advancement of humanity amidst the challenges presented by the post-Covid 19 pandemic environment and the unfolding realities of the new Universities funding model. The Plan takes cognizance of various international development blueprints; the United Nations Sustainable Development Goals (SDGs), the African Union Agenda 2063 and the East African Community Vision 2050. At the National level, the Plan builds on the foundations of the Constitution of Kenya 2010, Vision 2030, Universities Act No. 42 of 2012, Egerton University Charter (2013) and Egerton University Statutes (2013). The Plan has factored in the aspirations of the “*Bottom-up Economic Transformation Agenda (BETA)*” which include agricultural transformation and inclusive growth; micro, small and medium enterprise; housing and settlement; healthcare; and digital superhighway and creative industry as prioritized by the Kenya Government.

The Plan takes into consideration the universal mandate of a University, which includes: teaching; research, generation, preservation and dissemination of knowledge; societal responsibility; and offering advisory and consultancy services. Egerton University is committed to its core values of national unity and social fairness; integrity, transparency and accountability; professionalism; internationalism; passion for excellence and devotion to duty; team work; commitment for environmental conservation; and innovativeness and creativity. In the Plan period, the University intends to increase the overall completion rate from 53% by 5.4% annually to 80%. The University has an enrolled student population of 17,408 undergraduate and 3058 postgraduate students with 448 Academic and 833 Administrative and Technical staff in Njoro Campus, Nakuru City Campus College, Kenyatta Campus and at the Dryland Research Training and Ecotourism Centre, Chemeron. The preparation of the Plan was consultative and participatory involving stakeholders and the external government regulators per the guidelines provided. From the outcomes of situation analyses, the University identified five strategic issues from which five Strategic Goals (SGs) were framed for the Plan period. Twelve Strategic Objectives were developed to achieve these Strategic Goals as indicated:

**Strategic Goal One (SG1)** is to provide quality higher education and training. Three specific objectives have been identified to achieve this goal: i) **Admission of 7,200 first**

year students every academic year, ii) **Enhance quality of academic programmes**, and iii) **Improve the welfare of staff and students**.

*Strategic Goal Two (SG2)* is to Engage in research, extension, outreach and consultancy. Four specific objectives have been identified for this goal: i) **Expand the University's research portfolio**; ii) **Increase registrable innovations**; iii) **Increase consultancy and public policy analysis**; and iv) **Engage in priority areas of community extension and outreach**.

*Strategic Goal Three (SG3)* is to Enhance governance and resource mobilization in the University with three specific objectives: i) **Attract, develop and retain quality human capital**; ii) **Expand the University's revenue base**; and iii) **Institutionalization of Governance and Risk Management**.

*Strategic Goal Four (SG4)* is to Expand ICT capacity to promote the digital economy. One specific objective has been set out to achieve this goal: i) **Modernize ICT infrastructure in the University**.

*Strategic Goal Five (SG5)* is to Enhance physical infrastructure and the environment. One specific objective has been identified for this goal: i) **Improve University infrastructure and the environment**.

Thirty-nine (39) strategies have been formulated with corresponding activities to achieve the Strategic Objectives. Timeframes, target(s), budget estimates, and performance indicator(s) were determined for each activity. The total estimated budget for implementing this Plan is Twenty-Six Billion Six Hundred and Forty-Five Million Four Hundred Thousand Kenya Shillings (**Ksh. 26,645,400,000**).

This Strategic Plan, in its implementation shall be anchored at corporate level and cascaded as per the University's organizational structure. It will be implemented through annual Performance Contracts and Work Plans. The University will conduct formative internal evaluations on a quarterly basis and carryout summative evaluations at the end of each financial year. There will be a mid-term evaluation of the overall implementation of the plan at the end of the third year of implementation. During the Plan implementation, financial, managerial, institutional, political, regulatory and systems risks will be identified, monitored, categorized and managed. An end of Plan review and evaluation will be undertaken at the end of the Strategic Plan period.

At the end of the five-year Plan period, the University expects to have achieved the Strategic Objectives, and to have put itself on a course towards the realization of its Vision.





# **CHAPTER ONE**

## **INTRODUCTION**

In this section, the importance of strategic planning within Egerton University's operational context is explored. An examination of international, regional, and national agenda and their alignment with pertinent legal and policy frameworks that will guide growth of the University are considered. This includes an analysis of international, regional, and national

### **1.1 Strategy as an imperative for success**

As Egerton University sets its path towards for the future, this strategic plan (2023 – 2027) stands as the lighthouse, to direct decisions, actions, and resource allocations. The Strategic Plan provides a roadmap that aligns the university's mission, vision, and objectives to foster a unified and purposeful trajectory. This strategic plan incorporates diverse elements essential for Egerton University's prosperity, including academic excellence, innovative research, student-centered approaches, community engagement, and support for national development. Each objective mirrors the institution's dedication to progress, responsiveness to societal demands, and adaptability within a changing educational and financial landscape.

In actualizing this strategic plan, Egerton University will rely on a forward-thinking orientation to embrace technological advancements, cultivating interdisciplinary alliances, and nurturing global partnerships with educational, research, and civil society partners. This strategic plan is therefore a guiding light to ensuring growth and resilience of Egerton University in the context of an ever changing external environment.

### **1.2 Egerton University strategic planning context**

The formulation of this Strategic Plan considers the international, regional, and national development frameworks and priorities.

#### **1.2.1 Contribution to the United Nation's agenda for sustainable development**

Egerton University significantly contributes to the achievement of the United Nation's Sustainable Development Goals (SDGs). The University directly contributes to five (5) goals as highlighted in Table 1 below:

Table 1: Egerton University's contribution to the UN SDGs

SDGs	Egerton University's contribution
<b>Goal 2: Zero Hunger</b>	Development and institutionalization of academic and research programs with a focus on food security and agricultural productivity.
<b>Goal 4: Quality Education</b>	Ensuring quality and inclusive higher education for all citizens through curricula that address diverse learning needs, promote lifelong learning, and foster creativity and innovation.
<b>Goal 8: Decent Work and Economic Growth</b>	Development and delivery of academic programs with a focus on entrepreneurship and skills development.
<b>Goal 9: Industry, Innovation, and Infrastructure</b>	Promotion of research and innovation in agricultural value chains.
<b>Goal 13: Climate Action</b>	Taking action to combat climate change and its impacts through expansive ecosystem regeneration activities.
<b>Goal 14: Life Below Water</b>	Engage in initiatives focused on marine conservation, biodiversity preservation, and sustainable management of aquatic resources.
<b>Goal 15: Life on land</b>	Promotion of tree planting and growing to reverse deforestation and desertification, and policy contribution.

### 1.2.2 Contribution to Africa Union Agenda 2063

Higher education institutions have a significant responsibility in actualizing the African Union Agenda 2063, which serves as a comprehensive blueprint for the continent's development spanning the next four decades. Egerton University's contribution to executing this agenda is illustrated in Table 2 below:

Table 2: Egerton University's contribution to the AU Agenda 2063

AU Agenda 2063 Aspirations	Egerton University's Contribution
<b>Aspiration 1:</b> A prosperous Africa, based on inclusive growth and sustainable development	Fostering economic growth through development and mainstreaming of training in sustainable agriculture practices, entrepreneurship, and innovations.
<b>Aspiration 3:</b> An Africa of good governance, democracy, respect for human rights, justice, and the rule of law	Promotion of institutional good governance and respect for the rule of law through training and research programmes in Law.
<b>Aspiration 4:</b> A peaceful and secure Africa	Offering peace and security studies curricula and conducting research with a focus on radicalism, peace-building and conflict resolution.

<b>Aspiration 5:</b> An Africa with a strong cultural identity, common heritage, shared values, and ethics	Promoting the preservation of African cultures through Culture Week events, internationalization of students and exchange programmes.
<b>Aspiration 6:</b> An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth	Implementation of programs focusing on youth and women empowerment

### 1.2.3 East Africa Community Vision 2050

The mandate of Egerton University is well aligned to the aspirations of the East African Community Vision 2050. Egerton University is mandated to conduct training, research and engage in community engagement and consultancy in the service of the populace in Kenya and East Africa in general. Table 3 below illustrates the contribution of Egerton University to the various pillars anchoring the EAC Vision 2050.

**Table 3: Egerton University's contribution to the EAC Vision 2050 pillars**

<b>EAC Vision 2050 Pillar</b>	<b>Egerton University's Contribution</b>
<b>Infrastructure Development</b>	Enhancement of training and research on infrastructure
<b>Agriculture, Food Security, and Rural Development</b>	Diversity of training programmes in agriculture; Institutionalization of research and outreach programs with a focus on food security and agricultural productivity; Offer policy direction in agriculture and agribusiness
<b>Industrialization</b>	Promotion of industrial growth through training of Engineers and research into small agricultural machinery development
<b>Natural Resources and Environmental Management</b>	Promotion of sustainable environmental management and conservation practices through training programmes in environmental sciences and extension outreach on agroforestry Growing of forests on campuses
<b>Tourism, Trade, and Services Development</b>	Training of hospitality and ecotourism professionals
<b>Human Capital Development</b>	Provision of high quality university programs aligned with regional aspirations

### 1.2.4 The Constitution of Kenya

Several constitutional provisions relate to the core mandate of the University as a corporate body. Table 4 summarizes the alignment of the Constitution of Kenya with the core mandate of the University as provided in the Universities Act (2012).

**Table 4: Egerton University's mandate alignment to the Constitution of Kenya**

<b>Constitutional Provision</b>	<b>Egerton University's Core Mandate</b>
<b>Article 35:</b> Access to information	Advancement of knowledge through teaching, scholarly research, and scientific investigation;
	Promotion of learning in the student body and society generally;
	Dissemination of research outcomes to the general community
<b>Article 43 (f):</b> Right to education	Promotion of the highest standards in teaching and research;
	Facilitation of life-long learning through provision of adult and continuing education
<b>Article 11:</b> Protection of cultural values	Promotion of cultural and social life of society
<b>Article 44:</b> Language and culture	
<b>Article 10:</b> National values and principles of governance	Support and contribution to the realization of national economic and social development
<b>Article 43:</b> Economic and social rights	
<b>Article 41:</b> Labor relations	Education, training, and retraining higher level professional, technical, and management personnel
<b>Article 38:</b> Political rights	Fostering capacity for independent critical thinking among students
<b>Article 27:</b> Equality and freedom from discrimination	Promotion of gender balance and equality of opportunity
<b>Article 54:</b> Rights of persons with disabilities	Promotion of equalization for persons with disabilities, minorities, and marginalized groups
<b>Article 56:</b> Affirmative action for minorities and marginalized groups	Promotion of equalization for marginalized groups
<b>Article 47:</b> Fair Administrative Action	Emphasis on efficient and lawful Processes, transparency and fairness in decision-making, stakeholder engagement and participation, redress mechanisms and accountability.

### **1.2.5 Kenya Vision 2030, Bottom-Up Economic Transformation Agenda (BETA) and the Fourth Medium-Term Plan (MTP IV)**

In the delivery of its educational, research and outreach mandates, the University must align to the strategic national visions as espoused in the Kenya Vision 2030, the Kenya Kwanza government BETA initiatives and the MTP IV. This Strategic Plan therefore aligns with these strategic GoK visions as shown in Table 5 below.

**Table 5: Egerton University's contribution to the national strategic visions**

Strategic Area	Kenya Vision 2030	Bottom-Up Economic Approach (BETA)	MTP-IV	Egerton University's Contribution
<b>Agriculture and Agribusiness</b>	Enhance value addition, modern farming, and agribusiness for food security and growth.	Strengthen value chains, improve productivity, and support grassroots agribusiness.	Develop value addition, modernize farming, and boost agribusiness for food security and income growth.	<p>Offering training in modern farming technologies</p> <p>Conducting research in value chains and value addition.</p> <p>Developing and mainstreaming climate smart agricultural technologies and practices.</p> <p>Develop, conserve and manage animal genetic resources and technologies.</p>
<b>Manufacturing</b>	Drive value addition, technology, and industrial growth for employment	Support local manufacturing, entrepreneurship, and grassroots industry growth	Foster local manufacturing, value addition, and industrial expansion	<p>Offering short courses on value addition and manufacturing</p> <p>Production of dairy and food products.</p> <p>Production of certified seed varieties</p> <p>Manufacturing and production of safe animal products.</p>
<b>Healthcare and Pharmaceuticals</b>	Improve healthcare and pharmaceuticals for accessibility and quality	Enhance community healthcare and local pharmaceutical production	Ensure quality healthcare and local pharmaceutical development	<p>Training of human and animal healthcare professionals</p> <p>Conducting research in healthcare and ethnobotanical medicine</p> <p>Supporting animal health related research</p>
<b>Education and Skill Development</b>	Provide quality education and vocational training for a skilled workforce	Empower individuals with relevant skills for entrepreneurship and employment	Create a skilled workforce through quality education and training	<p>Offering diverse education and training programs</p> <p>Offering specialized skills upgrading programs</p>

<b>Tourism and Hospitality</b>	Develop tourism infrastructure, preserve heritage, and enhance services	Support local tourism, conserve heritage, and improve services for economic growth	Boost tourism infrastructure, heritage preservation, and service quality	Training hospitality and ecotourism professionals  Preservation of recognized heritage sites (Egerton Castle and Chemeron geosites)  Provision of quality hospitality and Agro-tourism services
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### 1.2.6 Sector policies and laws

Egerton University is a comprehensive university that offers a diverse array of programmes whose graduates enter the national service in various sectors. In the delivery of these programmes, the University must therefore adhere to the requisite sector policies to ensure graduates are made aware of the laws, regulations and standards that regulate their various professions. The University will establish structures to review and update the Strategic Plan for alignment with evolving policies, laws, and international commitments as need arises. Table 6 summarizes the integration into the Strategic Plan and alignment with the four key sectors that the University trains for.

**Table 6: Matrix for integration of sector policies and laws into Egerton University's strategic plan**

<b>Sector</b>	<b>Specific Sector Laws and Policies</b>	<b>Integration in Egerton University's Strategic Plan</b>
Education	a) Universities Act 2012 and its subsequent amendments b) Kenya's Vision 2030 c) Education Sector goals d) National Education Sector Plan e) National Education Sector Strategic Plan (NESSP) f) Digital Learning Strategy g) Competency-Based Curriculum (CBC) Policy	a) Addressing access to quality education, innovation in teaching and skills development; b) Ensuring compliance with sector laws and accreditation regulations c) Aligning with global education initiatives.
Agriculture	a) Agriculture, Fisheries and Food Authority Act (2013), b) Agricultural Sector Transformation and Growth Strategy (2019 - 2029) c) Environmental Management and Coordination Act (CAP 387) d) National Agricultural Policy	Aligning with the agricultural transformation goals on sustainable agriculture



	e) National Climate-Smart Agriculture Strategy	
Health	a) Health Act (2017), b) Public Health Act Cap 242 (2012) c) Health Sector Strategic and Investment Plan d) Ministry of Health regulations e) VSVP Act 2011 f) Animal Disease Control Act 366 g) Kenya Health Policy (2014-2030) h) National Health Sector Strategic Plan (NHSSP) i) Kenya Mental Health Policy (2015-2030)	a) Training of health professionals b) Supporting health-related research and community health initiatives c) Ensuring compliance with health laws, regulations and safety standards in training into university health programs. d) Enhance its focus on mental health through counseling programs, mental health education, and research on mental health trends in Kenya.
Environment	a) Environmental Management and Coordination Act (CAP 387) b) Climate Change Act (2016) c) National Climate Change Action Plan d) Environmental regulations e) Kenya Green Economy Strategy and Implementation Plan (GESIP) f) National Environment Policy 2013	a) Incorporating strategies for sustainability and waste management, b) Participation in carbon footprint reduction c) Ensuring compliance with environmental laws and regulations

### 1.3 History of Egerton University

Egerton University is the oldest institution of higher learning in Kenya, having been founded as a Farm School in 1939 by Lord Maurice Egerton of Tatton, a British national who settled in Kenya in the 1920s. In 1950, the School was upgraded to an Agricultural College offering diploma programmes. The Egerton Agricultural College Ordinance was enacted in 1955. In 1979, the Government of Kenya and the United States Agency for International Development (USAID) funded a major expansion and facility upgrading of the institution that paved the way for the gazettelement of Egerton Agricultural College as a constituent college of the University of Nairobi in 1986. The following year, 1987, marked the establishment of Egerton University through an Act of Parliament, the Egerton University Act of 1987 was repealed and replaced by the Universities Act No. 42 of 2012 and the University was chartered afresh in 2013.

Egerton University is headquartered at Njoro main campus. The main campus houses the

Faculties of Agriculture, Arts and Social Sciences, Education and Community Studies, Engineering and Technology, Environment and Resources Development, Science and Veterinary Medicine & Surgery. The Njoro Campus also houses the directorates of Examinations and Timetabling, Undergraduate Studies and Career Services, Board of Postgraduate Studies, School of Open and Distance Learning, the Institute of Gender, Women and Development Studies, the Confucius Institute, Marketing and Resource Mobilization, Income Generation Units and Linkages and Collaborations. The University's Nakuru City Campus College comprises the Faculties of Commerce and Health Sciences. Kenyatta Campus is located 6 km southeast of Njoro Campus and hosts the Centre for Capacity Building. The University offers a wide range of programmes at diploma, bachelors, masters and doctorate levels. Various thematic short courses are also offered in departments of the University.

The University has continued to contribute to knowledge generation through sustained research initiatives. One of the major research initiatives was Policy Analysis Matrix (PAM) which gave birth to the Tegemeo Institute of Agricultural Policy and Development. Tegemeo was established for the purpose of engaging in research, analysis and outreach on policy in agriculture, rural development, natural resources and environment. There are more than 100 ongoing research projects. Over sixty (60) entities, including governments, government agencies, universities and private sector players have supported these projects. Some of the major donors to the University are the World Bank, European Union, African Development Bank (AfDB), USAID, The Government of the Peoples Republic of China, MasterCard Foundation, RUFORUM, Kingdom of the Netherlands, AGRA, DAAD and NRF.

The University continues to engage in a number of capacity building projects such as Joint Delivery on International Masters in Limnology and Wetland Ecosystems (LWM), Master of Research and Public Policy (MRPP) Programme, Transforming African Agricultural Universities to Meaningfully Contribute to Africa's Growth and Development (TAGDev), Centre of Excellence in Sustainable Agriculture and Agribusiness Management (CESAAM) and African Development Bank (AfDB) Training of Public Universities and Public Technical Training Institutions Teaching Staff at Masters and Doctorate levels in Engineering and Applied Sciences. The University jointly established the Crop Management Research Training (CMRT) Centre with Kenya Agricultural and Livestock Research Organization (KALRO) and International Centre for Wheat and Maize Improvement (CIMMYT). CMRT's mandate is to train National Agricultural Research Scientists (NARS)



in crop management research in the region.

The University holds the UNESCO Chair in Bioethics and hosts the UNESCO Regional Centre for documentation and research on bioethics. In 2012 the University established the Confucius Institute with the focus of promoting Chinese culture, language, and agriculture technology transfer.

Egerton University's contribution to the Kenya Vision 2030 includes the establishment of an Agro-based Science Park, Dryland Research Training and Ecotourism Centre and the Rehabilitation of Njoro River Ecosystem. In addition, the University has set up a Centre for Capacity Building to offer short courses in agriculture, small and medium size enterprises, institutional development and business, and professional leadership.

Egerton University has established a series of local and international partnerships and linkages in research, teaching, and industry. The University has established a HIV and AIDS Prevention and Management Unit; Botanic Garden; Community Resource Centre.

Egerton University has made tremendous contributions towards increasing access to higher education in Kenya having mentored Chuka, Kisii and Laikipia into chartered Universities. The University graduates over 3000 students annually.

#### **1.4 Methodology of Developing the Strategic Plan**

The Vice-Chancellor, in consultation with the University Council, appointed a committee to develop the draft of the Strategic Plan (2023-2027). The team obtained guidelines for the development of the fifth cycle Strategic Plans from the Ministry of National Treasury and Planning. The methodology included conducting desk reviews of documents, conducting iterative interviews, organizing brainstorming sessions, engaging in stakeholder consultations, and conducting validation workshops. An extensive analysis of the operational environment utilized various tools: Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, Political, Economic, Sociological, Technological, Environmental and Legal, (PESTEL) analysis, Stakeholder analysis, Competitor analysis, Root cause analysis, and other analyses. Stakeholder input was documented, collated, and discussed with the University Management Board, and the University Senate. Drafts of the Strategic Plan received input from stakeholders, culminating in the formulation of the current version of the document.

## **CHAPTER TWO**

### **STRATEGIC DIRECTION**

In this chapter, the strategic direction of the University is stipulated by outlining its mandate, vision and mission, philosophy, core values, and strategic goals and quality statement.

#### **2.1 Mandate**

The mandate of the University, as provided for in the Universities Act No. 42 of 2012, with amendment No. 48 of 2016 includes:

- i) Advancement of knowledge through teaching, scholarly research and scientific investigation;
- ii) Promotion of learning in the student body and society generally;
- iii) Promotion of cultural and social life of society;
- iv) Support and contribution to the realization of national economic and social development;
- v) Promotion of the highest standards in, and quality of, teaching and research;
- vi) Education, training and retraining higher level professional, technical and management personnel;
- vii) Dissemination of the outcomes of the research conducted by the university to the general community;
- viii) Facilitation of life-long learning through provision of adult and continuing education
- ix) Fostering of a capacity for independent critical thinking among its students;
- x) Promotion of gender balance and equality of opportunity among students and employees;
- xi) Promotion of equalization for persons with disabilities, minorities and other marginalized groups.

#### **2.2 Vision**

A world class University for the advancement of humanity.

#### **2.3 Mission**

To generate knowledge and offer exemplary education and training to society for national and global development.

## 2.4 Philosophy

Egerton University innovatively influences human development through generation, acquisition, preservation and dissemination of knowledge and skills in Agriculture and related disciplines, guided by the core values.

## 2.5 Core Values

The University's activities and decisions will be guided by the following core values:

**Table 7: Egerton University's core values**

<b>Core Values</b>	
<b>National unity &amp; Social fairness</b>	Egerton University will embrace inclusivity and equity, fostering harmony and fairness across its diverse community composition and within the nation.
<b>Integrity, Transparency &amp; Accountability</b>	Egerton University will uphold honesty, openness, and responsibility in all its actions and decisions.
<b>Professionalism</b>	Egerton University will demonstrate high standards of expertise and ethical conduct in all endeavors.
<b>Internationalism</b>	Egerton University will embrace global perspectives, fostering international connections, and engaging in cross-cultural exchanges.
<b>Passion for excellence &amp; devotion to duty</b>	Egerton University will strive for exceptional quality and dedication in fulfilling its responsibilities.
<b>Teamwork</b>	Egerton University collaboration to leverage on collective strengths, and the achievement of common goals within its community.
<b>Passion for environmental conservation</b>	Egerton University will demonstrate a deep commitment to preserving and safeguarding the environment.
<b>Innovativeness and creativity</b>	Egerton University will encourage originality, fostering of new ideas, and embracing inventive approaches in problem-solving and development.

## 2.6 Strategic Goals

This Strategic Plan 2023-2027 is anchored on five (5) strategic goals:

- i) Provide quality higher education and training
- ii) Engage in research, extension, outreach and consultancy

- iii) Enhance governance and resource mobilization in the University
- iv) Expand ICT capacity to promote digital economy
- v) Enhance physical infrastructure and the environment

## **2.7 Quality Policy Statement**

Egerton University envisions to be a model World Class University for the Advancement of Humanity. To achieve this, Egerton University shall generate knowledge and offer exemplary education and training to society for national and global development

Through teaching, research, outreach, extension and consultancy services, the University shall offer holistic and quality education thus providing client driven programmes and services that are responsive to changing needs of society. The University innovatively influences human development through generation, acquisition, preservation and dissemination of knowledge and skills guided by the core values of: national unity and social fairness; integrity, transparency and accountability; professionalism; internationalism; passion for excellence and devotion to duty; team work; passion for environmental conservation; and innovativeness and creativity.

Egerton University is committed to providing quality products and services that meet and exceed customer satisfaction, stakeholders' expectations and comply with statutory requirements. The University Management shall ensure continual improvement by monitoring and reviewing its quality performance and effective implementation of Quality Management System based on ISO 9001:2015 Standard.

## **CHAPTER THREE**

### **SITUATIONAL AND STAKEHOLDER ANALYSES**

#### **3.1 Macro Environment**

##### **PESTEL**

The institutional PESTEL analysis considered Political, Economic, Social, Technological, Environmental and Legal factors that impact on the University's ability to deliver intended services. Egerton University will create institutional structures and systems to enable it to effectively function and realize its mandate, vision, goals and strategic objectives in the prevailing environment.

##### ***Political Factors***

Kenya adopted a new constitution in 2010, which allocated 14 and 35 functions to the national and county governments, respectively. Education and training, and research, which form the primary mandate of the University, are the responsibilities of the national government. The national government has policy documents to guide university education and training, and Science, Technology and Innovation (STI). The University must strategize how to operate within a cooperative and devolved political environment as it is expected to direct considerable intellectual, material and time resources to the development of the Country.

The following are the political factors that may impact the University;

- i) Government policies and regulations: Legislation affecting operations of the University have an impact on Egerton University's delivery of higher education services.
- ii) Changes in government leadership: Changes in policies, regulations, and funding priorities have an impact on the levels of funding attainable in the University.
- iii) Devolution: Creating an understanding of the need to work closely with county governments to provide training and support for professionals at the local level.
- iv) Political stability: occasional disruption of services during civil

unrests and around election periods.

- v) Policies influencing student admissions and freedom of movement have an impact on the student population in the university

### ***Economic Factors***

The economic factors which may affect the implementation of the Plan include:

- i) Government budgetary allocations: Reducing direct funding levels from GoK and the introduction of the new University's funding model is an important economic factor in the delivery of this plan.
- ii) Labour market trends: High youth unemployment rates in Kenya affect the demand for Egerton University programmes.
- iii) Market competition: The going concern of Egerton University depends fully on students' enrolment. With a high number of students, the University is assured of offering the prescribed programmes and staying afloat. Increased competition for students and resources from a growing number of Universities and TVETs offering similar programmes is a strategic issue for the University.
- iv) Physical infrastructure: Aging facilities in the University that require high capital injection to modernize in the face of dwindling financial resources will affect the delivery of the plan.

### ***Social Factors***

The factors examined are:

- i) Trends in education: The changes in the education system with the advent of the Competency Based Curriculum (CBC) will impact the University's intakes given the niching requirements from the government.
- ii) Demographic trends: Kenya has a relatively young population that requires skilled training, hence the need to develop market demanded programmes.
- iii) Public attitude towards University education: There's a growing change of attitudes towards university education that can affect enrolment in the University.
- iv) Social responsibility and community engagement: The University needs to enhance its extension engagements with communities given the declining agricultural extension services.
- v) Social media trends: the use of social media by stakeholders can affect Egerton

University's brand reputation positively or negatively.

vi) Gender and equity issues: Egerton University will have to adhere to the constitutional requirements on gender and equity in the implementation of this strategic plan.

vii) Culture and Values: The university will prioritize the promotion of diversity, respect for local traditions, and ethical conduct in all aspects of its operations

### ***Technological Factors***

The technological factors considered during the analysis are:

- i) ICT resources: Information and Communication Technology (ICT) plays a crucial role in supporting various academic, research and administrative activities. Considering ICT resources in the university, several key aspects shall be taken into account for teaching, learning, research and management. ICT Infrastructure, Digital Teaching and Learning Tools, Cybersecurity Measures, Staff Training and Development, and Data Governance and Compliance issues will be continuously considered during the implementation of this Plan.
- ii) Advancements in knowledge production: Technological advancements can significantly transform knowledge production in the University by revolutionizing research, teaching, and the dissemination of information. Several key advancements may have notable impacts on knowledge production in the university sector. These include Online Learning and Massive Open Online Courses (MOOCs), Big Data and Analytics, Digital Publishing and Open Access, AI and Machine Learning, Simulation and Modelling, and Blockchain Technology.
- iii) Technological risks: The operational risks involved are both internal and external, and include cybersecurity threats, Dependency on technology, Technological obsolescence, Resistance to change and the Digital divide, and Vendor dependency.

### ***Ecological Factors***

- i) Climate change: Social impacts of climate change on university operations underscore the importance of proactive planning, collaboration, and community engagement to build resilience and promote sustainability in the face of disruptions caused by environmental challenges. These may include challenges in the availability of water and the attendant impacts on health and safety concerns.

- ii) Natural resources and biodiversity: Incorporating natural resources and biodiversity considerations into the University's strategic planning is crucial for promoting sustainability, environmental stewardship, and resilience. In this Plan period, Egerton University will continue to improve the natural resources present on campus, including water bodies, forests, wetlands, and wildlife habitats. Integration of sustainable land use planning and preservation of green spaces into campus development projects will be prioritized.
- iii) Natural disasters: Though not frequent in the context of Egerton University, natural disasters have the potential to disrupt university operations, affecting academic activities, infrastructure, and the well-being of students and staff. In this Plan period, the University will ensure effective preparation to be able to respond and recover from such events.
- iv) Global pandemics: Occurrences of global pandemics is a phenomenon to be strategically considered in this plan period given the Covid 19 experiences that led to disruptions of University programmes.

### ***Legal factors***

The factors considered are:

- i) Compliance with national laws and regulations, and policies in the education sector: This is a critical aspect of the University's strategic planning. Conducting annual audits to assess the university's compliance with the relevant sector laws, regulations, and policies will be built in as this Plan is implemented.
- ii) Litigation: Incorporating litigation considerations into the university strategic planning will be essential for managing legal risks, ensuring compliance with regulations, and protecting the institution's interests. Conducting thorough assessments of potential legal risks and liabilities faced by the university in various areas, including employment laws, student rights, intellectual property, contracts, compliance with regulatory requirements, and civil litigation will be an integral part of operations in this Plan period.
- iii) Alternate Dispute Resolution (ADR) / Arbitration: Egerton University can enhance its capacity for conflict resolution, promote campus harmony, and equip students with essential skills. It will also streamline internal dispute resolution processes, reduce litigation costs, and position the university as a leader in ADR education and



practice.

### 3.2 Micro Environment

The environmental factors that affect the achievement of strategic objectives in university planning vary depending on the institution's specific context and priorities. Table 8 below summarizes the immediate micro-environmental factors that may affect the achievement of Egerton University's objectives.

**Table 8: Micro-environmental factors considered in Egerton University's strategic planning**

Factors	Micro-Environmental considerations
Labor Markets	<b>Skilled Workforce:</b> Availability of qualified academic staff and support personnel.
	<b>Competition:</b> Recruiting and retaining top talent amidst competition from other institutions.
Trade Unions	<b>Influence:</b> Engagement and relationship with trade unions representing faculty and staff.
	<b>Negotiations:</b> Agreements and disputes affecting employment terms, wages, and conditions.
Student Profiles	<b>Demographics:</b> Understanding the diversity of student demographics, including international students.
	<b>Preferences:</b> Analyzing student preferences in programs, facilities, and extracurricular offerings.
Creditors	<b>Debt Obligations:</b> Relationships with financial institutions and management of debts or loans.
	<b>Credit Ratings:</b> Impact of credit scores and financial obligations on university operations.
Suppliers	<b>Educational Resources:</b> Suppliers of educational materials, technology, and infrastructure.
	<b>Service Providers:</b> Relationships with vendors providing essential services to the university.
Stakeholders	<b>Community &amp; Government:</b> Engagements with local communities, government bodies, and alumni associations.
	<b>Partnerships:</b> Collaborations with industry partners and research institutions.

### 3.3 The Industry Environment

Egerton University operates within the greater higher education sector in Kenya, an environment that is dynamic and facing continual transformation over time. In applying the Porter's 5-Force Industry Analysis, Strategic Group Analysis, and Competitor Analysis, Egerton University considers the following factors in analyzing the industry environment:

- a) *Threat of new entrants*: Egerton being an established brand will ensure the protection of its reputation to ward off threats from new entrants into the environment who will offer similar programmes. In essence, Egerton University will enhance its brand to create a barrier for new entrants to attract students and faculty that would otherwise be the targets of Egerton University.
- b) *Bargaining power of suppliers* (faculty and staff): The availability and expertise of qualified faculty and staff can affect their bargaining power. Egerton University will strive to attract, recruit and retain highly qualified academic and support staff to maintain a competitive advantage.
- c) *Bargaining power of clients* (Students): The availability of alternative options, such as other universities, online courses, or vocational training will influence potential students' choices, particularly with the rising cost of education. Egerton University will engage in aggressive marketing of its programmes to ensure attraction of sufficient numbers of students to support University functions and operations. In the strategic group analysis, Egerton University shall continually assess the unique value propositions offered by Universities in its cluster group and strive to surpass them.
- d) *Threat of substitute products or services*: Egerton University has for decades offered programmes conventionally. However, with the demand for alternative modes of delivery an e-campus was introduced. As challenges of the Covid 19 pandemic became apparent, the University adopted online education as an alternative and went ahead to train all academic staff on online modes of delivery. These efforts have presented a substitute for traditional university education. Additionally, the University has designed several short and specialized training courses that serve as substitutes for the traditional academic degrees.
- e) *Intensity of competitive rivalry*: There are a number of universities in the region where Egerton operates that can bring competition. However, The University Management strives to inject programme differentiation through regular programme reviews to ensure the design and delivery of Egerton University's programmes remain

unique. Additionally, the University differentiates itself through unique research and extension programmes that positively impact on its competitive positioning.

### 3.4 Market Analysis

#### *Understanding the Composition of the University's Customers*

Egerton University's customer base is diverse and includes several distinct groups. The primary customers are students, who can be categorized into various segments:

1. **Undergraduate Students:** This group constitutes individuals seeking bachelor's degrees across a wide range of disciplines, from arts and humanities to science and technology.
2. **Postgraduate Students:** These are students pursuing higher degrees such as master's and doctoral programs. They often include recent graduates as well as professionals seeking advanced knowledge and research opportunities.
3. **Short Course Participants:** This segment includes individuals interested in professional development and short-term courses that enhance specific skills or knowledge areas.
4. **International Students:** Students from outside Kenya, including other African nations and a smaller percentage from countries outside the continent, who seek quality education and cultural exchange opportunities.
5. **Distance Learning Students:** Learners who prefer online and distance education programs due to geographic, professional, or personal constraints.
6. **The Community:** These are stakeholders made up of the larger society including farmers and the wider industry that are interested in the University's services.

#### *Customer Location*

Egerton University attracts students from various regions:

1. **Local (Kenya):** The University enrolls students from all the forty-seven (47) counties in Kenya.
2. **Regional:** A significant number of students come from countries in Eastern, Anglophone Western and Southern Africa.

3. **International:** The University also enrolls and hosts a small proportion of students from Northern African countries and the Global North (Europe and North America) reflecting its growing international reputation.

### *Changes in the Customers*

In recent years, several changes have been observed in the customer base:

1. **Demographic Shifts:** There is an increase in mature students who are seeking postgraduate education and professional development courses, indicating a broader appeal beyond traditional age groups.
2. **Technological Savviness:** The current generation of students is highly tech-savvy, showing a strong preference for digital and online learning resources.
3. **Economic Factors:** Economic fluctuations have influenced enrollment patterns, with some students opting for part-time or online courses to balance work and study commitments.

### *What Customers See as Important*

Understanding what customers value is crucial for tailoring the University's offerings:

1. **Quality of Education:** Students prioritize high academic standards, experienced faculty, and modern curricula that are aligned with current industry trends.
2. **Career Opportunities:** There is a strong emphasis on the linkage between education and employment prospects, with students seeking programs that enhance their job readiness.
3. **Facilities and Infrastructure:** Modern classrooms, well-equipped laboratories, comprehensive libraries, and comfortable accommodation are highly valued.
4. **Reputation:** The university's standing and reputation in the academic and professional community play a significant role in attracting students.
5. **Affordability:** Reasonable tuition fees and the availability of scholarships or financial aid are important considerations for many students.
6. **Support Services:** Adequate student support services, including counseling, career guidance, and extracurricular activities, are essential for a well-rounded educational experience.

## *Customer Preferences*

Customers' preferences are evolving with the changing educational landscape:

1. **Flexible Learning Options:** There is a growing demand for a mix of in-person and online learning, also known as blended learning.
2. **Specialized Programs:** Students are increasingly interested in niche programs, especially in fields such as technology, healthcare, and environmental sciences.
3. **Practical Experience:** Hands-on learning through internships, industrial attachments, and practical projects is highly sought after.
4. **Global Exposure:** Opportunities for exchange programs and international collaborations are important for students seeking a global perspective.
5. **Community Engagement:** Programs that include community service and social impact initiatives are becoming more popular among students who wish to make a difference.

## *Customer Segmentation for Targeting*

Egerton University's customers can be segmented based on various criteria:

1. **Academic Level:** Undergraduate, postgraduate, and short courses.
2. **Mode of Study:** Full-time, part-time, and distance learning.
3. **Geographical Location:** Local, regional, and international students.
4. **Discipline:** STEM, humanities, social sciences, business, health sciences, law etc.
5. **Demographics:** Age, gender, employment status.
6. **Career Stage:** Recent high school graduates, mid-career professionals, and career changers.

## *Unserved Segments*

Despite its broad customer base, there are potential segments that Egerton University has not fully tapped into:

1. **Working Professionals:** There is potential to expand programs targeting working professionals who need further education without disrupting their careers.

2. **International Markets:** Increasing the university's footprint in countries beyond East Africa through targeted marketing and partnerships could attract more international students.
3. **Special Needs Education:** Developing programs and facilities to cater to students with disabilities could open up new avenues for inclusion.
4. **Technical and Vocational Education:** Programs that blend academic learning with technical and vocational training can attract students seeking practical skills.
5. **Lifelong Learners:** Offering more courses tailored for lifelong learning and personal enrichment can appeal to older adults looking for continuous education.

Egerton University has a diverse and dynamic customer base, primarily composed of students from various educational levels and geographical locations. The university will adapt to the evolving demographics and preferences of its customers by offering flexible learning options, specialized programs, and enhanced facilities and support services. There is significant potential for growth by targeting unserved segments, including working professionals, international students, and lifelong learners. By understanding and addressing these market dynamics, Egerton University will strengthen its position as a leading institution in higher education, driving forward its mission of providing quality education and fostering economic and social development.

### 3.5 Summary of opportunities and threats

To facilitate Egerton University's adaptation to the evolving landscape, the University conducted a comprehensive analysis of the Political, Economic, Social, Technological, Environmental, Legal, and Ethical (PESTELE) factors that would be important in its delivery of this plan going forward. Table 9 provides an overview of the identified opportunities and threats for each of the considered factors.

**Table 9: Summary of Egerton University's opportunities and threats**

<b>Environment al factor</b>	<b>Opportunities</b>	<b>Threats</b>
Political	<ol style="list-style-type: none"> <li>1. Availability of Government Funding Opportunities</li> <li>2. Potential County Government Partnerships</li> <li>3. Policy Alignment for Student Admissions</li> </ol>	<ol style="list-style-type: none"> <li>1. Unpredictable Funding environment</li> <li>2. Challenges of Regulatory Compliance</li> <li>3. Dependency on Government Support</li> </ol>

	<ul style="list-style-type: none"> <li>4. Demand for Expanded of Education Services:</li> <li>5. Availability of partners for International Collaboration</li> <li>6. Political leadership good for advocacy and lobbying</li> <li>7. Civic Engagement Initiatives</li> <li>8. Availability of Staff and Student Mobility Programs</li> <li>9. Potential for beneficial Public-Private Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>4. Disruptions from Political Instability</li> <li>5. Brain Drain</li> <li>6. Policy Interference in Academic Affairs</li> <li>7. Negative Public Perception and Reputation Risks</li> </ul>
Economic	<ul style="list-style-type: none"> <li>1. Diversification of Funding Sources</li> <li>2. Potential for Enterprise Development</li> <li>3. Potential for productive Partnerships and Collaborations</li> <li>4. Commitment to Cost Optimization and operational Efficiency</li> <li>5. Potential for Integrating sustainability principles into campus operations</li> </ul>	<ul style="list-style-type: none"> <li>1. Inadequate Budgetary financing</li> <li>2. Competition from other universities and TVETs offering similar programs</li> <li>3. Inadequate Infrastructure for learning</li> <li>4. Operational Disruptions due to budgetary constraints</li> <li>5. Burdens of Regulatory Compliance</li> </ul>
Social	<ul style="list-style-type: none"> <li>1. Early Alignment with the CBC Educational system</li> <li>2. Changing Attitudes towards University Education</li> <li>3. Existing Community Engagement framework</li> <li>4. Availability of Social Media platforms for Brand Building</li> <li>5. Adhering to constitutional requirements on gender parity and equity</li> </ul>	<ul style="list-style-type: none"> <li>1. Challenges of Curriculum Adaptation</li> <li>2. Social Media Reputation Risks</li> <li>3. Gender and Equity Compliance Issues</li> <li>4. Disruptions from Global Pandemics</li> </ul>
Technological	<ul style="list-style-type: none"> <li>1. Potential for Enhanced Academic and Administrative Efficiency</li> <li>2. Enriched Teaching and Learning Experiences</li> <li>3. Potential for enhanced skills for Research and Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>1. Cybersecurity Vulnerabilities</li> <li>2. Resistance to Change</li> <li>3. Digital Divide and Inequities in digital literacy.</li> <li>4. Vendor Dependency and Service Interruptions</li> <li>5. Technological Obsolescence</li> </ul>

	Production.	
Legal	<ol style="list-style-type: none"> <li>1. Enhanced Compliance</li> <li>2. Risk Management</li> <li>3. Legal Governance and Accountability</li> <li>4. Effective Legal Strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Regulatory Non-Compliance</li> <li>2. Litigation and resource wastage risks</li> <li>3. Reputational Damage</li> <li>4. Loss of Intellectual Property</li> </ol>
Ecological	<ol style="list-style-type: none"> <li>1. Climate Resilience and Sustainability</li> <li>2. Natural Resource Management</li> <li>3. Disaster Preparedness and Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Negative Impacts of Climate Change</li> <li>2. Loss of Biodiversity</li> <li>3. Disruption from Natural Disasters</li> <li>4. Infrastructure Vulnerability</li> <li>5. Public Health and Safety Concerns</li> </ol>

### 3.6 Governance and Administrative Structures

Egerton University is established in accordance with the provisions of the Universities Act No. 42 of 2012 (Amendment No. 48 of 2016), Egerton University Charter 2013 and the Egerton University Statutes 2023. As an institutional entity, the University's operations adhere to the regulations set forth by the above instruments and is subject to the relevant constitutional stipulations concerning its mandate.

The governance structure of Egerton University comprises the University Chancellor who is the titular head of the University, the University Council which is the policy setting body, the University Management Board headed by the Vice Chancellor and charged with the daily administration and management of the University and the University senate chaired by the Vice Chancellor and responsible for all academic matters. The University has two operational Divisions, viz, Academic Affairs and Research, and Administration, Finance and Planning. The Division of Academic Affairs and Research oversees academic and research and extension matters in the ten (10) Faculties and two (2) Directorates as well as the Directorate of Research and extension. The Division of Administration, Finance and Planning oversees all the other functional areas of the University.



### 3.7 Internal Business Processes

Egerton University operates through a multitude of internal business processes, each playing a pivotal role in facilitating the academic, administrative, and operational functions. The processes encompass a wide spectrum of activities, from student admissions and academic curriculum management to research initiatives, facilities maintenance, and financial operations. This comprehensive examination scrutinizes the internal workings of Egerton University, highlighting its strengths and pinpointing areas for potential enhancement. The analysis not only underscores the university's efficiency in various processes but also identifies weaknesses, inefficiencies, and areas for optimization. By delineating the strengths and weaknesses across these processes (Table 10), this evaluation offers insights into areas where Egerton University can streamline operations, reduce costs, and enhance overall effectiveness, thereby fortifying its position as a leading institution of higher learning.

Table 10: Analysis of strengths and weaknesses across Egerton University's business processes

Business Process	Strengths	Weaknesses
<b>Strategic Planning</b>	Long-term visioning, stakeholder involvement	Partial implementation and deviation from strategic objective due to financial constraints
<b>Financial Planning</b>	Transparent budgeting processes exist	Inadequate funds raised for delivery of services
<b>Faculty Recruitment</b>	Hiring procedures and panels are in place with clear functional descriptions	Lengthy approval processes
<b>Faculty Development</b>	Clear policies on continued professional training	Limited funding available to support further trainings
<b>Student Admission</b>	Clear policies on student enrolment	Students not fully compliant with policy requirements
	Efforts to popularize programmes	Limited funding to support the high costs of advertising and school visitations Restrictive student Admissions Policy
<b>Curriculum Development</b>	Flexible course structures allowing infusion of updates	Slow processes of identifying curricula gaps
<b>Academic Program Review</b>	Regular programme reviews undertaken with industry consultation and alumni feedback	Slow implementation of anticipated curricula changes

<b>Student Assessment</b>	Diversified assessment methods	Lack of initiatives to apply diversity in student assessments
<b>Student Grievances</b>	Grievance redressal systems available	Slow grievance resolution processes
<b>Student Housing</b>	On-campus residence options offered	Limited accommodation spaces and aging infrastructure
<b>Research Grant Management</b>	Availability of experienced grant writers	Limited number of faculty members participating in research grant writing
<b>Research Collaboration</b>	Existing partnerships with other research institutions	Limited funding opportunities
<b>Quality Assurance</b>	Established Quality Assurance directorate	Requisite staff complement still lacking
	Comprehensive audit systems available	Slow feedback and implementation of actions
<b>Accreditation Processes</b>	University ensures compliance with accreditation standards	Lengthy and resource-intensive accreditation processes
<b>Procurement processes</b>	Comprehensive policy is in place	Inefficiency in the procurement process
<b>Health Services</b>	Medical facilities and comprehensive health programs available	Inadequate funds available for healthcare
<b>Internship Programs</b>	Diverse internship placements available	Inadequate funding to support interns
<b>Community Outreach</b>	Communities engaged for partnerships in service/mandate delivery	Inadequate funds to support long-standing community engagements
<b>Alumni Relations</b>	Established Alumni desk and Network	Inadequate alumni engagement
<b>Career Services</b>	Career services office established	Low staffing levels
	Career fairs and resume writing workshops conducted	Limited number of industry players participating
<b>Student Financial Aid</b>	Varied aid programs available	Inadequate funds to meet all student requests
<b>International Programs</b>	A directorate of international linkages and	Lack of international accreditation of programmes

	programmes exists.	Low uptake of university programmes by internationals
<b>Student Activities</b>	Availability of diverse regulated extra-curricular activities	Limited participation, insufficient funding
<b>Digital Learning Platforms</b>	User-friendly interfaces, multimedia content	Technical glitches, connectivity issues
<b>Public Relations</b>	Strong media relations, crisis management	Inconsistent messaging, limited PR resources
<b>Data Management</b>	Secure databases, compliance with data protection standards	Data breaches, inefficient data retrieval
<b>Environmental Initiatives</b>	Sustainable practices, campus conservation efforts	Limited funding, resistance to eco-friendly changes
<b>Risk Management</b>	Risk assessments, contingency planning	Inadequate risk analysis, limited resources for mitigation

### 3.8 Resources and Capabilities

Egerton University possesses a diverse array of assets, skills, capabilities, and intangibles that contribute significantly to its competitive standing in the higher educational landscape. Through a comprehensive evaluation, utilizing the valuable, rare, inimitable, durable, and unsubstitutable (VRIDU) criteria, the analysis of the university's internal resources and strengths is presented in Table 11. The assessment discerns the distinctiveness of Egerton University's assets and competencies, exploring their potential for sustained competitive advantage and their impact on the institution's overall performance.

This analysis looks into key aspects ranging from faculty expertise and research infrastructure to strategic partnerships and institutional culture, offering insights into the university's unique resources that drive its academic excellence and market positioning within the education sector.

**Table 11: Analysis of Egerton University's internal resources**

<b>Assets, Skills, Capabilities, and Intangibles</b>	<b>Valuable?</b>	<b>Rare?</b>	<b>Inimitable?</b>	<b>Durable?</b>	<b>Unsubstitutable?</b>
<b>Experienced Faculty</b>	Yes	Yes	Yes	Yes	No
<b>Research Facilities</b>	Yes	Yes	Yes	Yes	Yes

<b>Strong Alumni Network</b>	Yes	Yes	Yes	Yes	Yes
<b>Accreditation and Reputation</b>	Yes	Yes	Yes	Yes	Yes
<b>Access to Government Funding</b>	Yes	Yes	Yes	Yes	Yes
<b>Established Academic Programs</b>	Yes	Yes	No	Yes	No
<b>Robust Library Resources</b>	Yes	Yes	No	Yes	Yes
<b>Arable Land</b>	Yes	Yes	Yes	Yes	Yes
<b>Strategic Partnerships</b>	Yes	Yes	Yes	Yes	Yes
<b>Technological Infrastructure</b>	Yes	Yes	Yes	Yes	Yes
<b>Financial Endowment</b>	Yes	Yes	Yes	Yes	Yes
<b>Community Engagement Initiatives</b>	Yes	Yes	No	Yes	No
<b>Diversity in Academic Staff</b>	Yes	Yes	No	Yes	Yes
<b>Campus Infrastructure</b>	Yes	Yes	Yes	Yes	Yes
<b>Patents and Intellectual Property</b>	Yes	Yes	Yes	Yes	Yes
<b>Student-Centered Approach</b>	Yes	Yes	Yes	Yes	Yes
<b>Access to Research Grants</b>	Yes	Yes	Yes	Yes	Yes
<b>Robust E-Learning Platforms</b>	Yes	Yes	Yes	Yes	Yes
<b>Brand Recognition</b>	Yes	Yes	Yes	Yes	Yes
<b>Institutional Culture</b>	Yes	Yes	Yes	Yes	Yes

<b>Continuous Learning and Development Programs</b>	Yes	Yes	Yes	Yes	Yes
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### 3.9 Summary of Strengths and Weaknesses

Table 12 outlines a balanced assessment of Egerton University's strengths and weaknesses across three key areas: Governance & Administration, Internal Business Processes, and Resources & Capabilities. This evaluation provides a comprehensive view of the university's current state, identifying areas of proficiency and those needing improvement. It underscores aspects ranging from leadership structures and administrative efficiencies to operational processes and resource utilization.

**Table 12: Summary of Egerton University's resource factor strengths and weaknesses**

<b>Resource Factor</b>	<b>Strengths</b>	<b>Weaknesses</b>
<b>Governance and Administration</b>	A professional University Council ensuring strategic oversight	Potential for bureaucratic delays in decision-making due to the need for extensive consultation and consensus-building
	Clear organizational hierarchy ensuring accountability	Insufficient diversity in leadership roles
<b>Internal Business Processes</b>	Efficient student enrollment processes	Lengthy approval processes for academic programs
	Streamlined financial reporting systems	Inadequate technology utilization in finance management
	Robust teaching and learning culture	Inefficient students' records handling
<b>Resources and Capabilities</b>	Robust library resources supporting research activities	Limited funding for infrastructure development
	Dedicated research faculty promoting innovation	Reliance on traditional teaching methodologies
	Vast agricultural land resource	Inefficient business processes and inefficient land resource utilization

### 3.10 Analysis of Past Performance

The Egerton University Strategic Plan (2018 – 2023) centered around five strategic goals, each with specific strategic objectives, strategies, and activities to guide its implementation. Each goal was allocated a weighting to enable its assessment. This evaluation of the performance of the strategic plan (2018-2023) focuses on the overall evaluated achievement for each strategic goal.

#### 3.10.1 Key Achievements

**Table 13: Key achievements of the past strategic plan (2018-2023)**

<b>Strategic Goal (SG)</b>	<b>Key achievements</b>	<b>Evaluated performance (%)</b>
<b>SG 1: Provide quality higher education</b>	<ol style="list-style-type: none"><li>1. Implementation of competitive academic programs.</li><li>2. Effective marketing of academic programs.</li><li>3. Development of alternative modes of program delivery for a broader clientele.</li><li>4. Establishment of an e-learning system to facilitate teaching and learning.</li><li>5. Production of instructional resources for university courses.</li><li>6. Diversification of languages in the university curriculum.</li><li>7. Recognition and reward of academic excellence among students.</li><li>8. Improvement of student-lecturer interaction.</li><li>9. Offering of short courses to enhance client capacities.</li><li>10. Creation of opportunities for scholarships.</li></ol>	<b>85%</b>
<b>SG 2: Engage in research, consultancy and community outreach</b>	<ol style="list-style-type: none"><li>1. Active involvement of staff and students in research.</li><li>2. Promotion of research in indigenous knowledge and technologies.</li><li>3. Advancement of research and policy studies in dryland resources management.</li><li>4. Provision of short courses on dryland agriculture and resource management.</li><li>5. Facilitation of collaborative research and networking.</li></ol>	<b>90%</b>

	<ol style="list-style-type: none"> <li>6. Documentation of research activities.</li> <li>7. Dissemination of research findings.</li> <li>8. Establishment of an Agro-Based Science Park.</li> <li>9. Successful commercialization of 10 agricultural innovation products.</li> <li>10. Development of an Intellectual Property Rights Policy.</li> <li>11. Enhancement of consultancy services.</li> <li>12. Development of an extension model.</li> <li>13. Formulation of community outreach programs.</li> <li>14. Promotion of the preservation of indigenous knowledge and values.</li> <li>15. Engagements in emerging issues on public policy.</li> <li>16. Development of a research monitoring and evaluation framework.</li> <li>17. Promotion of environmental awareness.</li> <li>18. Enhancement of the River Njoro catchment protection.</li> <li>19. Rehabilitation of the River Njoro source ecosystem.</li> <li>20. Enhancement of the ecological value of the University Botanic Garden.</li> </ol>	
<b>SG 3: Enhance physical infrastructure and ICT capacity</b>	<ol style="list-style-type: none"> <li>1. Completion and final commissioning of the Physical Sciences Complex</li> <li>2. Renovation and maintenance of several building facilities in the main campus</li> <li>3. Improvement of the physical environment.</li> <li>4. Enhancement of security and safety on campus.</li> <li>5. Improvement of asset management practices.</li> <li>6. Enhancement of computing devices and data.</li> <li>7. Improvement in ICT governance.</li> </ol>	<b>80%</b>
<b>SG 4: Increase linkages and collaborations</b>	<ol style="list-style-type: none"> <li>1. Establishment of an Alumni office and alumni database.</li> <li>2. Promotion of staff and student exchange programs.</li> </ol>	<b>65%</b>
<b>SG 5: Enhance governance and</b>	<ol style="list-style-type: none"> <li>1. Implementation of the Human Capital (HCA) Policy.</li> </ol>	



<b>resource mobilization</b>	<ol style="list-style-type: none"> <li>2. Conducted skills gap and competencies analysis.</li> <li>3. Application of affirmative action in staff recruitment and development.</li> <li>4. Promotion of females and staff from disadvantaged groups into managerial positions.</li> <li>5. Improvement of performance of Income Generation Units (IGUs).</li> <li>6. Enhancement of the capacity of targeted academic departments to generate income.</li> <li>7. Improved performance of Egerton University Investment Company.</li> <li>8. Implementation of the service delivery charter.</li> <li>9. Improved performance management.</li> <li>10. Enhancement of the working environment.</li> <li>11. Increased participation in budgetary processes.</li> <li>12. Improved financial management.</li> </ol>	<b>70%</b>
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### 3.10.2 Challenges

The following attendant and extraneous factors hindered the achievement of some set targets during the implementation of the previous strategic plan (2018 – 2023):

1. Financial constraints and budgetary limitations.
2. Inadequate infrastructure and facility maintenance.
3. High student-to-faculty ratio affecting quality of education.
4. Strain on academic resources due to increased student enrolment.
5. Inadequate research funding and support for extension/ outreach activities.
6. Staff retention and recruitment challenges.
7. Inadequacies in technological advancements and integration.
8. Limited access to current academic resources and materials.
9. Challenge of ensuring curriculum relevance to the job market.
10. Challenges in addressing issues of student welfare and support services.
11. Governance and administrative inefficiencies.
12. Competition with other universities for research grants.
13. Sustainability and environmental management concerns.
14. Low staff and student morale and motivation.



15. Challenge of aligning academic programs with changing industry needs.
16. Challenge of balancing traditional teaching methods with modern pedagogical approaches.

### 3.10.3 Lessons Learned

Table 14 below encapsulates valuable lessons learned by Egerton University from its encountered challenges. These lessons form an instrumental part of the university's growth trajectory, offering insights into its operational dynamics, strategic initiatives, and adaptability to external influences. Each lesson serves as a guidepost, fostering resilience, innovation, and informed decision-making within the institution. This compilation is instrumental in charting a robust path forward, enabling Egerton University to navigate future challenges with greater efficacy and leveraging its experiences to fortify its position as a premier educational institution.

**Table 14: Lessons learned from the previous strategic plan**

Lessons Learned	Impact	Action
1. Need for diversified revenue streams	<ul style="list-style-type: none"> <li>Financial stability</li> <li>Reduced dependency risks</li> </ul>	Exploring fundraising mechanisms through partnership grants to adapt to the new funding model
2. Infrastructure development	<ul style="list-style-type: none"> <li>Enhanced campus appeal</li> <li>Conducive learning environment</li> </ul>	Prioritizing maintenance and modernization efforts for infrastructure
3. Student-to-faculty ratio	<ul style="list-style-type: none"> <li>Improved teaching quality</li> <li>Enhanced personalized learning</li> </ul>	Recruit additional faculty in deficient disciplines Optimize teaching resources
4. Research funding	<ul style="list-style-type: none"> <li>Increased research outputs</li> <li>Enhanced institutional reputation</li> </ul>	Seek grants and increase collaborative research projects
5. Staff development	<ul style="list-style-type: none"> <li>Improved institutional expertise</li> <li>Enhanced faculty satisfaction</li> </ul>	Invest in staff training and professional development
6. Need for technology integration	<ul style="list-style-type: none"> <li>Enhanced learning and innovation</li> </ul>	Invest in modern digital infrastructure
7. Expansion of library resources	<ul style="list-style-type: none"> <li>Improved learning</li> <li>Increased access to information</li> </ul>	Expand digital resources for the library

8. Enhanced student support services	<ul style="list-style-type: none"> <li>Enhanced student satisfaction and welfare</li> </ul>	Strengthen counseling, mentorship, support programs
9. Administrative efficiency	<ul style="list-style-type: none"> <li>Efficient and streamlined administrative operations</li> </ul>	Optimize workflows Adopt technology in administration
10. Need for continuous curriculum alignment	<ul style="list-style-type: none"> <li>Relevant education</li> <li>Increased employability</li> </ul>	Review and update programmes Increase student industry experiences

### 3.2 Stakeholder Analysis

Table 15 is a summary of Egerton University's stakeholders, their expectations from the University and the University's expectations from them.

**Table 15: Stakeholder analysis for Egerton University**

Stakeholders	What they expect of the University	What the University expects of them
Students	a) Quality and diverse academic programmes. b) Properly trained and qualified academic staff. c) Timely feedback on performance results d) Quality students-lecturer interaction during learning sessions. e) Clean, organized, and a well maintained living and learning environment. f) Adequate recreational facilities. g) High aesthetics and green spaces. h) Efficient student welfare services	a) Observation of University's students' code of conduct and national laws. b) Attendance to all planned learning activities. c) Active participation and responsibility in the learning process. d) Giving feedback on the learning processes and welfare services. e) Respect for University property. f) Being good ambassadors of the University.
Staff	a) Quality working environment. b) Good governance. c) Effective and efficient	a) Adherence to the University Code of Conduct and Ethics and national laws.

	<p>communication</p> <p>d) Clear definition of roles and responsibilities</p> <p>e) Clear career development pathways</p> <p>f) Involvement in decision-making.</p> <p>g) Preventive and curative health care programmes</p> <p>i) Availability of quality instructional resources.</p> <p>j) Support for research</p> <p>h) Harmonious industrial relations.</p>	<p>b) Conformity to the University's core values.</p> <p>c) High quality and standards in teaching.</p> <p>d) High research productivity</p> <p>e) Respect for University property and resources.</p> <p>f) Projection of a positive image of the University at all times</p> <p>g) Harmonious industrial relations.</p>
Parents/ Guardians	<p>a) The best education for their children.</p> <p>b) Safety and security of students.</p> <p>c) High Quality accommodation and catering services</p> <p>d) Efficient admission and registration processes.</p> <p>e) Timely and effective communication from the University.</p>	<p>a) Provide financial support to the students.</p> <p>b) Provide social support system for students.</p> <p>c) Participate in the University's development.</p> <p>d) Market the university.</p>
Ministry of Education	<p>a) High quality education.</p> <p>b) Timely student progression and completion.</p> <p>c) Good governance of the University.</p> <p>d) Regular updates on projects, programmes and operations of the University.</p> <p>e) Participation in national, social and economic development initiatives.</p>	<p>a) Sufficient financial support for University development.</p> <p>b) A stable higher education policy environment.</p> <p>c) Timely and effective communication.</p>
Ministry of National Treasury and Planning	<p>a) Submission of timely budget estimates.</p> <p>b) Prudent utilization of disbursed funds.</p> <p>c) Timely and effective</p>	<p>a) Timely disbursement of funds.</p> <p>b) Support for University development projects.</p>

	communication on University projects, programmes and operations.	
Ministry of Agriculture, Livestock Fisheries and Irrigation	a) Training of high caliber agriculture professionals b) Development and dissemination of appropriate agricultural innovations. c) Participation in agricultural policy formulation	a) Partnerships in training, research, attachments, internships and employment. b) Engagements in consultancies.
Ministry of Labour and Social Protection	a) Compliance with labour laws b) Fair labour relations Employee social protection	a) Promotion of industrial harmony <b>b) Appraisal of labour regulatory frameworks</b>
Commission for University Education and other regulatory/ professional bodies	a) Compliance with University education regulations and guidelines. b) Offering quality education. c) Compliance with discipline- specific guidelines.	a) Consultative engagements. b) Stable policy environment. c) Support quality education. d) Clear and appropriate regulatory framework.
Higher Education Loans Board	a) Accurate and updated information about students. b) Timely and effective communication.	a) Timely disbursement of funds. b) Timely and effective communication.
Universities Funding Board	a) Compliance with funding regulations. b) Accurate student data from the University.	a) Information on basis of funding of Universities. b) Determine appropriate funding levels for the University.
Kenya University Colleges Central Placement Service	a) Accurate and updated information on programme placement capacities. <b>b) Correct information on academic programme requirements.</b>	a) Accurate placement of students. b) Timely and effective communication.
Alumni	a) Efficient communication. b) Institutional support for their activities. c) Engagement in University initiatives.	a) Leading ambassadors of the University. b) Mobilise resources for University Development. c) Linking and networking the University with Industry.

		d) Mentoring University students
Industry	a) Provision of qualified graduates with the right skills. b) Partnerships in research and innovations development.	a) Partnerships in training, attachments, internships and employment. b) Sponsorship of research, students, endowments and capital developments.
Development Partners	a) Strong University leadership commitment. b) Recognition of contributions to the University. c) Transparent and accountable framework for resources management. d) Clear long-term organizational plans. e) Timely and adequate communication and reports on supported projects. f) Demonstration of results, outcomes, and impacts.	a) Sustainable development partnerships. b) Support University development initiatives. c) Timely and adequate communication and reports.
Media	a) Dissemination of knowledge and information for public consumption. b) Provision of qualified graduates. c) Partnerships in promoting the University.	a) Build and sustain the University reputation. b) Balanced coverage of University initiatives. c) Partnerships in promoting the University.
Community	a) Corporate Social responsibility. b) Minimal social and environmental impact from University activities. c) Harmonious coexistence. d) Access to social amenities within the University.	a) Cooperation and information sharing. b) Support University development initiatives. c) Conserve and manage the environment. d) Minimum disruption of University operations.
Service Providers and Suppliers	a) Fair trade and business practices b) Conducive business environment	a) Quality products and services b) Timely delivery of goods and services

## **CHAPTER FOUR**

### **STRATEGIC ISSUES, GOALS AND KEY RESULT AREAS**

The dynamic landscape of university education in Kenya demands strategic planning to provide a guiding compass to navigate universities towards their visions of excellence and societal impact. At Egerton University this process was central to the identification and exploration of strategic issues that will shape the institution's trajectory. These strategic issues encompass challenges, opportunities, and emerging trends that demand proactive responses and strategic alignment. In the context of Egerton University's strategic planning, several key strategic issues emerged as focal points for considered actions.

#### **4.1 Strategic Issues**

In the realm of Egerton University's strategic planning, five (5) critical strategic issues emerge as focal points for shaping the institution's future direction and impact. These strategic issues represent challenges, opportunities, and trends that require proactive management and strategic alignment with national and global initiatives to ensure the university's continued relevance and success. The strategic issues considered are:

1. Quality University Education and Training
2. Research, Extension and Outreach
3. Governance and Resource Mobilization
4. ICT and the Digital Economy
5. Infrastructure and the Environment

#### **4.2 Strategic Goals**

In addressing the strategic issues, the University will engage stakeholders, conduct rigorous analysis, and make informed decisions guided by its mission, core values, and long-term aspirations. By effectively managing these strategic issues, the University can enhance its academic standing, student success, financial health, and societal impact, thereby ensuring continued relevance and excellence in a rapidly changing world. The following strategic goals have been coined to deliver on the identified issues:

**STRATEGIC GOAL 1:** Provide quality higher education and training

**STRATEGIC GOAL 2:** Engage in research, extension, outreach and consultancy

**STRATEGIC GOAL 3:** Enhance governance and resource mobilization in the University

**STRATEGIC GOAL 4:** Expand ICT capacity to promote digital economy

**STRATEGIC GOAL 5:** Enhance physical infrastructure and the environment

### 4.3 Key Results Areas

Key Result Areas (KRAs) are pivotal in guiding and evaluating the success of a strategic plan. They provide a framework for setting and measuring progress towards strategic goals and ensuring alignment with the institution's mission and vision. In the context of Egerton University's strategic planning, the following key result areas have been identified as critical for monitoring and assessing the university's performance:

- i) Continuous faculty development, support and retention
- ii) Curriculum and pedagogical innovation
- iii) Research excellence and Community impact
- iv) Partnerships and collaborations
- v) Policy influence
- vi) Enhanced performance and productivity
- vii) Diversified resource base
- viii) Transparent financial management
- ix) Enhanced ICT infrastructure in the University
- x) Modernized teaching and learning facilities
- xi) Conducive physical environment for learning and general wellbeing

**Table 16: Summary matching of strategic issues, strategic goals and key result areas**

Strategic Issue	Goal	KRAs
Quality University Education and Training	<b>STRATEGIC GOAL 1:</b> <i>Provide quality higher education and training</i>	a) Continuous faculty development, support and retention
		b) Curriculum and pedagogical innovation
Research, Extension and Outreach	<b>STRATEGIC GOAL 2:</b> <i>Engage in research, extension, outreach and consultancy</i>	a) Research excellence and Community impact
		b) Partnerships and collaborations
		c) Policy influence
Governance and Resource	<b>STRATEGIC GOAL 3:</b>	a) Enhanced performance

Mobilization	<i>Enhance governance and resource mobilization in the University</i>	and productivity
		b) Diversified resource base
		c) Transparent financial management
ICT and Digital Economy	<b>STRATEGIC GOAL 4:</b> <i>Expand ICT capacity to promote the digital economy</i>	Enhanced ICT infrastructure in the University
Infrastructure and the Environment	<b>STRATEGIC GOAL 5:</b> <i>Enhance physical infrastructure and the environment</i>	a) Modernized teaching, learning and research facilities
		b) Conducive physical environment for learning and general wellbeing





## CHAPTER FIVE

### STRATEGIC OBJECTIVES AND STRATEGIES

This chapter outlines the strategic objectives and corresponding strategies for the Strategic Plan. The strategic objectives and strategies in this plan provide a clear direction for the university's future development and serve as a roadmap for decision-making and resource allocation.

**Table 17: Summary matching of Strategic Objectives and Strategies**

<b>STRATEGIC OBJECTIVE (S)</b>	<b>STRATEGIES</b>
<b>Strategic Objective 1:</b> Admission of 7,200 first year students every academic year	<b>Strategy 1:</b> Marketing of university programmes <b>Strategy 2:</b> Review academic programmes to align with market demands <b>Strategy 3:</b> Enhancing the quality of instruction
<b>Strategic Objective 2:</b> Enhance quality of academic programmes.	<b>Strategy 1:</b> Attracting and retaining qualified academic staff <b>Strategy 2:</b> Training of academic staff in tandem with CBE requirements <b>Strategy 3:</b> Enhancing the quality of instruction
<b>Strategic Objective 3:</b> Improve the welfare of staff and students	<b>Strategy 1:</b> Rewarding of staff performance excellence and productivity <b>Strategy 2:</b> Rewarding of students' academic excellence <b>Strategy 3:</b> Enhancing students' career guidance <b>Strategy 4:</b> Enhancing medical service delivery
<b>Strategic Objective 4:</b> Expand the University's research portfolio	<b>Strategy 1:</b> Mobilizing funds/resources for research <b>Strategy 2:</b> Promote research in dryland resources <b>Strategy 3:</b> Improving resource productivity at the DRTEC <b>Strategy 4:</b> Promote research in indigenous knowledge systems <b>Strategy 5:</b> Promote research in renewable/green energy <b>Strategy 6:</b> Dissemination of research findings
<b>Strategic Objective 5:</b> Increase registrable innovations	<b>Strategy 1:</b> Development of innovations <b>Strategy 2:</b> Operationalizing the Intellectual Property Rights Policy <b>Strategy 3:</b> Developing the Agro-based Science Park

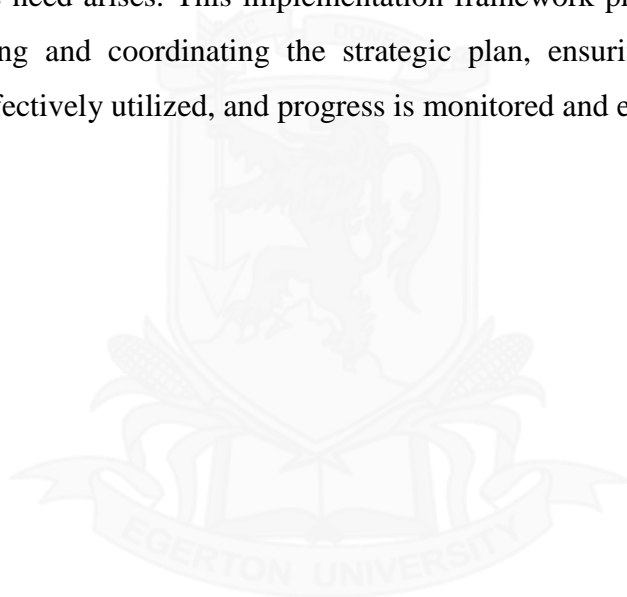
<b>Strategic Objective 6:</b> Increase consultancy and public policy analysis	<b>Strategy 1:</b> Enhancing engagement in consultancy services <b>Strategy 2:</b> Building capacity in public policy <b>Strategy 3:</b> Engaging in emerging issues on public policy
<b>Strategic Objective 7:</b> Engage in priority areas of community outreach and extension	<b>Strategy 1:</b> Engaging in community outreach and extension programmes <b>Strategy 2:</b> Enhancing community environmental management capacities
<b>Strategic Objective 8:</b> Develop and retain quality human capital	<b>Strategy 1:</b> Implementation of the Human Capital Policy <b>Strategy 2:</b> Applying affirmative action in staff recruitment and development
<b>Strategic Objective 9:</b> Expand the University's revenue base	<b>Strategy 1:</b> Creation of strong partnerships and collaborations with industry <b>Strategy 2:</b> Engage in Fundraising <b>Strategy 3:</b> Strengthen Productive Income Generating Units (IGUs) <b>Strategy 4:</b> Commercialization of research outputs
<b>Strategic Objective 10:</b> Institutionalization of Governance and Risk Management	<b>Strategy 1:</b> Resource use optimization <b>Strategy 2:</b> Strengthen Audit and internal controls <b>Strategy 3:</b> Strengthening of risk management
<b>Strategic Objective 11:</b> Modernize ICT infrastructure	<b>Strategy 1:</b> Improvement of ICT Governance <b>Strategy 2:</b> Improvement of automation and data processes in University operations <b>Strategy 3:</b> Upgrading of computing devices, data and telephony networks
<b>Strategic Objective 12:</b> Improve University infrastructure and environment	<b>Strategy 1:</b> Modernize infrastructural facilities <b>Strategy 2:</b> Enhance environmental conservation <b>Strategy 3:</b> Improve security and safety on campus

## **CHAPTER SIX**

### **IMPLEMENTATION AND COORDINATION FRAMEWORK**

#### **6.1 Implementation Plan**

An implementation and coordination framework for a strategic plan is crucial for ensuring that the outlined objectives are achieved efficiently and effectively through a decomposition into strategies and attendant activities. The framework outlined in this plan establishes the processes, structures, and mechanisms necessary to coordinate activities, monitor progress, and make adjustments as need arises. This implementation framework provides a structured approach to implementing and coordinating the strategic plan, ensuring that efforts are focused, resources are effectively utilized, and progress is monitored and evaluated regularly.



STRATEGY	KEY ACTIVITIES	EXPEC TED OUTP UTS	OUTPUT INDICATO RS	TARGET (5 Years)	TARGET					BUDGET (Ksh. Million)						RESPONSIBILITY	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	TOTA L	LEAD	SUPPORT
	STRATEGIC ISSUE: Quality University Education and Training																
	STRATEGIC GOAL 1: Provide quality higher education and training																
	KRAs: a) Continuous faculty development, support and retention b) Curriculum and pedagogical innovation																
	OUTCOMES: a) Improved completion rates b) Skilled and competitive graduates c) Increased institutional reputation and impact																
	STRATEGIC OBJECTIVE 1: Admission of 7,200 first year students every academic year																
Strategy 1: Marketing of university programmes	i) Advertise programmes in both print and electronic media	Advert s in print media	Number of adverts in print media per year	20 adverts	4	4	4	4	4	2.4	2.4	2.4	2.4	2.4	12	VC	DMRM/RA A
	ii) Engage in targeted social media campaigns	Social media posting s	Number of hits on social media pages	500 postings	100	100	100	100	100	0.1	0.1	0.1	0.1	0.1	0.5	VC	DMRM
	iii) Update the University website with current activities	New web update s	Number of updates	100 updates	20	20	20	20	20	-	-	-	-	-	-	VC	DMRM/ICT
	iv) Organize sensitizatio n sessions for career guidance teachers	Numbe r of trainin g session s	Number teachers sensitized	2 sessions	-	1	-	1	-	-	0.1		0.1	-	0.2	DVC AR&E	DUSCS
	v) Organiz e online school academi c challeng es	Numbe r of acade mic challen ges organi	Number of participants	10 academic challenges	5	-	5	-	-	-	0.2 5	-	0.2 5	-	-	0.5	DVC AR&E R

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		zed															
			Number of prizes/awards	30 prizes	15	-	15	-	-	0.3	-	0.3	-	-	0.6	DVC AR&E	Director R&E
	vi) Participate in external exhibitions, shows and fairs	Number of shows attended	Number of guests received	25000	5000	5000	5000	5000	5000	3.5	3.5	3.5	3.5	3.5	17.5	DVC AR&E	Director R&E
			Number of awards received	15	3	3	3	3	3	0.1	0.1	0.1	0.1	0.1	0.5	DVC AR&E	Director R&E
		Number of exhibitions attended	Number of guests received	2000	400	400	400	400	400	0.2	0.2	0.2	0.2	0.2	0.8	DVC AR&E	Director R&E
	vii) Organize University open days and fairs	Conduct Open days	Number of open days	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	2.5	DVC AR&E	DMRM
		Conduct academic and research fairs	Number of fairs	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	2.5	DVC AR&E	Director R&E/ DMRM
<b>Strategy 2:</b> Review academic programmes to align with market demands	i) Conduct self - assessment of programmes	Self - assessment reports	Number of programmes assessed	50 programmes	10	10	10	10	10	0.5	0.5	0.5	0.5	0.5	2.5	DVC AR&E	Director (Quality Assurance)
	ii) Review and update of academic programmes in line with CBE	Review reports	Number of academic programmes reviewed	200 programmes	20	45	45	45	45	1	2.25	2.25	2.25	2.25	12.25	DVC AR&E	Directors BUGS and BPGS
	iii) Increase the	80%	%	80%	5.4	5.4	5.4%	5.4	5.4%	-	-	-	-	-	-	DVC	Registrar

	overall completion rate from 53% by 5.4% annually to 80%		completion attained		%	%		%								AR&E	(Academic Affairs)
	iv) Increase international students population	0.01% of the current total	% of international students enrolled		0.02 %	0.02 %	0.00 2%	0.02 %	0.00 2%	-	-	-	-	-	-	DVC AR&E	Director Linkages/DP GS
	v) Offer specialized short course trainings annually	Short courses conducted at EU	Number of people trained	15 trainings	3	3	3	3	3	0.9	0.9	0.9	0.9	0.9	4.5	DVC AR&E	Registrar (Academic Affairs)
Reports on specific trainings			15 reports	3	3	3	3	3	0.03	0.03	0.03	0.03	0.03	0.15	DVC AR&E		
Short courses on dryland resource management conducted at DRTEC		Number of people trained	10 short courses annually	2	2	2	2	2	0.03	0.03	0.03	0.03	0.03	0.15	DVC AR&E	Director (DRTEC)	
		Reports on specific trainings	10 reports	2	2	2	2	2	0.03	0.03	0.03	0.03	0.03	0.15	DVC AR&E	Director (DRTEC)	
Strategy 3: Enhancing students' scholarship	i) Train staff on student mentorship	Training sessions conducted	Number of staff trained	40 staff	20	20	-	-	-	0.05	0.05	-	-	-	0.10	DVC AR&E	Directorate of BUGS & Career Services
	ii) Execute students mentorship programmes	Improved transition rates	% transition rate	100% transition rate	100 %	100 %	100 %	100 %	100 %	-	-	-	-	-	-	DVC AR&E	Dean of Student
		Improved completion rates	% completion rate	80% completion rate	80 %	80 %	80 %	80 %	80%	-	-	-	-	-	-	DVC AR&E	Dean of Student
STRATEGIC OBJECTIVE 2: Enhance quality of academic programmes.																	
Strategy 1:	i) Increase the	Additi	Number of	30	6	6	6	6	6	-	-	-	-	-	-	DVC	Registrar

Attracting and retaining qualified academic staff	number of Academic staff	onal Number of academic staff with PhDs	additional PhDs													AFP	(HCA)
	ii) Implement Academic Staff Development Policy	Balanced academic staff establishment	Number of Graduate Assistants recruited	10	2	2	2	2	2	2.4	2.4	2.4	2.4	2.4	12	DVC AFP	Registrar (HCA)
<b>Strategy 2:</b> Training of academic staff in tandem with CBE requirements	i) Conduct Training of Trainers for Faculty of Education lecturers in CBE implementation	Capacity for CBE implementation enhanced	Number of ToTs trained	50 lecturers	50	-	-	-	-	0.3	-	-	-	-	-	DVC AFP	Registrar (HCA)
	ii) Retool all academic staff on CBE curriculum delivery	Capacity for CBE implementation enhanced	Number of lecturer strained	500	500	-	-	500	-	0.25	-	-	0.25	-	0.5	DVC AFP	Registrar (HCA)
<b>Strategy 3</b> Enhancing the quality of instruction	i) Integrate technology and digital tools in instruction	Projectors and screens installed in lecture rooms	Number of lecture halls modernized	50 sets	10	10	10	10	10	1	1	1	1	1	5.0	DVC AFP	Registrar (HCA)
	ii) Involve	Enhance	Number of	2000	400	400	400	400	400	0.1	0.1	0.1	0.1	0.1	0.5	DVC	Academic

	industry partners and professionals in academic programme delivery	ced practical skills	internships to industry													AR&E	Deans/Directors
			Number of guest lectures	50	10	10	10	10	10	0.25	0.25	0.25	0.25	0.25	1.25	DVC AR&E	Registrar AA
			Number of students attached in industries	10000	2000	2000	2000	2000	2000	0.1	0.1	0.1	0.1	0.1	0.5	DVC AR&E	Academic Deans/Directors
	iii) Train staff and students on access and use of e-resources	Improved capacity on use of e-resources	Number of staff trained	400	80	80	80	80	80	0.1	0.1	0.1	0.1	0.1	0.5	DVC AR&E	University Librarian
			Number of students trained	20000	4000	4000	4000	4000	4000	0.1	0.1	0.1	0.1	0.1	0.5	DVC AR&E	University Librarian
	iv) Create digital interactive library user interfaces	User portals created	Number of portals activated	15000	5000	5000	5000	-	-	-	-	-	-	-	-	DVC AR&E	University Librarian
<b>STRATEGIC OBJECTIVE 3: Improve the welfare of staff and students</b>																	
<b>Strategy 1:</b> Rewarding of staff performance excellence and productivity	i) Identify, recognize and reward outstanding performers among staff	Staff recognized	Number of staff recognized	40	8	8	8	8	8	0.05	0.05	0.05	0.05	0.05	0.10	DVC AFP	Registrar HCA
<b>Strategy 2:</b> Rewarding of students' academic excellence	i) Identify and recognize outstanding performers among students	Students recognized	Number of students recognized	50	10	10	10	10	10	0.20	0.2	0.2	0.2	0.2	1.0	DVC AR&E	Registrar AA
<b>Strategy 3:</b> Enhancing students' career guidance	i) Establish a Career guidance and counselling office	Students career guidance office	Number of personnel appointed	2	2	-	-	-	-	3	3	3	3	3	12	DVC AR&E	Director BUGS & Career Services
			Number of students	15000	3000	3000	3000	3000	3000	0.3	0.3	0.3	0.3	0.3	1.50	DVC AR&E	Director BUGS &



		set-up	engaged														Career Services
	ii) Organize career talks for students	Career talks conducted	Number of career talks organized	15	3	3	3	3	3	0.3	0.3	0.3	0.3	0.3	1.50	DVC AR&E	Director BUGS & Career Services
			Number of students engaged	15000	3000	3000	3000	3000	3000	0.3	0.3	0.3	0.3	0.3	1.50	DVC AR&E	Director BUGS & Career Services
<b>Strategy 4:</b> Enhancing medical service delivery	i) Implement the Electronic Medical Record System (EMRS)	Improved medical record keeping	Medical Record System operationalized	1	1	-	-	-	-	-	-	-	-	-	-	DVC AFP	Chief Medical Officer
	ii) Provide adequate medical services in the Medical Centre	Improved medical services	Number of clients served	100000	25000	25000	25000	25000	25000	7.7	8.1	8.5	9.3	9.8	43.4	DVC AFP	Chief Medical Officer
			Number of referrals made												-	DVC AFP	Chief Medical Officer
				<b>SUBTOTAL FOR SG 1</b>											<b>139.00</b>		

STRATEGY		KEY ACTIVITIES	EXPECTED OUTPUTS	OUTPUT INDICATORS	TARGET (5Years)	TARGET					BUDGET (Ksh. Million)						RESPONSIBILITY	
						Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	TOTAL	LEAD	SUPPORT
		STRATEGIC ISSUE: Research Extension and Outreach																
		STRATEGIC GOAL 2: Engage in research, extension, outreach and consultancy																
		KRAs: a) Research excellence and Community impact b) Partnerships and collaborations c) Policy influence																
		OUTCOMES: a) New innovations and products b) Increased Knowledge dissemination c) Enhanced collaborations																
		STRATEGIC OBJECTIVE 4: Expand the University’s research portfolio																
Strategy 1: Mobilizing funds/resources for research		i) Review and align research priorities to national, regional and global aspirations	Research priority areas report	Number of priority research areas set	2 reports	2 reports	-	-	-	-	0.4	-	0.4	-	-	0.8	DVC AR &E	Director (R&E)
		ii) Allocate funds for research proposals development	One grant proposal submitted per faculty per year	Number of proposals submitted	50 Proposals	10	10	10	10	10	1.5	1.5	1.5	1.5	1.5	7.5	DVC AR &E	Director (R&E)
				Amount of funds mobilized	500M	100	100	100	100	100	-	-	-	-	-	-	DVC AR &E	Director (R&E)
		iii) Train staff and students on research proposal development	2 training sessions per year	Number of staff and students trained	100 staff and 100 students	40	40	40	40	40	40	0.15	0.15	0.15	0.15	0.15	0.75	DVC AR &E

<b>Strategy 2:</b> Promote research in dryland resources	i) Renovate facilities at the DRTEC	Facilities renovated	2 facilities renovated	1 lecture hall/lab 1 accommodation block	2	-	2	-	-	-	1.5	-	-	-	1.5	DV C AFP	Director, DRT ECH
	ii) Complete and operationalize reptile park at DRTEC	Operational reptile park	Completed snake house	1 snake house	1	-	-	-	-	-	2	-	-	-	2	DV C AFP	Director, DRT ECH
	iii) Policy brief development on dryland technologies	Policy briefs published	Number of policy briefs	2 policy briefs	-	1	-	1	-	-	0.05	-	0.05	-	1.0	DV C AR &E	Director, R&E
	iv) Develop and submit research proposals on dryland resources management	Research proposals developed	Number of proposal submitted	3 proposals funded	1	-	1	-	1	0.1	-	0.1	-	0.1	0.3	DV C AR &E	Director, R&E
	v) Conduct research on dryland crops	Research trials conducted	Number of crops	3 dryland legumes	-	3	3	3	-	-	0.1	0.1	0.1	-	0.3	DV C AR &E	Director, R&E
				2 dryland cereals	-	2	2	2	-	-	0.1	0.1	0.1	-	0.3	DV C AR &E	Director, R&E
<b>Strategy 3:</b> Improving resource productivity at the DRTEC	i) Increase number of goats	Increased number of goats	Number of goats	250 extra goats	50	50	50	50	50	0.1	0.1	0.1	0.1	0.1	0.5	DV C AR &E	Director, DRT ECH
	ii) Increase number of camels	Increased number of camels	Number of camels	5 extra camels	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DV C AR &E	Director, DRT ECH
	iii) Introduce horticulture	Drip irrigation system set-	1 acre drip irrigation system installed	1 acre drip irrigation	-	1	-	-	-	-	1.5	-	-	-	1.5	DV C AR	Director, DRT

	production	up														&E	ECH
		Horticultural crops produced	Horticultural produce marketed	4 crops per year	-	4	4	4	4	-	0.3	0.3	0.3	0.3	1.2	DV C AR &E	Director, DRT ECH
	iv) Increase production and marketing of honey	Completed bee house	Number of colonized beehives	1 bee house completed	1	-	-	-	-	0.5	-	-	-	-	0.5	DV C AR &E	Director, DRT ECH
		Improved honey production	Amount of honey marketed	4200kg	700kg	700kg	900kg	900kg	1000kg	0.35	0.35	0.45	0.45	0.5	2.11	DV C AR &E	Director, DRT ECH
		Improved revenues from honey	Income generated	3.46M	0.56M	0.56M	0.72M	0.72M	0.9M	-	-	-	-	-		DV C AR &E	Director, DRT ECH
	v) Complete construction of nature park at DRTEC	Nature park competed	Nature trails installed	1 nature park	-	-	1	-	-	-	-	1	-	-	1	DV C AR &E	Director, DRT ECH
	vi) Establish tropical fruit and tree nursery at DRTEC	Tree nursery established	Number of fruit seedlings produced	1000 Mango, 8000 lemon, 15000 pawpaw, 4000 guava, 10000 passion per year	6000	6000	8000	8000	10000	0.3	0.3	0.4	0.4	0.5	1.9	DV C AR &E	Director, DRT ECH
			Nursery Revenues	5.7M	0.9M	0.9M	1.2M	1.2M	1.5M	-	-	-	-	-	-	DV C AR &E	Director, DRT ECH
<b>Strategy 4:</b> Promote research in indigenous knowledge systems	i) Prepare and submit research proposals on indigenous	Proposals submitted	Number of proposals submitted	4 proposals	2	-	2	-	-	0.2	-	0.2			0.4	DV C AR &E	Director, R&E
			Amount of funds mobilized	KES 12M	6M		6M			-	-	-	-	-	-	DV C	Director,

	knowledge and technologies															AR &E	R&E
	ii) Conduct research in indigenous knowledge systems and technologies			2 research projects		1		1			1		1	-	2	DV C AR &E	Director, R&E
<b>Strategy 5:</b> Promote research in renewable/green energy	i) Prepare and submit proposals on renewable Energy Research	Proposals submitted	Number of proposals submitted	2 proposals	1	-	1			0.2	-	0.2	-	-	0.4	DV C AR &E	Director, R&E
			Amount of funds mobilized	KES. 20M	-	10M	-	10 M	-	-	-	-	-	-	-	DV C AR &E	Director, R&E
	ii) Conduct research and development in renewable energy			2 research projects		1		1				-		-	-	DV C AR &E	Director, R&E
	ii) Revive the university biogas plant	Biogas plant revived	Biogas produced	1 biogas plant	1	-	-	-	-	-	-	6	-	-	6	DV C AFP	Dean, FET
<b>Strategy 6:</b> Dissemination of research findings	i) Train staff and students on research data management and scientific writing	Training sessions held	Number of training sessions	10 sessions	2	2	2	2	2	0.5	0.5	0.5	0.5	0.5	2.5	DVC AR&E	Director (R&E)
			Number of staff trained	150 staff	30	30	30	30	30								
			Number of students trained	150 students	30	30	30	30	30								
	ii) Publication of research in reputable journals and conference	Papers published	Number of papers in reputable journals	1500 papers	300	300	300	300	300	2	2	2	2	2	10	DV C AR &E	Director, R&E

	proceedings																
	iii) Produce policy briefs on strategic national issues	Policy briefs published	Number of policy briefs produced	5 policy briefs	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DV C AR &E	Director, R&E
	vi) Publish Egerton University journals	Journals published	Number of volumes produced	10 volumes	2	2	2	2	2	0.4	0.4	0.4	0.4	0.4	2.0	DV C AR &E	Director, R&E
<b>STRATEGIC OBJECTIVE 5: Increase registrable innovations</b>																	
<b>Strategy 1:</b> Development of innovations	i) Train university researchers on innovations proposals writing	Trainings conducted	Number of sessions	5 sessions	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DV C AR &E	Director, R&E
	ii) Allocate funds for innovations development	Funds allocated	Amount of funds allocated	KES 20M	4M	4M	4M	4M	4M	-	-	-	-	-	-	DV C AR &E	Director, R&E
	iii) Engage in collaborative innovations development	Partners engaged	Number of MoUs entered into	5 MoUs	1	1	1	1	1	-	-	-	-	-	-	DV C AR &E	Director, R&E
<b>Strategy 2:</b> Operationalizing the Intellectual Property Rights Policy	i) Recruit the University IPR Officer	Officer recruited	Operational IPR office	1 IPR officer	-	1	-	-	-	-	1.5	1.5	1.5	1.5	6	DV C AR &E	Director, R&E
	ii) Sensitize staff and students on IPR policy	Sensitizations conducted	Number of sessions	3 sessions	1	-	1	-	1	0.3	-	0.3	-	0.3	0.9	DV C AR &E	Director, R&E
<b>Strategy 3:</b> Developing the Agro-based Science Park	i) Engage in collaborative infrastructure development	MoU on infrastructure development signed	Number of MoUs	3 MoUs	1	-	1		1	-	-	-	-	-		VC	Director, Agro - Based Scie

	ii) Development of crop varieties and products	Crop varieties developed	Number of new crop varieties	3 varieties	-	1	-	1	1	-	0.25	-	0.25	0.25	0.75	DV C AR &E	Director, Agro - Based Science Park
		Agricultural products developed	Number new products	2 products	1	-	-	1	-	0.25	-	-	0.25	-	0.5	DV C AR &E	Director, Agro - Based Science Park
	iii) Engage industrial partners in production and marketing of new products	MoU signed	Number of partners engaged	2 MoUs	-	1	-	-	1	-	-	-	-	-	-	DV C AR &E	Director, Agro - Based Science Park
	iv) Development of agricultural machinery	Machines developed	Number of new machines	2 new machines	1	-	-	-	1	-	1.5	-	-	1.5	3.0	DV C AR &E	Director, Agro - Based Science Park
<b>STRATEGIC OBJECTIVE 6: Increase consultancy and public policy analysis</b>																	
Strategy 1:	i) Set up a consultancy	Consultanc	Operational	1	1	-	-	-	-	0.1	0.1	0.1	0.2	0.5	1.0	DV	Dire

Enhancing engagement in consultancy services	unit	y unit established	consultancy unit													C AR &E	ctor, R&E
	ii) Advertise the University's consultancy capabilities on the website	Visibility of Consultancy Unit	Number of enquiries and requests	25	5	5	5	5	5	-	-	-	-	-		DV C AR &E	Director, R&E
	iii) Train staff in management and implementation of consultancies	Training sessions held	Number of staff trained	75	25	-	25		25	0.1	-	0.1		0.1	0.3	DV C AR &E	Director, R&E
	iv) Bid for consultancies	Consultancy bids made	Number of bids submitted	25	5	5	5	5	5	0.1	0.1	0.1	0.1	0.1	0.5	DV C AR &E	Director, R&E
			Number of consultancies won	10	2	2	2	2	2	-	-	-	-	-		DV C AR &E	Director, R&E
<b>Strategy 2:</b> Building capacity in public policy	i) Sensitize supervisory staff on government procedures and policies	Sensitization fora held	Number of sessions	10	2	2	2	2	2	0.2	0.2	0.2	0.2	0.2	1	DV C AR &E	Director, R&E
	ii) Train senior staff in policy formulation and analysis	Training sessions held	Number of sessions	2	-	1	-	-	1	-	0.1	-	-	0.1	0.2	DV C AR &E	Registrar, HCA
<b>Strategy 3:</b> Engaging in emerging issues on public policy	i) Contribute opinion pieces on emerging food security, environment and	Opinion pieces shared	Number of opinions contributed	20	4	4	4	4	4	0.05	0.05	0.05	0.05	0.05	0.25	DV C AR &E	Director, R&E



	health issues on national media																
<b>STRATEGIC OBJECTIVE 7: Engage in priority areas of community outreach and extension</b>																	
<b>Strategy 1:</b> Engaging in community outreach and extension programmes	i) Carry out county based community needs assessments	Needs assessments conducted	Needs assessment reports	8 communities	-	2	2	2	2	-	0.3	0.3	0.3	0.3	1.2	DV C AR &E	Director, R&E
	ii) Organise community information sessions on targeted farm enterprise development	Information sessions held	Number of sessions	15 sessions	2	3	3	4	3	0.2	0.3	0.3	0.4	0.3	1.2	DV C AR &E	Director, R&E
			Number of participants	750	100	150	150	200	150	-	-	-	-	-		DV C AR &E	Director, R&E
<b>Strategy 2:</b> Enhancing community environmental management capacities	i) Increase tree seedling production in the university tree nursery	Seedling production enhanced	Number of seedlings produced	300,000	60,000	60,000	60,000	60,000	60,000	0.25	0.25	0.25	0.25	0.25	1.25	DV C AR &E	Director (R&E)
	ii) Plant and grow trees in designated university forests	Established plantings	Number of trees grown	210,000 trees	42,000	42,000	42,000	42,000	42,000	0.84	0.84	0.84	0.84	0.84	4.2	DV C AR &E	R(R&E)
	iii) Hold environmental awareness week	Environmental awareness weeks held annually	Number of events	5 events	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DV C AR &E	R (R&E)
	iv) Hold Mau cross country Run	Increased Awareness of Environmental	Number of local organizations and businesses involved	5	-	-	1	1	1	-	5	5	5	5	20	DV C AR &E	Dir MR M
			<b>SUBTOTAL FOR SG 2</b>												<b>72.71</b>		

STRATEGY		KEY ACTIVITIES	EXPEC TED OUTPUTS	OUTPUT INDICA TORS	TARGET(5 Years)	TARGET					BUDGET (Ksh. Million)						RESPONSIBILT Y	
						Y1	Y 2	Y 3	Y 4	Y 5	Y1	Y2	Y3	Y4	Y5	TOTAL	LEAD	SUPPO RT
	STRATEGIC ISSUE: Governance and Resource Mobilization																	
	STRATEGIC GOAL 3: Enhance governance and resource mobilization in the University																	
	KRAs: a) Enhanced performance and productivity b) Diversified resource base c) Transparent financial management																	
	OUTCOMES: a) Improved institutional management b) Enhanced academic output and quality c) Enhanced stakeholder engagement and collaboration																	
	STRATEGIC OBJECTIVE 8: Develop and retain quality human capital																	
Strategy 1: Implementation of the Human Capital Policy	i) Review the career progression policy	Revised Career Progress ion Policy	1 policy	1	1	-	-	-	-	-	0.1	-	-	-	0.1	DVC AFP	Registrar HCA	
	ii) Conduct staff appraisals	Comple ted Staff Apprais al Reports	Number of appraisal exercises	5	1	1	1	1	1	-	-	-	-	-	-	DVC AFP	Registrar HCA	
	iii) Train staff on targeted skills and competencies	Training Program s Develop ed	Number of sessions	5	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DVC AFP	Registrar HCA	
	iv) Conduct induction trainings for newly recruited staff	Comple ted Induction Training Sessions	Number of new staff trained	5	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DVC AFP	Registrar HCA	

	v) Ensuring continuous staff remuneration	All staff on payroll remunerated	Payroll records	60 payrolls	12	12	12	12	12	2,760	2,761.05	2,762.1	2763.15	2,764.2	13,810.5	DVC AFP	Registrar HCA
<b>Strategy 2:</b> Applying affirmative action in staff recruitment and development	i) Implement the one third gender rule in staff recruitment	Gender-Neutral Recruitment Policies	Gender-Balanced Recruitment	5	1	1	1	1	1	-	-	-	-	-	-	DVC AFP	Registrar HCA
	ii) Mainstream legal requirements in recruitment of individuals from disadvantaged and marginalized groups	Updated Recruitment Policies	Policy Review and Implementation report	5 reviews	1	1	1	1	1	0.05	0.05	0.05	0.05	0.05	0.25	DVC AFP	Registrar HCA
<b>STRATEGIC OBJECTIVE 9: Expand the University's revenue base</b>																	
<b>Strategy 1:</b> Creation of strong partnerships and collaborations with industry	i) Set-up incubation/innovation hub on campus	Established Innovation Hub Infrastructure	1 hub	1 hub		1 hub	-	-	-	-	1	-	-	-	1	DVC AFP	Director, DMRM
	ii) Establish a consultancy office of the university	Functional Consultancy Office	1 operational office	1 office		-	1	-	-	1	-	1	-	-	1	DVC AFP	Director, DMRM
<b>Strategy 2:</b> Engage in Fundraising	i) Create targeted alumni giving campaigns.	Campaign Strategy Development	Number of campaigns	2 campaigns	-	1			1	-	0.5	-	0.5		1.0	DVC AFP	Director, DMRM
	ii) Run	Campaign	Funds	3 campaigns	1	-	1		1	0.5	-	0.5	-	0.5	1.50	DVC	Director,

	crowdfunding campaigns for special initiatives	n Planning and Execution	Raised													AFP	DMRM
	iii) Solicit for legacy scholarships from philanthropies	Legacy Scholars hip Proposal Development	Number of proposals	50	10	10	10	10	10	1	1	1	1	1	5	DVC AFP	Director, DMRM
	iv) Create funded naming opportunities for buildings in the University.	Naming Proposal Development	Named Buildings and Recognition	50	10	10	10	10	10	1	1	1	1	1	5	Vice Chancellor	DVC AFP
		Philanthropic Partnerships established	Number of partnerships	5	1	1	1	1	1	-	-	-	-	-	-	Vice Chancellor	DVC AFP
	v) Engage in Public-Private Partnerships for specific initiatives	Partnership Development	Partnership Agreements	5	1	1	1	1	1	0.05	0.05	0.05	0.05	0.05	0.25	Vice Chancellor	Legal Officer
		Impact and Outcomes	Impact Assessment reports	5	1	1	1	1	1	0.05	0.05	0.05	0.05	0.05	0.25	Vice Chancellor	Legal Officer
<b>Strategy 3:</b> Strengthen Productive Income Generating Units (IGUs)	i) Develop and implement Business Plans for IGUs	Enhanced Operational Efficiency of IGUs	Reduction in operational costs	16 IGU Business Plans	16	16	16	16	16	-	-	-	-	-		DVC AR&E	Dir. IGU
	ii) Generate Income from commercial	Sustainability and	Net profit margin from	150M	30	30	30	30	30	-	-	-	-	-		DVC AR&E	Dir. IGU

	zed products and services	Profitability of Commercial Ventures	commercialized products and services.														
	iii) Diversify IGU products and services	Expanded Range of IGU Products and Services	Number of new products and services	5 products/services	1	1	1	1	1		-		-	-		DVC AR&E	Dir. IGU
<b>Strategy 4:</b> Commercialization of research outputs	i) Establish a technology transfer office (TTO)	TTO Infrastructure and Operations	Established office	1	-	-	1	-	-		-	1	-	-	1.0	DVC AFP	Director, RE
	ii) Market research outputs of the University	Research Showcase Events	Number of events	20	4	4	4	4	4	0.5	0.5	0.5	0.5	0.5	2.5	DVC AR & E	Director, Research
<b>STRATEGIC OBJECTIVE 10: Institutionalization of Governance and Risk Management</b>																	
<b>Strategy 1:</b> Resource use optimization	i) Introduce cost management initiatives.	Cost Reduction Strategies	Cost Reduction Achievement reports	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	2.5	DVC AFP	Finance Officer
		Budget Optimization Plans	Financial Sustainability Metrics	5	1	1	1	1	1	0.01	0.01	0.01	0.01	0.01	0.05	DVC AFP	Finance Officer
<b>Strategy 2:</b> Strengthen Audit and internal controls	i) Recruit Chief Internal Auditor	Increased Capacity for Internal Audits	Substantive Chief Internal Auditor	1 Chief Internal Auditor	-	1	-	-	-	-	2.5	2.5	2.5	2.5	10	Vice-Chancellor	Internal Auditor
	ii) Develop a Risk-Based Audit Plan,	i) Completion of rate of	i) Risk-Based Audit	3 Internal Audit Policy documents	3	1	-	-	-	-	-	-	-	-	-	Vice-Chancellor	Internal Auditor

	Internal Audit Charter and the Audit Committee Charter	planned audits ii) Compliance rate with the Internal Audit Charter iii) Number of committee meetings held	Plan ii) Internal Audit Charter iii) Audit Committee Charter														
	iii) Automate Internal Audit processes	Automated audit processes	Internal Audit module	1	-	1	-	-	-	-	-	-	-	-	-	Vice-Chancellor	Internal Auditor
	iv) Improve the capacity of the Internal Auditors	Enhanced Internal Audit capacity	Number of training sessions	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	2.5	Vice-Chancellor	Internal Auditor
	v) Migrate to the ISO 9001:2015 QMS	Functional QMS	1 ISO system	1	1	-	-	-	-	9	5	5	5	5	29.0	DVC AR & E	Coordinator, ISO Secretariat
		Training and Awareness Programs	Percentage of staff members trained	3 sessions	1		1		1	1	1	1	1	1	5	DVC AR & E	Coordinator, ISO Secretariat
<b>Strategy 3:</b> Strengthening of risk management	i) Establish a Risk Management unit	Enhanced Risk capability.	Established Risk Mitigation and Response Plans	20 Reports	4	4	4	4	4	-	-	1	-	-	1	Vice-Chancellor	Risk Manager
	ii) Recruit a	Improve	Substantive	1 Manager	-	-	1	-	-	-	-	2.5	2.5	2.5	7.5	Vice-	Risk

	Risk Manager	d Identification and Assessment of Institutional Risks	e Risk Manager													Chancellor	Manager
	iii) Review the Risk Management Policy	Updated and Aligned Risk Management Policy	Approved Risk Management Policy	2 reviews	-	-	1			1	-	-	0.5	-	0.5	Vice-Chancellor	Risk Manager
	iv) Designate Risk Champions in all Department	Enhanced Departmental Ownership of Risk Management	Regular Departmental Risk Assessments	20 reports	4	4	4	4	4	-	-	-	-	-	-	Vice-Chancellor	Risk Manager
	v) Conduct Risk-Awareness in the university	Enhanced Capacity to Mitigate and Respond to Risks	Percentage of staff undergoing risk management trainings	100% of staff	-	-	25 %	25 %	50 %	-	-	0.5	0.25	0.25	1	Vice-Chancellor	Risk Manager
			<b>SUB TOTAL SG 3</b>												<b>13,889.4</b>		

STRATEGY	KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATORS	TARGET(5Years)	TARGET					BUDGET (Ksh. Million)						RESPONSIBILITY	
					Y1	Y2	Y	Y	Y5	Y1	Y2	Y3	Y4	Y5	TO	LEAD	SUPP

			S					3	4							TAL		ORT
	STRATEGIC ISSUE: ICT and Digital Economy																	
	STRATEGIC GOAL 4: Expand ICT capacity to promote digital economy																	
	KRAs Enhanced ICT infrastructure in the University																	
	OUTCOMES: a) Enhanced teaching and learning b) Enhanced innovation ecosystem in the University																	
	STRATEGIC OBJECTIVE 11. Modernize ICT infrastructure																	
Strategy 1: Improvement of ICT Governance	i) Review ICT Policy	Revised ICT Policy Document	Impact of awareness and training programs	1	-	1	-	-	-	-	0.2	-	-	-	0.2	DVC AFP	ICT Manager	
	ii) Review the University ICT Development Plan	Revised ICT Development Plan	1 plan review session	1	1	-	-	-	-	-	-	-	-	-	-	DVC AFP	ICT Manager	
Strategy 2: Improvement of automation and data processes in University operations	i) Acquire an efficient ERP System for the university	ERP System Procurement	Successful procurement and delivery of ERP System	1 ERP System	1	-	-	-	-	30	-	-	-	-	30	DVC AFP	ICT Manager	
	ii) Digitize Human Capital records	Digital HR Database	Number/category of records digitized	5	1	1	1	1	1	0.5	0.5	1.0	1.0	0.5	3.5	DVC AFP	ICT Manager/Registrar HCA	
	iii) Establish a digital data repository	1 central repository established	Digital data repository	1		-	1	-	-	-	1.5	1.5	-	-	3.0	DVC AFP	ICT Manager	
Strategy 3: Upgrading of computing devices, data and telephony networks	i) Replace obsolete computers and accessories	New Computer hardware Procured	Number of new computers procured	400	100	50	100	100	50	9	6	12	12	6.5	45.5	DVC AFP	ICT Manager/D CPO	
			Number of printers procured	10		2	3	3	2	-	0.2	0.3	0.3	0.2	1.0			
			Number of scanners procured	10	-	3	4	-	3	-	0.36	0.48	-	0.45	1.29			



			Number of projectors procured	50	-	10	20	10	10	-	1.8	3.6	1.8	1.8	9.0		
	ii) Increase wireless hotspots in the university	Improved internet services	Number of new hotspots installed	25	-	10	10	-	5	-	0.3	1.0	0.5	0.5	2.3	DVC AFP	ICT Manager
	iii) Procure new Intercom telephone system	Improved internal telephone communication	Operational intercom system	One (1) PBX system with 300 office handsets	100 %	-	1	-	-	-	-	9.0	-	-	9.0	DVC AFP	ICT Manager
			<b>SUBTOTAL SG 4</b>												<b>104.79</b>		

STRATEGY	KEY ACTIVITIES	EXPECTED OUTPUTS	OUTPUT INDICATORS	TARGET (5 Years)	TARGET					BUDGET (Ksh. Million)						RESPONSIBILITY	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	TOTAL	LEAD	SUPPORT
	STRATEGIC ISSUE: Infrastructure and the Environment																
	STRATEGIC GOAL 5: Enhance physical infrastructure and the environment																
	KRAs: Modernized teaching and learning facilities Conducive physical environment for learning and general wellbeing																
	OUTCOMES: a) Improved learning environment b) Enhanced technology integration in learning and research c) Improved terrestrial environment																
	STRATEGIC OBJECTIVE 12: Improve University infrastructure and the environment																
	Strategy 1: Modernize infrastructural facilities	i) Renovate students' hostels	Hostel Infrastructure Improved	Number of upgraded facilities	15	3	3	3	3	3	15	15	15	15	15	75	DVC AFP
ii) Renovate students lecture halls		Improved learning environment	Number of upgraded teaching facilities	15	3	3	3	3	3	15	15	15	15	15	75	DVC AFP	Estates Manager

	iii) Procure requisite laboratory equipment	Improved learning environment	Number of new equipment procured	16	-	4	4	4	4	-	20	20	20	20	80	DVC AFP	Deans/CODs
	iv) Upgrade road infrastructure in the university	Improved road network	Number of KM of roads upgraded	20 km			10	10		-	-	70	70		140	DVC AFP	Estates Manager
	v) Complete one stalled project	Improved work/learning environment	1 complex completed	1	-	-	-	-	1	-	-	-	-	1,200	1,200	DVC AFP	Estates Manager
	vi) Construct a modern 48 room hostel block	Improved living environment	1 hostel block constructed	1 hostel block	-	-	1	-	-	-	-	52	-	-	52	DVC AFP	Estates Manager
	vii) Construct a 3000 seater Examination Centre	Improved examination administration and management	1 Examination centre constructed	1 Examination centre	-	-	-	1	-	-	-	-	150	-	150	DVC AFP	Estates Manager
	Construct a biotech laboratory	Improved research capacity	1 lab constructed	1 lab					1	100	100	100	100	100	500	VC	Estates Manager
<b>Strategy 2:</b> Enhance environmental conservation	i) Develop green spaces for recreation	Improved work and learning environment	2 amenities developed in the Botanic Garden	2	-	-	2	-	-	-	-	2.0	-	-	2.0	DVC AFP	Estates Manager
	ii) Mainstream environmental awareness in	Increased environmental awareness created	Number of environmental campaigns	5 campaigns	1	1	1	1	1	1	1	1	1	1	5	DVC AR & E	Director R&E /Deans of Faculty

	surrounding communities		conducted.														
	iii) Increase tree cover in the University and surrounding communities	Improved work and learning environment	Number trees grown	210,000 trees	42,000	42,000	42,000	42,000	42,000	2	2	2	2	2	10	DVC AFP	Dean FERD/ Estates Manager
	iv) Invest in green energy solutions	Green Energy Infrastructure installed	Number of solar powered flood and street lights installed	100	-	25	25	25	25	-	0.5	0.5	0.5	0.5	2.5	DVC AFP	Estates Manager
		Biogas production plant revived	Functional biogas plant	1	-	1				1	1	1	1	1	5	DVC AFP	Estates Manager
			Cost savings on cooking gas	20%	-	-	-	-	20%	-	-	4	-	-	4	DVC AFP	Estates Manager
	V) General maintenance and utilities	Campuses maintained	Improved living and learning environment							528	912	957.6	1,005.48	1,005.48	4,408.56		
<b>Strategy 3:</b> Improve security and safety on campus	i) Conduct regular security drills in the university	Improved security on campus	Number of drills	5	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	1.0	DVC AFP	Chief Security Officer
	ii) Sensitize staff and	Improved security	Number of	5	1	1	1	1	1	0.1	0.1	0.1	0.1	0.1	0.5	DVC AFP	Chief Security

	students on counter terrorism measures	on campus	sessions														Officer
	iii) Sensitize staff and students on Cyber security measures	Improved security on campus	Number of training sessions	5	1	1	1	1	1	0.02	0.02	0.02	0.02	0.02	0.1	DVC AFP	ICT Manager
	iv) Install CCTV in strategic areas	Improved security on campus	Number of CCT cameras installed	120	24	24	24	24	24	2	2	2	2	2	10.0	DVC AFP	ICT Manager / Estates Manager
				<b>SUB-TOTAL SG 5</b>											<b>6,720.66</b>		
				<b>Admin. and other Costs</b>						<b>461.19</b>	<b>1,355.48</b>	<b>1,260.51</b>	<b>1,240.69</b>	<b>1,397.49</b>	<b>5,715.36</b>		
			<b>GRAND TOTAL</b>												<b>26,645.40</b>		



### 6.1.2. Annual Work Plan and Budget

To ensure efficient monitoring and execution, annual implementation plans will be formulated for each of the five years, derived directly from the Strategic Plan. These annual plans will serve as the basis for translating objectives into actionable targets within performance contracts. This structured approach will facilitate systematic tracking of progress and adherence to set goals, fostering accountability and driving alignment with the overarching strategic vision.

### 6.1.3 Performance Contracting

The University is committed to adhering to government policies regarding the utilization of Performance Contracts (PC) as a means for implementing Strategic Plans. Consequently, the annual Performance Contract for the University will derive targets directly from this plan for the next five years. These Performance Contracts will be cascaded to all levels of the organization to ensure comprehensive implementation and alignment with strategic objectives.

## 6.2 Coordination Framework

This chapter delineates the execution of our strategic plan, encompassing the institutional framework, coordination mechanisms, integration strategies, and reporting framework. Moreover, it delves into potential risks and corresponding mitigation strategies essential for ensuring the plan's successful realization.

### 6.2.1 Institutional Framework

The roles and responsibilities of various structures of the University in supporting the implementation of this Strategic Plan are enumerated in Table 18

**Table 18: Roles and Responsibilities of various statutory offices of the University**

OFFICE	ROLES AND RESPONSIBILITIES
University Council	(a) Employ staff; (b) Approve the Statutes of the University and cause them to be published in the Kenya Gazette; (c) Approve the policies of the University; (d) Approve the annual estimates of the University; (e) Appoint staff at the rank of Professor and other staff in Grade 15; (f) Appoint the Vice-Chancellor, the Deputy Vice-Chancellors, and

	<p>the Principals and Deputy Principals of Constituent Colleges, in consultation with the Cabinet Secretary after a competitive process conducted by the Public Service Commission;</p> <p>(g) Manage, supervise and administer the assets of the University in such a manner as best promotes the purpose for which the University is established;</p> <p>(h) Determine the provisions to be made for capital and recurrent expenditures and for reserves of the University;</p> <p>(i) Receive any grants, donations, or endowments on behalf of the University and make legitimate disbursements therefrom;</p> <p>(j) Enter into associations, collaboration or linkages with other bodies or organisations within or outside Kenya as the University may consider desirable or appropriate and in furtherance of the purpose for which the University is established;</p> <p>(k) Open a banking account or accounts for the funds of the University;</p> <p>(l) Approve University fees;</p> <p>(m) Mobilise development resources for the University;</p> <p>(n) Undertake other functions as described in the Fifth Schedule of the Statutes.</p>
<b>University Management Board</b>	<p>(a) Steer the development of the University guided by the University Strategic Plan;</p> <p>(b) Implement and review the University Strategic Plan;</p> <p>(c) Oversee the Performance Contracting processes and the delivery of the Service Charter of the University;</p> <p>(d) Set quality standards for the University;</p> <p>(e) Mobilise development resources for the University;</p> <p>(f) Manage the human, physical and financial resources of the University;</p> <p>(g) Make proposals to the Senate and the Council on policy matters;</p> <p>(h) Implement the University's policies according to mandatory and statutory requirements;</p> <p>(i) Any other function related to the management and development of the University.</p>
<b>The Vice-Chancellor</b>	<p>a) The Vice-Chancellor shall be the executive academic, research, and administrative head of the University and as such shall be responsible to the Council for maintaining and promoting efficiency and good order in the University.</p> <p>b) The Vice-Chancellor shall be the accounting officer of the University.</p>

	<p>c) The Vice-Chancellor shall be responsible for policy matters, planning, overall coordination of University functions, public relations, resource mobilisation, risk management, and the general development of the University.</p> <p>d) The Vice-Chancellor shall be the disciplinary authority of the University in respect of staff and students.</p> <p>e) The Vice-Chancellor shall be the Chairperson of:</p> <p>(a) The Senate;</p> <p>(b) The University Management Board;</p> <p>(c) The Staff Appointment Committee for Associate Professors, Senior Lecturers, and equivalent posts;</p> <p>(d) The Inaugural Lecture Series by Professors.</p> <p>f) The Vice-Chancellor shall, by virtue of office, be an <i>ex-officio</i> member of every Committee of the University Management Board, the Senate, and the Council, unless otherwise explicitly provided for.</p> <p>g) The Vice-Chancellor shall have such other powers and duties as may be conferred by the Council in accordance with the Act and the Charter.</p> <p><b>h)</b> The Vice-Chancellor may assign or delegate any duties to a committee or to a member of the University staff and may withdraw any such assignment or delegation at any time.</p>
<b>University Senate</b>	<p>(a) Satisfy itself regarding the content and academic standards of any programme of study in respect of any degree, diploma, certificate or other award of the University, and report its findings thereon to the Council;</p> <p>(b) Set standards in research, extension, consultancy and innovation in the University;</p> <p>(c) Propose regulations to be made by the Council regarding the eligibility of persons for admission to a programme of study;</p> <p>(d) Propose regulations to be made by the Council regarding the standards of proficiency to be gained in each examination for a degree, diploma, certificate or other award of the University;</p> <p>(e) Decide which persons have attained the prescribed standard of proficiency and are otherwise fit to be granted a degree, diploma, certificate or other award of the University;</p> <p>(f) Set rules and regulations governing University examinations;</p> <p>(g) Appoint Internal and External Examiners;</p> <p>(h) Approve examination results;</p> <p>(i) Approve the design of academic and graduation gowns and prescribe their use;</p>

	<p>(j) Initiate the review of the Charter and the Statutes from time to time, develop proposals relating to academic matters, and present them to Council for approval;</p> <p>(k) Determine the standards for staffing establishment in teaching, research, extension, and consultancy;</p> <p>(l) Regulate the granting of scholarships, fellowships, bursaries, and prizes;</p> <p>(m) Approve the discontinuation of students as well as the suspension, expulsion and other disciplinary measures with respect to students;</p> <p>(n) Receive reports of Academic Boards of Constituent Colleges, Campus Colleges, Faculties, Schools, Institutes, Directorates, and Centres on academic matters, and make appropriate recommendations/decisions;</p> <p>(o) Close the University if and when necessitated by special circumstances, and re-open the University;</p> <p>(p) Set rules and regulations for students' conduct, welfare, non-tuition fees, levies and charges;</p> <p>(q) Schedule the Academic Calendar of the University;</p> <p>(r) Initiate and propose to the Council the establishment, restructuring, or abolition, of Constituent Colleges, Divisions, Faculties, Schools, Institutes, Centres, and Departments;</p> <p>(s) Identify suitable persons for appointment as Chancellor of the University;</p> <p>(t) Make regulations governing such other matters as are within its powers in accordance with the Charter and the Statutes.</p>
<b>Faculty Deans/Directors</b>	<p>a) Convening and chairing Faculty Board and Faculty Board of Examiners meetings;</p> <p>b) Providing leadership as the Chief Examiner in the management of examinations in the Faculty;</p> <p>c) Chairing postgraduate theses defences in the Faculty;</p> <p>d) Managing the Faculty's academic, research, consultancy, innovation and outreach programmes;</p> <p>e) Marketing the Faculty's academic and research programmes;</p> <p>f) Implementing the University policy decisions and regulations in respect of the Faculty;</p> <p>g) Representing the Faculty in the Senate and its Committees;</p> <p>h) Preparing the Faculty's annual estimates;</p> <p>i) Managing inter-departmental and inter-faculty activities;</p> <p>j) Working in liaison with the Deputy Vice-Chancellor</p>



	<p>(Administration, Finance and Planning) and other organs of the University for the effective and efficient management of the University;</p> <p>k) Promoting and maintaining a conducive working environment in the Faculty;</p> <p>l) Preparing annual work plans and annual reports for the Faculty;</p> <p>m) Identifying and managing risks in the Faculty;</p> <p>n) Overseeing student academic advising in the Faculty;</p> <p>o) Monitoring the implementation of the curricula through provision of data on lectures, practicals and field trips;</p> <p><b>p)</b> Undertaking such other assignments as may from time to time be assigned by the Vice-Chancellor and Deputy Vice-Chancellor (Academics, Research and Extension) in accordance to Statutes 7(12) and 8, respectively.</p>
<b>Chairmen of Departments</b>	<p>a) Convening and chairing Departmental and Departmental Board of Examiners meetings;</p> <p>b) Managing examinations in the Department as the Chief Examiner;</p> <p>c) Chairing postgraduate proposal defences in the Department;</p> <p>d) Managing the Department's academic, research, consultancy, innovation and outreach programmes;</p> <p>e) Implementing University policy decisions and regulations in respect of the Department;</p> <p>f) Representing the Department in the Senate and its committees;</p> <p>g) Preparing the Department's annual estimates;</p> <p>h) Managing inter-unit collaborative activities in the University;</p> <p>i) Working in liaison with other University organs for the effective and efficient management of the Department;</p> <p>j) Monitoring the implementation of the curricula through provision of data on lectures, practicals and field trips;</p> <p>k) Promoting and maintaining a conducive working environment in the Department;</p> <p>l) Preparing annual work plans and annual reports for the Department;</p> <p>m) Identifying and managing risks in the Department;</p> <p>n) Overseeing student academic advising in the Department;</p> <p><b>o)</b> Undertaking such other assignments as may from time to time be assigned by the Vice-Chancellor, the Deputy Vice-Chancellors and the Dean of Faculty in accordance with Statutes 7(12), 8, 9, and 22, respectively.</p>

### 6.2.2. Staff Establishment, Skills set and Competence Development

The University has an approved staff establishment of 1502 out of which 469 are supposed to be academic staff while 1033 are administrative, technical and support staff (Table 19).

**Table 19: Staff establishment for Egerton University**

<b>Cadre</b>	<b>Approved Establishment (A)</b>	<b>Optimal Staffing Levels (B)</b>	<b>In-post (C)</b>	<b>Variance (D)</b>
<b>Academic (Core)</b>	469	469	448	-21
<b>Administrative, Technical &amp; Support</b>	1033	1033	833	-200
<b>Total</b>	1502	1502	1281	-221

### 6.2.3. Systems and Procedures

The implementation of this Strategic Plan will be supported by the University's policies, regulations, curricula, quality management system, standard operating procedures, and memoranda of understanding with stakeholders.

## 6.3. Risk Management Framework

The University will identify, categorize and manage the risks inherent in the implementation of the Plan. The categories of the risks that can threaten the prioritized Strategic Goals and require to be well managed include financial, managerial, institutional, political, regulatory and systems in nature.

The following matrix outlines the likelihood impacts of the risk categories for the relevant Strategic Goals. For each risk category and Strategic Goal, the mitigation strategies have been identified and indicated in the matrix.

**Table 20: Risk Mitigation Matrix per strategic goal**

S/No.	Risk	Risk Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Mitigation Measure(s)
1	Financial Sustainability				<ul style="list-style-type: none"> <li>• Cost management</li> <li>• Diversify revenue streams</li> <li>• Aggressive marketing of programmes</li> </ul>
2	Cyber Security and Data Privacy				<ul style="list-style-type: none"> <li>• Robust cyber security controls</li> <li>• Business continuity and disaster recovery plans</li> </ul>
3	Regulatory and Compliance Risk				Compliance with regulatory requirements
4	Health and Safety Risk				Compliance with health and safety protocols
5	Reputational Risks				<ul style="list-style-type: none"> <li>• Proactive communication with stakeholders</li> <li>• Develop and crisis communication plan</li> <li>• Comprehensive media monitoring</li> </ul>
6	Academic and Research Risks				<ul style="list-style-type: none"> <li>• Regular curriculum review</li> <li>• Capacity building for research teams</li> </ul>

**Key: Likelihood and impact**

	High
	Medium
	Low

## CHAPTER SEVEN

### RESOURCE REQUIREMENTS AND MOBILIZATION STRATEGIES

#### 7.1. Financial Requirements

Table 21 outlines the anticipated financial investments needed to successfully implement and support this strategic plan. It serves as a comprehensive guide to help the University allocate resources effectively across the various initiatives stipulated herein, ensuring that the strategic objectives set out are met within the established timelines.

The table provides a snapshot of the costs associated with key areas of the strategy including personnel and training to technology, marketing, and operational expenditures. It is breaking down the financial needs by Strategic Objective, offering the estimates of required funds and their expected allocation over the Plan period.

**Table 21: Financial requirements for implementing the Plan**

Cost item	Projected Revenue Requirements (Ksh. Mn)					
	Y1	Y2	Y3	Y4	Y5	TOTAL
STRATEGIC OBJECTIVE 1	10.4	11.2	11.6	11.14	11.04	55.04
STRATEGIC OBJECTIVE 2	4.6	4.05	4.05	4.3	4.05	21.05
STRATEGIC OBJECTIVE 3	11.9	12.3	12.7	13.5	14.0	64.4
STRATEGIC OBJECTIVE 4	6.9	12.05	14.1	7.25	6.25	46.55
STRATEGIC OBJECTIVE 5	0.65	3.35	1.9	2.1	3.7	11.7
STRATEGIC OBJECTIVE 6	0.6	0.6	0.6	0.6	1.1	3.5
STRATEGIC OBJECTIVE 7	1.4	6.79	6.79	6.89	6.79	28.66
STRATEGIC OBJECTIVE 8	2,760.4	2,761.4	2,762.4	2,763.85	2,764.5	13,812.55
STRATEGIC OBJECTIVE 9	4.1	4.1	5.1	3.1	3.1	22.6
STRATEGIC OBJECTIVE 10	12.01	9.51	13.51	12.76	12.26	60.05
STRATEGIC OBJECTIVE 11	39.5	10.9	28.88	15.6	9.95	104.83
STRATEGIC OBJECTIVE 12	664.32	1,068.82	1,242.42	1,382.3	2,362.3	6,720.16
Admin. and other Costs	461.19	1,355.48	1,260.51	1,240.69	1,397.49	5,715.36
<b>Total</b>	<b>3,977.97</b>	<b>5,260.55</b>	<b>5,364.56</b>	<b>5,464.08</b>	<b>6,596.53</b>	<b>26,645.40</b>

**Table 22: Resource Gaps**

<b>Financial Year</b>	<b>Estimated Financial Requirements (Ksh. Mn)</b>	<b>Estimated Allocations (Ksh. Mn)</b>	<b>Variance (Ksh. Mn)</b>
Year 1	3,977.97	3751	226.7
Year 2	5,260.55	4613	647.55
Year 3	5,364.56	4623	741.56
Year 4	5,464.08	4700	764.08
Year 5	6,596.53	4850	1,746.53
<b>Total</b>	<b>26,645.40</b>	<b>22,537</b>	<b>4,108.4</b>

Table 22 analyzes the resource gaps and shortfalls anticipated in the course of implementing this Plan. Addressing these gaps is essential for ensuring that the strategic initiatives are effectively implemented and that potential obstacles are proactively managed. By addressing these gaps early in the implementation process, the University will avoid delays, inefficiencies, or missed opportunities during the Plan execution.

## **7.2. Resource Mobilization Strategies**

Egerton University's rich history provides a solid foundation for implementing a robust resource mobilization strategy aimed at diversifying funding sources to support the execution of this Strategic Plan. In the financial year 2023/2024, government support accounted for 60% of the University's budget, with the remaining gap primarily funded from internal sources, notably student fees. However, it's crucial to acknowledge the decline in student enrollment, highlighting the need for alternative funding avenues.

All stakeholders, including parents, alumni, the private sector, employers, philanthropic institutions/individuals, communities, and external donors, must recognize that financing the university is a collective responsibility, not solely reliant on state support. The University will proactively and consistently engage these stakeholders in fundraising efforts to ensure sustainable funding for its operations and initiatives.

### **7.2.1 Revenue Optimization**

The University's internal income generation units will continue to be restructured and reorganized to enhance revenue generation. These units will receive support to diversify their products and services, thereby expanding their revenue streams. University faculties and departments will actively engage

in research and development activities aimed at creating commercially viable innovations and technologies. These innovations and technologies will be designed for adoption in community and industrial development initiatives.

### **7.2.2 Development partners and donors**

Egerton University will actively engage with development partners and donors to secure funds for research and institutional development initiatives. Faculties and departments will be supported to prepare funding proposals to be submitted to relevant donor agencies. The Directorate of Research and Extension will oversee the coordination of proposal preparation and submission processes. Proposals related to institutional development will be centrally coordinated by the Office of the Vice Chancellor.

### **7.2.3 Engagement of philanthropic institutions and individuals**

The University has established a Marketing and Resource Mobilization Directorate, tasked with acknowledging individuals and institutions contributing to the University's advancement. This Directorate will undertake the identification and mapping of potential donors who could support the University's development through legacy giving. The Office of the Vice Chancellor will be responsible for engaging with these donors and preparing all requisite documentation.

## **7.3. Cost Optimization**

The University will conduct a comprehensive review and alignment of processes and pathways leading to the provision of products and services with the aim of cost optimization. This will entail mapping all cost centers along these processes and pathways to implement an activity-based costing method for activity planning, resource utilization, and financial control. This approach ensures that the costs associated with activities are accurately allocated to the respective products or services over a predetermined period. Additionally, the University will continuously identify and eliminate points of wastage, redundancies, duplications, and ambiguities while also optimizing critical cost centers to ensure the delivery of high-quality products and services. Furthermore, the University will establish a dedicated structure and system to integrate cost optimization into the planning and implementation of University programs.

## **CHAPTER EIGHT**

### **MONITORING, EVALUATION AND REPORTING FRAMEWORK**

#### **8.1. Monitoring Framework**

Throughout the implementation of the Plan, the University will monitor resource efficiency and the attainment of Plan objectives. Annually, the University will assess the degree to which strategic goals and Plan objectives are met. Summative evaluations will be conducted at the end of the Strategic Plan period. A standardized data collection template will be developed for use by University units, facilitating annual data collection for progress assessment and the generation of annual reports.

#### **8.2. Performance Standards**

To uphold excellence and drive success, Egerton University has established rigorous performance standards that align with the goals outlined in the Strategic Plan. These standards are designed to guide actions, inform decision-making, and foster a culture of continuous improvement across all levels of the institution. Key components of the performance standards include: Clear and measurable objectives, timely monitoring and evaluation, feedback and adaptation, accountability and responsibility, continuous learning and development

#### **8.3. Evaluation Framework**

Assessing the attainment of objectives, crucial for advancing strategic goals, will entail reviewing both mid-term and end-term targets for each key result area, as depicted in Annex I.

##### **8.3.1: Mid-Term Evaluation**

The University will conduct a mid-term assessment of the Strategic Plan to gauge progress towards reaching set targets. This evaluation, scheduled for the 2025/26 financial year, will provide insights into the implementation status, outcomes, and prevailing operational conditions. Subsequent adjustments to strategies and activities will be made based on the review and ensuring the plan's relevance, strategic alignment, and feasibility.

Internally led by the office of the Deputy Vice-Chancellor (Administration, Finance and Planning), the evaluation will encompass:

- i. Evaluating actual performance against predetermined targets, encompassing outputs, outcomes, and key performance indicators (KPIs)

- ii. Identifying any discrepancies in performance.
- iii. Investigating and addressing root causes behind observed variations.
- iv. Recommending appropriate corrective actions, which may include revisions to objectives, strategies, and/or activities.

In instances of significant and unexplained deviations between planned and actual performance targets, the University Management Board (UMB) may initiate ad hoc evaluations, flagged through regular quarterly and annual reports. Monitoring and evaluation efforts will adhere to the Kenya Evaluation Guidelines 2020 and the Kenya Norms and Standards for Monitoring and Evaluation.

### **8.3.2: End- Term Evaluation**

An end-term evaluation will be carried out at the conclusion of the Strategic Plan period to comprehensively document achievements, identify gaps, assess challenges, distill lessons learned, and offer recommendations to guide the subsequent strategic planning cycle. This evaluation will be conducted by an independent evaluator to ensure impartiality and rigor. Monitoring and evaluation activities will adhere to the Kenya Evaluation Guidelines 2020 and the Kenya Norms and Standards for Monitoring and Evaluation.

### **8.4. Reporting Framework and Feedback Mechanisms**

Reporting within the university will adhere to the established organizational structure, depicted by a hierarchical pyramid (Figure 1) illustrating reporting lines from departmental levels to the University Council. Annual reports will be prepared by the university, with each unit developing monitoring plans on an annual basis. These plans will undergo review according to the reporting hierarchy outlined by the illustrated relationships. Reports generated by university units will be aggregated at the division





**Figure 1: Reporting structure at Egerton University**

## ANNEX 1

### Outcome performance matrix

Strategic Issue	Key Result Area (KRA)	Outcome	Outcome Indicator	Baseline		Target		Responsible
				Value	Year	Mid-Term	End-Term	
Quality University Education and Training	<b>KRA 1:</b> Continuous faculty development, support and retention	2. Increased number of faculty with PhD qualification	Number of academic staff with PhD	298	2023	328	462	DVC AR&E
	<b>KRA 2:</b> Curriculum and pedagogical innovation	1. Integration of Innovative Teaching Methods	Number of faculty trained in and applying new pedagogical techniques.	79	2023	<b>136</b>	<b>462</b>	DVC AR&E
		3. Increased institutional reputation and impact	Improved ranking Higher Education platforms	Webometrics 4 <sup>th</sup> in Kenya, 85 <sup>th</sup> in Africa, and 2,606 <sup>th</sup> worldwide	2023	2 <sup>nd</sup> in Kenya, 75 <sup>th</sup> in Africa and 1900 worldwide	1 <sup>st</sup> in Kenya, 65 <sup>th</sup> in Africa and 1800 worldwide	VC
Research Extension and Outreach	<b>KRA 3:</b> Research excellence and Community impact	a) New innovations and products	Number of Patents Granted	15	2023	18	21	DVC AR&E
	<b>KRA 4:</b>	Increased	Number or	60	2023	60	60	DVC

	Partnerships and collaborations	collaborative initiatives	Partnerships Established					AR&E
			Number of Collaborative initiatives	103	2023	103	108	DVC AR&E
	<b>KRA 5:</b> Policy influence	1) Capacity Building for Policy Influence	Number of training programs and workshops	85	2023	85	85	DVC AR&E
		2) Policy briefs	Number of policy briefs	10		16	20	
Governance and Resource Mobilization	<b>KRA 6:</b> Enhanced performance and productivity	Improved institutional management	Financial sustainability	100%	2023	100%	100%	VC
	<b>KRA 7:</b> Diversified resource base	Increased diversification of revenue streams	Income from Auxiliary Services	2.9M	2023	5.04M	5.5	DVC AR&E
	<b>KRA 8:</b> Transparent financial management	Financial Efficiency and Resource Utilization	Percentage of budget allocated to core academic and research activities.	24.5%	2023	25.3%	26%	VC
ICT and Digital Economy	<b>KRA 9:</b> Enhanced ICT infrastructure in the University	Research Computing Infrastructure	Annual budget allocation for ICT infrastructure improvements.	15M	2023	15M	15M	DVC AFP

Infrastructure and the Environment	<b>KRA 10:</b> Modernized teaching and learning facilities	Improved learning environment	Enhanced Student and staff Satisfaction	100%	2023	100%	100%	DVC AFP
	<b>KRA 11:</b> Conducive physical environment for learning and general wellbeing	Facility Safety and Security	Incidence rates of safety and security incidents	61	2023	30	10	DVC AFP
		Physical Infrastructure Maintenance	Budget allocation and expenditure on infrastructure maintenance	197M	2023	255M	300M	DVC AFP

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