

# **UNIVERSITY OF NAIROBI**

## **SCHOOL OF ECONOMICS**



### **STRATEGIC PLAN**

### **2013 – 2018**

**MAY 2013**

## **FOREWARD**

Strategy is essential in providing the much needed direction and focus of any institution. The importance of strategic planning cannot be over emphasized. The environment within which the School operates is always improving and continues to offer opportunities, challenges and threats. Therefore, good and proactive strategies are critical if the School is to succeed in achieving targeted results. Successful performance can only be achieved through demonstrated realization of the School's mandate, satisfying its customers and achieving good academic results. This strategic plan has been developed to facilitate this intended success.

This plan aligns the School's activities with the University of Nairobi and the College of Humanities and Social Sciences policy on the provision of University Education. The plan is ambitious but achievable

I wish to emphasize that the School of Economics is committed to the implementation of this strategic plan with support from the College of Humanities and Social Sciences. I assure our staff, students and other stake holders that the School is committed to reposition itself and maintain the highest standards of academic excellence.

**PROF. JANE MARIARA  
DIRECTOR  
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## **PREFACE**

The School of Economics is one of the oldest units within the College of Humanities and Social Sciences which started as a department in the Faculty of Arts, University of Nairobi. Economics as a discipline was first taught in 1956 with the first students who were admitted in to the Royal Technical College of East Africa, the Predecessor to the University of Nairobi. Over the years, the School has witnessed significant growth in terms of student enrolment and staff force. The School has currently a student population of 2,500 (both undergraduate and Postgraduate), 40 teaching and 15 non teaching of staff.

The mandate of the School is to carry out the University of Nairobi's Policy on the provision of World class University Education, Training, Research and Consultancy. The School of Economics remains the premier and leading centre of Economics training in Kenya. The development of this strategic plan (2013 – 2018) is therefore an important step in setting in motion strategies and tools required to fulfill the School's mandate. This plan provides guidelines for determining the long run direction and performance of the school.

Ultimately, the strategies and actions in this plan are directed towards improving performance in service delivery and creating a competitive edge in the provision of university education. Therefore the School has a firm commitment to quality service which is hinged on the observance of the rule of law, skilled human resources, hard work, transparency, accountability, fairness and timely service delivery.

Consequent to continued expansion of the School in all of its aspects, there are some equality significant challenges which include provision of adequate and relevant facilities and equipment and human resources in terms of teaching and non-teaching staff. Through a consultative approach, all stakeholders are expected to support key strategies and projects to be implemented over the plan period.

Funding the projects and activities cited in this plan is expected from student fees, grants and budgetary allocation from the University. The School's growth is not limited to the infrastructural development. Human resource development is also critical. Training of staff at all levels shall remain a critical focus as this will determine the overall success of this strategic plan. The School management will guide the whole process and shall require the support from the University of Nairobi, the College of Humanities and Social Sciences, the Alumni, the students who are our customers and other stakeholders who have been identified in this plan.

I wish to thank the strategic plan preparation team steered by the departmental heads for their professional input. I also wish to thank all members of staff for owning the process and being at the forefront in articulating the issues affecting our School. Finally I wish to call upon all the stake holders to come together and support the projects and activities envisioned in this plan for the School to realize its strategic focus.

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## **ACRONYMS AND ABBREVIATIONS**

AERC	-	African Economic Research Consortium
CBK	-	Central Bank of Kenya
CHSS	-	College of Humanities and Social Sciences
HODs	-	Heads of Departments
ICT	-	Information and Communication Technology
M.A	-	Masters of Arts
MOU	-	Memorandum of Understanding
ODEL	-	Open, Distance and Electronic Learning
PhD	-	Doctor of Philosophy
UNES	-	University of Nairobi Enterprise Services
UON	-	University of Nairobi
USAID	-	United States Agency for International Development
WHO	-	World Health Organization

## **1.0. INTRODUCTION**

### **1.1. History and Background**

The former Department of Economics, now known as The School of Economics (SoE) from 2006, is one of the oldest units in the University of Nairobi. Economics as a discipline has been taught at the University of Nairobi since 1956, when the first students into the Royal Technical College of East Africa (the predecessor to the University of Nairobi) were admitted. The Royal Technical College of East Africa, in its early establishment, had to house some other younger departments in their formative years, for example:

- The Department of Government (1964-1966)
- The Department of Sociology (1968-1976)
- The Center for Economic Research, which later became The Institute for Development Studies in (1965).

The then Department of Economics was a member of the Faculty of Arts and an associate member of the Faculty of Commerce. Now, as the School of Economics, it continues to offer service courses and common undergraduate courses to all the Faculties in the University, except Agriculture and Law. It is still one of the largest units in the College of Humanities and Social Sciences.

The School of Economics has expanded significantly over the years particularly since the introduction of the 8:4:4 system of education with its common undergraduate courses component. In any academic year, the School of Economics teaches and examines an average of 90 undergraduate, 40 postgraduate and 26 PhD course units. The undergraduate programmes are very popular with students. The annual average enrollment for undergraduate programmes is 500 for Module I and Module II.

The School of Economics is also part of a collaborative regional graduate training programme which has participation from other Universities in Anglophone Africa. This exposes M.A. and Ph.D. students to a wider of menu of core courses, electives and interactions.

The collaborative MA and PhD Programmes strengthen the teaching capacity of participating Departments by pooling resources and bringing all the students in their second year of study to take elective courses at a selected joint facility organized by University of Nairobi / African Economic Research Consortium.

The four-year collaborative PhD Programme provides a series of core courses and elective courses taught by African scholars and leading international experts at a common facility at the University of Dar-es-salaam, Tanzania. The second part of the programme involves students working with their supervisors (in their local universities) to determine their areas of specialization, select their dissertation topics, prepare their proposals and finalize theses.

## **1.2. Structure of the School of Economics**

### **Academic**

The School of Economics offers both module I and module II programmes for undergraduate and postgraduate concurrently. The School offers Bachelor of Economics, Bachelor of Economics Statistics, MA in Economics, MA in Economic Policy Management, MA in Economics of Multilateral Trading System, and Doctor of Philosophy in Economics for both module I and module II students. The doctoral degree programme is offered by coursework, examinations and thesis.

## Staff Strength

Academic staff establishment rose from 15 in the early 1970s to 51 currently.

**Table 1**      **Current Academic Staff Levels**

	<u>Establishment</u>	<u>In Post</u>	<u>Leave</u>	<u>Available</u>
Professors	4	4	-	4
Associate Professors	6	3	3	3
Senior Lecturers	16	6	2	8
Lecturers	25	18	1	17
Tutorial Fellow	-	8	0	8
	51	39	6	40

It is evident that the School of Economics is thin at the top and heavy at the bottom with four professors, three associate professors (3 on leave), 16 senior lecturers (1 on leave) and 25 lecturers (1 on leave); 8 tutorial fellows. The school has 51 positions out of which 45 have been filled, and therefore looks forward to employing more staff to fill the establishment by 2014. Furthermore, given the continued increments of student enrollment, the school expects to increase the overall staff establishment in the coming few years. Currently, the School is supported by close to 50 staff drawn from sister departments and adjunct faculty.

The School faces some significant challenges like any other public institution, with regards to competitive remuneration of its staff. This further constrains ability of the School to attract and retain some cadre of professional staff. However, the School still remains a major source of personnel for some senior private sector and government assignments.

## Non-teaching Staff

The School of Economics presently has one Assistant Registrar, two secretaries, four administrative staff and one copy typist. Indeed, with the rapid expansion of the School, there

shall always be a review of the staff numbers to effectively manage the various administrative duties in accordance with the strategic objectives proposed in this plan document. The strength and capability of the School's administrative staff reduces academic administrative load and enables them to be more efficient in teaching, examining, supervision and, research activities.

Information and well stocked library are quite critical to the School's overall performance. Consequently, the School shall always ensure that relevant IT and library staff are recruited and facilitate availability of quality and diversified electronic and non-electronic library resources.

## **Physical Facilities and Equipment**

### **Computer Laboratory**

The School has one well equipped postgraduate computer lab with modern computers that can comfortably accommodate up to 25 students at a go. The laboratory is well stocked with computers, all having necessary statistical software and are connected to the internet. The School is in the process of acquiring more computers and is also working on getting more space to expand the computer laboratory.

### **PhD Computer Room**

Adjacent to the graduate computer laboratory is a relatively well stocked PhD room. There are also several laptops which are available to doctoral students on request. All computers have the necessary statistical software and are connected to the internet. Doctoral students are however encouraged to have their own laptops. The room can accommodate 12 students at a go, but there are plans for more space to accommodate more students.

### **Graduate Resource Centre**

The School has a reasonably well stocked graduate library with modern advanced economics titles. Plans are underway to acquire additional books. There is good access to electronic journals, though there is need to enhance internet connectivity for this purpose. A breakdown of the total collection of the ICT equipment at the School is as shown in Table 8, while Table 9, 10 and 11 show the office space in the School, firefighting equipment and the teaching and learning room.

## **School's Management Structure**

The School is headed by a Director and assisted by an Associate Director. The School comprises of three thematic departments with respective thematic area heads. During the plan period, it is expected that these departments shall be headed by chairpersons of departments with relevant administrative structures. The departments are as follows;

- Economic Theory (XET)
- Mathematical and Quantitative Economics (XEQ)
- Applied Economics (XEA)

These departments shall be expanded to reflect a more realistic organization of the School and give room for other sub-disciplines to thrive.

## **Training**

The School has some members of staff who require further training. The members of staff have in the past taken lead in looking for own scholarships. With the decline of donor funding for such scholarships, it has now become difficult for staff to acquire such funding. The School and the University will to help build such capacity. One of the ways of achieving this goal is for the University and the School to seek collaboration with other overseas universities.

### **1.3. Value of the Strategic Plan**

The School of Economics never had a Strategic Plan before the 2005-2010 one. It relied on the University Act to achieve its goals and mission. However, the School has over the years reviewed its academic programmes in response to changing circumstances and demands. The introduction of 8:4:4 Education Programme and Module II programmes have all led to significant changes in the curriculum.

As the School of Economics became a unit on its own, growing from a department within the Faculty of Arts in the restructuring process in 2006, a stage was set for a new Strategic Plan to be developed. Therefore, the 2008-2013 strategic plan was developed and it provided for a

framework within which both the strategic objectives and strategies operated. The plan is the basis for the 2013-2018 strategic plan which seeks to scale up the School of Economics in terms of sustainability, competitiveness and a centre for quality training and research in Economics.

## **2.0 THE SCHOOL'S VISION, MISSION AND CORE VALUES**

### **2.1. Strategic Framework**

The process of "strategic planning" involves the collective effort to answer a set of fundamental questions. These questions revolve around: what is our business? Where have we come from? Where are we today? Where do we want to be? When do we want to be there? Strategic planning involves, therefore, a careful consideration of the aspirations of the institution, articulation of its goals, identification of the strengths and weaknesses, setting priorities, and the means of achieving them. The planning process offers a periodic opportunity to take stock, to challenge the conventional wisdom, provides the inspiration to develop a strategy, and to ultimately determine the best fit in the prevailing circumstances.

The guiding principles for reviewing the strategic plan were an outcome of consultation with stakeholders and a lot of research by staff on ways of improving instruction and research in economics. The School should strive to achieve world-class standards, and remain a leading centre of excellence in training and research in economics. In addition, the School has a moral responsibility to empower people's lives and to collaborate with the stakeholders and society at large.

### **2.2: Vision**

The demand for a shared vision for the School arises from the need for a new strategic direction that will propel the School to higher levels of effectiveness, efficiency and relevance in the pursuit of its business. The School therefore aspires to be:

**“A World-Class Centre committed to scholarly Excellence in training and research in Economics”.**

### 2.3: Mission

To provide quality University education and training and to embody the aspirations of the Kenyan people and the global community through creation, preservation, integration, transmission and utilization of knowledge.

### 2.4: Core Values

To realize its vision and mission, the School shall nurture certain shared values and, therefore, right values derived from the virtues and moral standards of the Kenyan and wider society.

- ◆ **Freedom of thought and expression.** The School shall promote and defend freedom of thought and expression in academic inquiry and other activities.
- ◆ **Innovativeness and creativity.** Innovativeness and creativity shall be the hallmark of the School's activities as it initiates and adapts to change.
- ◆ **Good corporate governance, integrity, transparency and accountability.** The School embraces and practices good corporate governance. In this regard, the School shall ensure that all processes and procedures are marked by efficiency, effectiveness and transparency; that all the decisions and actions are sound; that the School is accountable for its decisions and actions, that the School's decision-making processes are participative and consultative; and that decisions and actions reflect meritocracy and are open and transparent.
- ◆ **Team spirit and teamwork.** The School shall foster a work environment characterized by team spirit and teamwork.
- ◆ **Professionalism.** In all its actions and interactions, the School shall maintain ethical behavior, professional etiquette and honesty.
- ◆ **Quality customer service.** The School shall provide quality services to its clients.
- ◆ **Responsible citizenship.** The School embraces corporate social responsibility and shall ensure that all decisions and actions are embraced by human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized. In all its activities, the School shall strive to respect and protect the environment.
- ◆ **National cohesion and inclusiveness.** The School believes in national unity and cherishes respect for diversity.

## **2.5 Guiding Principles**

The key guiding principles of the School are:

- ◆ Connecting to and inspiring the Kenyan Society
- ◆ Providing leadership and stewardship in Kenya's development
- ◆ Inspiring hope and faith to the Kenyan society for it to excel in whatever it chooses to do with appropriate pace, passion, professionalism and patriotism.
- ◆ Commitment to excellence. This requires that the School distinguishes itself from other players in this sector, that members of staff act with speed aiming to do things right the first time, and that they cherish the intrinsic value of the work they do and are loyal to the institution. All this is critical for the School's march to world class status.
- ◆ Engaging stakeholders. This will create networks that will promote everybody's interests.

### 3.0. STRATEGIC ANALYSIS

#### 3.1 Student Enrolment

The total student enrolment of the School stands at 2510.

Since 2007/2008 academic year, the student enrolment in all programmes is as detailed in table 2.

**Table 2: Number of Students by Year of Registration**

<i>Year</i>	<i>Undergrad. Module I</i>	<i>Undergrad. Module II</i>	<i>MA Module I</i>	<i>MA Module II</i>	<b>PhD (All)</b>
2007/2008	-	15	17	29	1
2008/2009	300	85	12	68	13
2009/2010	296	100	19	106	17
2010/2011	300	100	16	94	15
2011/2012	300	160	23	39	17
2012/2013	300	210	30	80	15

In line with this impressive growth in student enrolment in the School of Economics, it is imperative that during the five year period of the current Strategic Plan, the University authorities should facilitate transformation of the School into what its vision and mission stipulates.

#### 3.2 SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis

##### 3.2.1 Strengths

- i) Growing popularity of the School programmes by students.
- ii) Highly qualified academic staff.
- iii) Diverse and competitive programmes.
- iv) Capacity for consultancy.
- v) Long history of research and publications.
- vi) A graduate library.
- vii) A graduate computer laboratory.
- viii) Competitive admission of students.

- ix) Long and active collaboration with national, regional and international institutions.
- x) Potential of expanding collaborating partners.

### **3.2.2 Weaknesses**

- i) Insufficient human resources.
- ii) Limited physical facilities for staff and students.
- iii) Unstructured mentorship programme.
- iv) Lack of academic exchange programmes.
- v) Inadequate library resources.
- vi) Budgetary allocation.
- vii) Weak mechanisms for attracting international students.
- viii) Limited number of international students enrolled in the school.
- ix) Insufficient linkages between the School and potential employers.
- x) Inadequate teaching aids

### **3.2.3 Opportunities**

- i) Potential for establishing academic exchange programmes.
- ii) Potential for attracting international students.
- iii) Potential for strengthening partnerships and linkages with the public and private sector.
- iv) Opportunities for fundraising.
- v) Potential for programme expansion through distance and e-learning.
- vi) Growing demand for School's academic programmes.

### **3.2.4 Threats**

- i) Increased competition from local institutions of higher learning.
- ii) Inadequate budgetary allocation.
- iii) High cost of ICT facilities.
- iv) Poaching of staff by other institutions.
- v) Increased pressure to admit more students.

## **4.0 STRATEGIC ISSUES, OBJECTIVES AND STRATEGIES**

### **4.1 Strategic Issues**

1. Governance and Leadership
2. Resources, Facilities and Infrastructure
3. Teaching and Learning
4. Research, Consultancy, Innovations and Technology Transfer
5. Competitiveness and Image of the School
6. Collaboration and Partnerships

### **4.2 Strategic objectives**

1. To manage the School effectively and efficiently
2. To expand and prudently manage the School resources
3. To produce quality and holistic graduates in Economics
4. To contribute to the development of society through creation, dissemination, application and storage of knowledge
5. To enhance the image of the school for competitiveness

### **4.3 Strategic Objectives and Strategies**

#### **4.3.1. Governance and Leadership**

The School appreciates that in order to maintain a productive and motivated workforce, a culture of accountability and responsibility; it must be committed to good governance as part of its overarching management ethos. To become a leading School that promotes excellence in teaching, training, research and consultancy, it must embrace effectiveness and efficiency as part of its commitment to its Vision and Mission, and the provisions of Vision 2030, the Constitution of Kenya 2010, the Universities Act 2012 and other international best practices.

#### **Objective 1: To manage the School of Economics effectively and efficiently**

##### **Strategies**

- Review governance and management structures, systems and functions
- Promote good leadership and performance culture
- Prepare a School master plan

### **Expected outcomes**

- Improved managerial efficiency and effectiveness
- Enhanced sense of commitment and loyalty to the School
- Greater productivity
- Improved ranking in performance contracting

### **4.3 2. Resources, Facilities and Infrastructure**

The ability of the School to deliver on its mandate will depend on the resources available and the efficiency of their deployment. The resources are the finances, human capital, physical assets and the total support infrastructure. This strategic plan will need an up-scaled level of resources to deliver the planned outcomes. Physical facilities and infrastructure will require major investment for upgrading and expansion. Staff remuneration and welfare will need to be given special attention. Failure to pay adequate attention to the resource challenges will lead to sub-optimal performance.

### **Objective 2: To expand the School's resource base and enhance productivity**

#### **Strategies**

- Increase the School revenue
- Improve and upgrade the School's physical facilities and infrastructure
- Entrench the use of ICT in the School's academic and administrative functions
- Improve staff motivation and productivity

### **Expected outcomes**

- Increased and sustainable financial performance,
- Increased and improved quality of physical infrastructure,
- Effective use of ICT in teaching, research, and administration, and
- Productive and motivated workforce

### **4.3.3. Teaching and Learning**

The School of Economics is committed to achieving excellence in its core business of teaching and learning. As such, it must ensure that it offers quality academic programs. These programs must be designed to meet the development needs identified in Vision 2030, the aspirations envisaged in the Constitution of Kenya 2010 as well as the Universities Act 2012. The programs

must also be diversified in order to afford greater opportunities to Kenyans and others to access quality education and knowledge. Ultimately, the programs should aim at producing graduates who are well equipped with theoretical knowledge and practical skills to contribute efficiently and effectively to the realization of the development goals of the country.

Towards this end, the School has identified the following objectives and strategies:

### **Objective 3: To produce quality and holistic graduates in Economics**

#### **Strategies**

- Review academic programs in line with the guidelines of the University and the Commission for University of Education
- Improve the process of delivering distance and e-learning
- Internationally benchmark the School's academic programs
- Enhance the growth of postgraduate programs
- Mainstream co-curricular activities into student academic life

#### **Expected Outcomes:**

- Increased enrolment in open and distance learning programs
- Enhanced quality of academic programs
- Improved quality and holistic graduates
- Growth in postgraduate enrolments

#### **4.3.4. Research, Consultancy, Innovations and Technology**

One of the objectives of the School is to participate in the discovery, transmission and preservation of knowledge and to stimulate the intellectual life and cultural development of Kenya. Through research, the School will add to the University's contribution towards the body of knowledge upon which social progress, understanding, peace and the improvement of human life in Kenya, the region and the world as a whole can be anchored.

Consultancy provides opportunities for the School to play a significant role in its contribution towards national development. Consultancy provides the greatest opportunity for the transfer of the generated knowledge to sectors in which it is needed for the development of the society.

To this end, the School will try to achieve the following objective:

**Objective 4: To contribute to knowledge development of Society through creation, dissemination, application and storage of knowledge**

**Strategies**

- Enhance the capacity of staff to develop winning research proposals
- Develop and implement appropriate research programs
- Enhance the dissemination of the School's research output
- Promote relevant consultancy services

**Expected Outcomes**

- Enhanced research output
- Increased number of consultancies
- Influence policy and interventions

**4.3.5. Competitiveness and Image of the School**

The School needs to create a strong positive image in the minds of the past, current and potential students as well as stakeholders on issues of competitiveness and innovations in a dynamic world.

**Objective 5: To enhance the competitiveness and image of the school**

**Strategies**

- Enhance the School's image
- Improve the School's ranking
- Entrench internationalization of the School

**Expected Outcomes**

- Increased visibility of the School
- Improved School performance and ranking
- Consistent positive image of the School

**4.3.6. Collaboration and Partnerships**

In an era of globalization, it is strategic for institutions to foster networks, partnerships and linkages in order to enhance their competitive edge. Being the only school that teaches economics in the University of Nairobi, the School of Economics must play its role in fostering

mutual linkages and partnerships with other peer institutions and industry locally and internationally.

Whereas the School boasts of a number of existing academic linkages, it is imperative that more value adding networks, partnerships and linkages are built at local, regional and international levels.

**Objective 6: To enhance value-adding partnerships and collaborations**

**Strategies**

- To exploit the potential support from the School of Economics alumni
- Improve collaboration and engagement with neighbors
- Enhance partnerships, collaborations and linkages with public and private sectors locally and internationally

**Expected Outcomes:**

- Improved quality of research and academic programs
- Increased non-academic funding, and
- Cordial relationships with stakeholders.

## 5.0 IMPLEMENTATION PLAN

### 5.1: Governance and leadership

#### Strategic Objective 1: To manage the School efficiently

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
Improved efficiency and effectiveness	Level of implementation of the road map	80%	100%	2013-2018	Director/SMB
	Level of compliance with service delivery charter	95%	100%	2013-2018	Director/SMB
Enhanced commitment and loyalty	Number of times core values are communicated to staff per year	-	Quarterly	2013-2018	Director/SMB
	Number of times academic and non academic staff hold team building activities per year	-	1	2013-2018	Director/SMB
	Number of social forums for staff per year	-	1	2013-2018	Director/SMB
	Number of “State of the School” communiqué from Director’s Office	-	Quarterly	2013-2018	Director
Productive and motivated work force	Employee satisfaction index	69%	74%	2013-2018	Director/SMB
	Average staff performance appraisal index	-	90%	2013-2018	Director/SMB

## 5.2. Resources, Facilities and Infrastructure

### Strategic Objective 2: To expand the School's resource base and enhance productivity

Increased and sustainable financial performance	Increased face-to-face enrolment	2510	3000	2013-2018	Director/SMB
	% increase in academic revenue	5%	10%	2013-2018	Director/SMB
	% increase in non-academic revenue	-	1%	2013-2018	Director/SMB
	% increase in research grants	-	1%	2013-2018	Director/SMB
	Cost reduction/savings	0.3M	0.5M	2013-2018	Director/SMB
	% compliance with budgetary levels	100%	100%	2013-2018	Director/SMB
	% utilization of funds per year	100%	100%	2013-2018	Director/SMB
Increased and improved quality of physical facilities and equipment	Proportion of staff with modern equipment	90%	100%	2013-2018	Director/SMB
	% of staff using ICT resources	90%	100%	2013-2018	Director/SMB

## 5.3. Teaching and Learning

### Strategic Objective 3: To produce quality and holistic graduates in Economics

Enhanced quality of academic programmes	% of academic curriculum reviewed	-	100%	2013-2018	Director/SMB
	Number of new curricula developed	1	1	2013-2018	Director/SMB
	% of examinations externally examined	100%	100%	2013-2018	Director/SMB

	% of courses scoring above 70% in student evaluation	-	50%	2013-2018	Director/SMB
Improved quality of graduates	Number of programs engaging guest lecturers	-	1	2013-2018	Director/SMB
	Number of students on industrial attachment per year	-	10	2013-2018	Director/SMB
	Number of students getting awards and recognition	-	2	2013-2018	Director/SMB
Holistic graduates	% of students participating in sports and games	-	60%	2013-2018	Director/SMB
	% of students participating in students professional associations	20%	75%	2013-2018	Director/SMB
Increased enrolment in ODel	Number of course units ODel	0	1	2013-2018	Director/SMB
	Number of ODel students	0	30	2013-2018	Director/SMB

#### 5.4. Research, Consultancy, Innovations and Technology

##### Strategic Objective 4: To contribute to knowledge development and application

Enhanced research and output	Research and consultancy unit in place and operational	0	1	2013-2018	Director/SMB
	Number of funded research projects carried out annually	-	5	2013-2018	Director/SMB
	Number of publications per year	10	20	2013-2018	Director/SMB
	Number of staff participating in conferences and other academic fora	10	20	2013-2018	Director/SMB

	Number of papers presented at conferences and other fora	8	18	2013-2018	Director/SMB
	Number of consultancies completed per year	-	5	2013-2018	Director/SMB
Enhanced impact of research output on policies and interventions	Number of policy briefs from research projects presented to policy makers and practitioners per year	-	5	2013-2018	Director/SMB
	Number of School journals	-	1	2013-2018	Director/SMB
	Number of outreach activities resulting from research per year	-	5	2013-2018	Director/SMB

## 5.5. Competitiveness of the School

### Strategic Objective 5: To enhance the competitiveness and image of the school

Enhanced visibility of the School	Number of new partnerships and linkages	10	5	2013-2018	Director/SMB
	Number of events hosted by the School open days to the public per year	4	1		Director/SMB
	Number of students and staff on exchange programmes per year	-	1	2013-2018	Director/SMB
Improved performance and ranking	Performance ranking	6	4	2013-2018	Director/SMB
	Up to date Webpage	Quarterly	weekly	2013-2018	Director/SMB
	Number of hits on School's website per year	0.3m	0.5m	2013-2018	Director/SMB
Consistent positive image of the School	Number of endowed academic chairs	0	1	2013-2018	Director/SMB

	Economics chapter of UON ALUMNI Association in place and active	0	1	2013-2018	Director/SMB
	Customer satisfaction index	54%	64%	2013-2018	Director/SMB
	Number of outreach activities conducted by staff per year	8	20	2013-2018	Director/SMB
	Number of times the School appears positively in the media	-	5	2013-2018	Director/SMB

## 5.6. Collaboration and partnerships

### Strategic Objective 6: To enhance the value-adding partnerships and collaborations

Improved quality of research and academic programmes	Number of partnerships with industry per year	-	1	2013-2018	Director
	Number of students on internship/ attachment/practicum	-	10	2013-2018	Director
Increased non academic funding	Amount of funding from alumni per year	-	0.5%	2013-2018	Director
	Amount of funding from industry per year	-	0.5%	2013-2018	Director
Cordial relationships with key stakeholders	% of interaction with stakeholders	-	100%	2013-2018	Director

### **Annex: The Strategic Plan Review Committee**

- |                                  |   |             |
|----------------------------------|---|-------------|
| 1) Dr. Anthony Wambugu           | - | Chairman    |
| 2) Prof. Jane Mariara            | - | Member      |
| 3) Mr. L. Maurice Awiti          | - | Member      |
| 4) Prof. Tabitha Kiriti-Ng'ang'a | - | Member      |
| 5) Dr. George Ruigu              | - | Member      |
| 6) Mr. Benedicto Ongeru          | - | Member      |
| 7) Mr. Daniel Gitonga            | - | Secretariat |