

TOM MBOYA UNIVERSITY COLLEGE

(A CONSTITUENT COLLEGE OF MASENO UNIVERSITY)

STRATEGIC PLAN 2018 – 2023

(Aligned to "Big Four" Agenda, June 2019)



*Knowledge for sustainable
Development*



VISION

To be a premier internationally recognized University (College) distinguished for its teaching, research, and innovation.

MISSION

To transform and sustainably contribute to society through teaching; research and innovation; knowledge creation, application and outreach.

CORE VALUES

- Excellence in teaching, research, and innovation
 - Accountability
 - Efficiency
 - Integrity
 - Sustainability

FOREWORD



As Tom Mboya University College celebrates three (3) years of its existence, it is with a mixture of optimism and caution that it looks to the future. Optimism, because of success so far achieved and the opportunities the future holds and caution, because of the enormous uncertainties generated by the current economic challenges. Charting a course into this future requires the University College to examine its strategic directions and to develop plans that can ensure success in fulfilling Tom Mboya University College's mission in the decades to come. Dr. Augusta N. Abate, Ph.D. Chair of Council Tom Mboya University College approaches the coming decades and beyond with unprecedented optimism and initial success. College facilities are poised to be expanded and improved; public funding and private support are

anticipated and in a move already underway, the University College will focus on the following flagship areas: Public Policy and Allied Studies; Studies of Lake Victoria and Allied Challenges; Tourism and Cultural Studies; and Food Security and Agricultural Studies.

The ongoing process for full accreditation of the University College by the Commission for University Education affirms the positive, forward-moving momentum embodied in these events.

Against this background of success, internal and external circumstances require the University College not to rest on its laurels, but explore its future opportunities and possibilities. The current economic challenges have created an unprecedented and precarious external environment in which the major funding sources for public higher education have dwindled: state funding is constricting; financial pressures on students and families place serious constraints on the ability to increase tuition and other fees to offset the loss of public funding; donors are reducing their financing; and there is a major erosion in rates of return for existing investments.

In addition to the dramatic changes in the external environment, there are internal circumstances that call for reconsideration of the University's strategic directions. Enrollments have declined raising questions about competitiveness, effectiveness, recruitment, and retention. However, affiliation with other institutions will create opportunities that have not yet been strategically realized. Such opportunities will only yield meaningful results through integration within a comprehensive strategic plan.

Arguably, the student body of the 21st century is bringing a new set of challenges and expectations to the University College. Key issues facing all institutions of higher learning are that the way students now learn and what constitutes learning for them, differ from those of previous generations. We must examine how faculty and academic support systems are equipped to deal with the changes in students' learning methods.

This is one facet of the academic planning question facing the University College. From another perspective the question becomes “What educational programmes should be provided to which students in what environment using what resources?” Because the learning environment and resource needs will vary in educational programmes and expectations, it is the academic plan that will drive many of the other plans the University College intends to implement.

A final imperative in generating this strategic plan is simply our place in history. Tom Mboya University College is named after a person famed for his great passion for education and political prowess. With that name will come increased visibility as we promote the University College, its history and its significant contributions to society. The great passion for higher education that Thomas Joseph Mboya had will continue to inspire future growth of the institution in various ways including identification of financial resources to help realise this growth.

As we go to our public and private partners to ask them to invest in the next phase of the University College's growth and development, they will want a clear statement of our vision, our mission, our core values and our strategic plan for the future of Tom Mboya University College. The following plan is the University College's dynamic response to these challenges.



Dr. Augusta N. Abate
Chair of Council
Tom Mboya University College Council

PREFACE



Developing the Tom Mboya University College Strategic Plan required input, wisdom, and contributions from many individuals. Their commitment to the development of the Strategic Plan is appreciated. My sincere thanks go to the Tom Mboya University College Council for their careful leadership and diligent guidance from the onset through the various consultative forums in the successful development of the Strategic Plan; the Management and the Strategic Plan Steering Committee for providing the direction, framework and structure for the Strategic Planning process; and the Strategic Plan consultants Africa Corporate Governance Advisory Services for being the technical champions for the work throughout the planning and implementation process.

I also thank the university staff, students, the Homa Bay County Government, and the greater Homa Bay community for contributing ideas and feedback throughout the strategic planning process; and all the persons who contributed their perspective and voice to this strategic planning process.

I offer special acknowledgements to all whose dedication and purposeful resolve created the pathway for this plan. Tom Mboya University College is a vital and thriving public resource and service in Homa Bay County. It is the hub of the community service and will strive to serve diverse cultures, demographics, and locations in its core mandates. It is our hope that this Strategic Plan will contribute to the success of Tom Mboya University College.

Thank you.

A handwritten signature in black ink, appearing to be 'C. Ochola', written in a cursive style.

Prof. Charles O. Ochola, Ph.D
Principal

DEFINITION OF TERMS

Baseline: Baseline is an analysis describing the initial state of an indicator before the start of a project/programme, against which progress can be assessed or comparisons made.

Indicator: An indicator is a sign of progress /change that result from your project. It measures a change in a situation or condition and confirms progress towards achievement of a specific result. It is used to measure a project impact, outcomes, outputs and inputs that are monitored during project implementation to assess progress.

Outcome: Measures the intermediate results generated relative to the objective of the intervention. It describes the actual change in conditions/situation as a result of an intervention output(s) such as changed practices as a result of a programme or project.

Performance Indicator: A measurement that evaluates the success of an organization or of a particular activity (such as projects, programmes, products and other initiatives) in which it engages.

Programme: A grouping of similar projects and/or services performed by a Ministry or Department to achieve a specific objective; The Programmes must be mapped to strategic objectives.

Project: A project is a set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters. Projects aimed at achieving a common goal form a programme.

Target: A target refers to planned level of an indicator achievement.

Key Result Area: This is the Strategic Focus Area (SFA)/ Crucial area where a result will assist in the achievement of set objectives

TABLE OF CONTENTS

FOREWORD.....	ii
PREFACE.....	iv
DEFINITION OF TERMS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	vii
LIST OF FIGURES AND MAPS.....	viii
EXECUTIVE SUMMARY.....	ix
ACRONYMS AND ABBREVIATIONS.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.0 Overview.....	1
1.1 Background.....	1
1.2 Mandate.....	2
1.3 Global, Regional and National Development Challenges.....	3
1.4 Organization's Development Role.....	4
CHAPTER TWO: SITUATION ANALYSIS.....	10
2.0 Overview.....	10
2.1 Alignment of the 2018 – 2023 Strategic Plan to “Big Four” Initiatives.....	10
2.2 Environmental Scan.....	11
CHAPTER THREE: STRATEGIC MODEL.....	26
3.0 Overview.....	26
3.1 Vision Statement, Mission Statement and Core Values;.....	26
3.2 Key Result Areas/Strategic Focus Areas (KRAs/SFAs).....	26
3.3 Strategic Objectives and Strategies.....	26
CHAPTER FOUR: IMPLEMENTATION AND COORDINATION FRAMEWORK.....	33
4.0 Overview.....	33
4.1 Structure of the Organization.....	33
4.2 Staff Establishment.....	35
4.3 Financial Resources.....	36
4.4 Risk Analysis and Mitigation Measures.....	38
CHAPTER FIVE: MONITORING, EVALUATION AND REPORTING.....	41
5.0 Overview.....	41
5.1 Monitoring.....	41
5.2 Evaluation – Mid-term and end-term evaluations and reporting.....	42
5.3 Review of the Strategic Plan.....	42
ANNEX I: IMPLEMENTATION MATRIX.....	43
ANNEX II: MONITORING AND EVALUATION REPORTING FRAMEWORK.....	59

LIST OF TABLES

Table 1: PESTEL Analysis.....	15
Table 2: Stakeholder Analysis.....	22
Table 3: Key Result Areas, Strategic Objectives and Strategies.....	29
Table 4: Proposed Staff Establishment.....	35
Table 5: Financial Resource Requirements.....	36
Table 6: Budgetary Allocations Comparison.....	37
Table 7: Planned Expenditure Projections.....	37
Table 8: Key Strategy Risks.....	39



LIST OF FIGURES AND MAPS

Figure I:TMUC Organogram..... 34

EXECUTIVE SUMMARY

This Strategic Plan presents the strategic direction of Tom Mboya University College for the period 2018 - 2023 on its journey towards becoming a premier internationally recognized university, distinguished for its teaching, research, and innovation.

The plan aims at ensuring that the university produces the new generation of quality graduates with the disciplined and ethical conduct, knowledge, skills, technical competence, and personal attributes necessary to exercise leadership solving complex societal concerns. This is with a view to contribute towards attainment of the national Vision 2030, achievement of the Sustainable Development Goals (both MDGs and SDGs), the 2063 Social Economic transformation of the African Continent and the “Big Four” Agenda that embraces: Manufacturing, Universal Health Care, Food Security and Affordable Housing.

The Strategic Plan was developed through a participatory process that involved the Council, Academic Board, Management, Staff, Students and external stakeholders.

The plan is organized in five chapters. Chapter one provides background information on the establishment of the University College, its mandate, challenges specific to its mandate and its role in the national development.

Chapter two provides a detailed strategic analysis with environmental scanning (PESTEL), (industry, and growth), institutional (SWOT), stakeholder and Gap analysis. Chapter three contains the Vision Statement, Mission Statement and Core Values. It gives a summary of the strategic focus areas, Strategic Objectives and the strategies to achieve the objectives.

Chapter four focuses on the implementation and coordination framework of the Strategic Plan. It details the structure of the organization, staff establishment, financial resources and mobilization strategies as well as risk and mitigation measures that will be adopted by the institution.

Chapter five provides an indicative framework of the monitoring, evaluation and reporting activities deemed necessary to ensure effective implementation of the strategy and attainment of the objectives over the plan period.

ACRONYMS AND ABBREVIATIONS

ATC	Agriculture Training Centre
BCG	Boston Consulting Group
DP(AFD)	Deputy Principal (Administration Finance and Development)
DP(ARSA)	Deputy Principal (Academic, Research and Student Affairs)
DUC	Differentiated Unit Cost
E.R.P	Enterprise Resource Planning
ESD	Education for Sustainable Development
HTC	HIV Testing & Counselling
I.C.T	Information & Communication Technology
MDG's	Millennium Development Goals
MoE	Ministry of Education
MTP III	Medium Term Plan III
NESSP	National Education Sector Strategic Plan
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PPP	Public Private Partnership
SDG's	Sustainable Development Goals
STEM	Science, Technology, Engineering and Mathematics
STI	Science Technology and Innovation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TMUC	Tom Mboya University College

CHAPTER ONE: INTRODUCTION

1.0 OVERVIEW

This chapter provides background information on the establishment of the University College, the reasons for its establishment, challenges specific to its mandate and its role in the national development.

1.1 BACKGROUND

Tom Mboya University College (TMUC) can be traced to the Maseno University Learning Centre that was set up in Homa Bay town on 7th September 2010. By mid-2014, the centre had grown to be Maseno University campus with 1,087 students. Following a consultative meeting between Homa Bay County Government and Maseno University, an idea was hatched to establish a university college in the county with objectives of increasing access to university education and taking education closer to the people. It was decided that the university would best be named after the late Honourable Thomas Joseph Mboya, MP.

An *Ad-hoc* committee made up of officials from the Homa Bay County Government and Maseno University was set up on 2nd March 2015 to apply for the registration of Tom Mboya University College through Maseno University as a mentoring institution. Tom Mboya University College would be located on LR Kanyada/ Kanyango/4469 within the Homa Bay County. The land housed the Homa Bay Agricultural Training Centre at the time. The university college would have its initial diploma and degree programmes anchored on those undertaken at the Maseno University Homa Bay Campus and Certificate programmes offered at the Homa Bay Agricultural Training Centre (ATC).



Contract signing for Construction of Administration and Lecture Halls Block Phase 1

All agreed that as much as possible, the emphasis in teaching would focus on both the acquisition of knowledge and its practical application based on more hours of contact, fieldwork, and industrial attachment. This would give students a holistic understanding of the environment upon which they will operate as professionals. In particular, this would ensure that the graduates from Tom Mboya University College are capable of self-employment and job creation rather than relying on the already scarce formal employment. It was specifically indicated that TMUC would play a focused role towards attainment of goals of job creation and industrial growth through exploitation of national skills and resources articulated in the Kenya National Vision 2030.

1.2 MANDATE

Tom Mboya University College was established through Legal Notice No. 55 in the Kenya Gazette Supplement No 45 of 8th April 2016. The mandate of the University College by law provides for all the functions and objects of a university that are generally provided under the Universities Act, 2012 and specifically to:

- i. Provide, directly or in collaboration with other institutions of higher learning, facilities for university education (including technological, scientific, and professional education), integration of teaching and research and effective application of knowledge and skills to the life, work, and welfare of the citizens of Kenya;
- ii. Participate in the discovery, transmission, preservation, and enhancement of knowledge, and stimulate the participation of students in the economic, social, scientific, technological, and cultural development of Kenya;
- iii. Provide and advance university education and training to appropriately qualified candidates, leading to the conferment of degrees and awarding of diplomas and certificates and such other qualifications as the Council and the Senate shall from time to time determine and in so doing, contribute to the manpower needs;
- iv. Conduct examinations for such academic awards as may be provided in the statutes pertaining to the University College;
- v. Examine and make proposals for new faculties, schools, institutes, departments, resource and research centres, degree courses, and subjects of study;
- vi. Play a leading role in the development and expansion of the opportunities for higher education and research;
- vii. Contribute to industrial and technological development through innovations and technology transfer;
- viii. Develop as an institution of excellence in teaching, training, scholarship, entrepreneurship, innovations, research, and consultancy services;
- ix. Participate in commercial ventures and other activities for the benefit of the institution, the community and stakeholders;
- x. Contribute to agriculture, industrial and technological development of Kenya in collaboration with industrial and other institutions through the transfer of appropriate technology;
- xi. Develop and provide educational, cultural, professional, technical and vocational services to the community and in particular foster corporate social responsibility and the practical arts;

- xii. Provide programmes, products and services, in ways that reflect the principles of equity and social justice;
- xiii. Facilitate student mobility between different programmes at different technical training institutions, universities, and industry; and
- xiv. Foster the general welfare of all staff and students.

The Legal Notice also stipulated that while the degrees and postgraduate diplomas awarded by Tom Mboya University College would be conferred by Maseno University, the University College has power to grant diplomas, certificates, or other academic qualifications which may, for the time being, be authorized by its statutes.

1.3 GLOBAL, REGIONAL AND NATIONAL DEVELOPMENT CHALLENGES

1.3.1 Threat of New Entrants

Kenya has 74 accredited universities with possibilities that a host of other new universities will emerge. Given the push by every county to have a university of its own and although it is unlikely that another public university would be allowed in Homa Bay, there is no guarantee that a private university or a campus of a public university, will not be set up within the county. In addition, virtual online universities and campuses of international universities present possible new entrants into the university education space. Hence the need for TMUC to develop, design and offer unique and specialized programmes.

1.3.2 Threat of Substitutes

It is important to consider and take into account the following:

- Students can study in any of the other 73 accredited universities in Kenya, the virtual “everywhere and anywhere” universities; or outside the country.
- Students have the option to pursue various other courses, with options to undertake the TVET offered programmes or to pursue professional courses or other short courses offered online, many of which are accepted by employers. This is particularly because there are fields or employers that do not require a university education and because of the perception that university graduates are not finding employment as quickly as - or are not trained to become entrepreneurs like-, graduates from technical institutions.

1.3.3 Bargaining Power of Students as the Customers

Students generally see themselves as the paying consumers of the university education. Hence, they have the right to quality service in terms of curriculum delivery and facilities. Should the institution fail to adequately provide the required services, the students may:

- Refuse to enroll or join a university if it is deemed below expectation;
- Demand changes in curriculum, facilities or lecturers to fit the purpose; and
- By word of mouth or social media easily destroy the image, reputation and credibility of the university that does not deliver the quality, standards or level of efficiency expected.

1.3.4 Bargaining Power of Suppliers

Tom Mboya University College has three key types of suppliers, namely:

- i. The suppliers of finance and capital at this time, primarily the Government of Kenya, whose committed support, conduct and timely delivery on promise is critical and crucial to the growth and survival of the university.
- ii. The personnel that generally determine the quality, impact, and timely delivery of the academic, research, and outreach programmes. This is a critical group of suppliers to public universities given the fact that;
 - Terms and conditions of employment are determined nationally and generally create permanent and pensionable positions that appear untenable in the digital disruptive era, and to a large extent go contrary to the enhanced labour mobility associated with the millennials.
 - The trade unions – like the University Academic Staff Union (UASU), Kenya Universities Academic Staff Union (KUSU) and Kenya Union of Domestic Hotels, Educational Institutions, Hospitals and Allied workers (KUDHEIHA) have tremendous impact on service delivery.
- iii. The suppliers of key infrastructural services like power, water and sanitation facilities, information communication networks, and security. To a large extent, the critical challenge requiring to be addressed in this category is to ensure access, installation, and delivery of level of service expected. As long as the university pays on time as per contract, it is unlikely that it would be denied service.



Master Plan and the Strategic Plan 2018-23 being launched on 31st August, 2018 at TMUC

Other suppliers of goods and services – It is commonly alleged that many suppliers to public institutions tend to: compete for the lucrative contracts, overprice their products or services on the presumption that procurement processes are tediously long, or that payments will be delayed.

1.3.5 Industrial Rivalry and Intensity of Competition

As it stands today, Tom Mboya University College has no real sustainable competitive advantage over the other 73 accredited universities and campuses except perhaps the comparative advantage created by its proximity to Lake Victoria and the “Tom Mboya” brand. It can however create the competitive advantage if it develops unique and specialized academic programmes, innovative approaches, and practices in delivery of education, teaching, and learning techniques that are closely linked to market demands with research programmes that more clearly address and provide solutions to societal challenges.

There are indications that most public universities are not financially liquid or have huge outstanding debts. There is a remote possibility that some may be closed or forced to become or remain constituent colleges or campuses of the financially stronger universities, with possible requirement that they specialize in areas of study that mirror the needs and circumstances of their location.

This suggests that TMUC can be at the front in offering specialized courses that take advantage of its location.

1.4 ORGANIZATION'S DEVELOPMENT ROLE

The role of TMUC in national development is drawn from various policy documents and contribution of the institution is summarized under each policy document as captured below:

1.4.1 The Constitution of Kenya, 2010

The Constitution of the Republic of Kenya states that:

- (i) Every person has the right to education (Article No.43) (1);
- (ii) A person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interest of the person (Article No.54) (1);
- (iii) A person with any disability is entitled to use Sign language, Braille or other appropriate means of communication (Article No.54) (1);
- (iv) The State shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training (Article No.55) (1)

In view of the Kenyan Constitution, Tom Mboya University College has the opportunity to put up educational facilities that suits the needs of persons with disability and train teachers who handle students and managers in learning institutions at the county and national levels.

The Fourth Schedule {Article 185(2), 186(1) and 187(2)} of the Constitution outlines the sharing of the functions of protection of the environment and natural resources with a view to establishing a durable and sustainable system of development, including, in particular- fishing, water protection, securing sufficient residual water, hydraulic engineering among others.

Tom Mboya University College, given its strategic location near Lake Victoria has opportunity to conduct research on efficient and sustainable use of water resources and disseminate the research findings to the National and County governments with a view to inform policy. In addition, it has opportunity to develop and mount programmes on lake studies and allied challenges.

Article 10 Chapter 2 of the Kenyan constitution stipulates the national values and principles of governance which TMUC has incorporated in its training. TMUC is committed to the full implementation of the Constitution. To ensure compliance, the institution will incorporate the reforms in education sector which includes the Competence-Based Curriculum (CBC) among other reforms.

1.4.2 The Universities Act, 2012

The Universities Act, 2012 outlines the objectives of university education to include:

- 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;

In achieving these objectives, TMUC will design, develop and mount unique market driven teaching, research and outreach programmes

1.4.3 Legal Notice No. 55 in the Kenya Gazette Supplement No 45 of 8th April 2016

Tom Mboya University College was established through Legal Notice No. 55 in the Kenya Gazette Supplement No 45 of 8th April 2016. The mandate of the University College by law provides for all the functions and objects of a university that are generally provided under the Universities Act, 2012.

1.4.3 Basic Education Act 2013

Section 45 (1) of the Basic Education Act 2013 gives the Cabinet Secretary the authority to make regulations for establishment and management of special schools and institutions offering Special Needs Education to learners with special needs. TMUC's role in this regard is to train and equip teachers with the necessary skills for achieving inclusivity in education.

1.4.4 Kenya Vision 2030 – The Education and Training Sector

The Kenya Vision 2030 aims at transforming Kenya into a newly industrialized, middle-income country that is expected to provide high quality life to all its citizens by the year 2030 in a clean and secure environment. Education falls under the Social Pillar of Vision 2030 that seeks to provide globally competitive quality education, training and research to Kenyan citizens for development and enhanced individual well-being. Towards realization of this Vision, TMUC will continue to train students and conduct research in order to inform policy on various social and economic aspects of life.

1.4.5 Medium Term Plan (MTP) III (2018-2022)

The MTP III focuses on nine key foundations and enablers for national transformation namely: infrastructure; information and communication technology; Science Technology and Innovation (STI); land reforms; public sector reforms; labour and employment; national values and ethics; ending drought emergencies; and security, peace building and conflict resolution. Towards realization of the above, TMUC is expected to continue admitting and training students on Information Technology (ICT) programme, Develop and implement additional Science, Technology, Engineering and Mathematics (STEM) Education Programmes as well as capacity building programmes to enhance labour and employment relations.

The Concept Note on Vision 2030, MTP (III) 2018-2022 of March 2017, indicates that the economy is expected to have achieved a 10% growth rate by the end of the Plan period. This is the basis of the Government's "Big Four Agenda" that embraces: Manufacturing, Universal Health Care, Food Security and Affordable Housing. Realization of the Big 4 Agenda requires a well-trained workforce. Towards this end, TMUC will to conduct skills gap analysis and build capacity in research on health related issues and food security. The institution should continue strengthening its existing research collaborations on malaria and cotton, and channel more resources towards improving the existing food production and processing unit.



FY 2018/2019 Performance Contract signing between the GoK through the Ministry of Education and TMUC Council at CEMASTE, Nairobi

1.4.6 The National Education Sector Strategic Plan (NESSP) 2018-2022

The Constitution of Kenya 2010 underscores the provision of quality education and training as a fundamental right and key to the success of the government's overall development strategies. The goal of Vision 2030 is the development of a middle income economy where all citizens have enhanced entrepreneurship, innovation and lifelong learning opportunities. To achieve these aspirations, the Ministry of Education (MoE) developed the National Education Sector Plan (NESSP) 2018-2022 to guide the development of the education and training sector. Volume III of NESSP acknowledges the role of Universities as capacity development agencies of the Ministry of Education. TMUC should thus continue to play the key role of assisting the Government to achieve excellence in the education sector with regard to governance and accountability, teaching, research and dissemination of knowledge. In addition, TMUC is expected to enhance the capacity of education managers through quality post graduate training to be in a position of implementing the reforms in the education sector and also deliver on quality education through prudent financial management.

1.4.7 Sustainable Development Goals (SDGs)

There are seventeen (17) Sustainable Development Goals (SDGs) and the Ministry of Education has been given the responsibility of implementing SDG number 4 which ensures that there is equitable access to quality education as well as promoting lifelong learning opportunities for all. Goal number 4 has 10 targets and the one that is relevant to TMUC is target number seven (7) which seeks to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, sustainable lifestyles, human rights and gender equality. In view of this, TMUC is better placed to spearhead the implementation of the Education for Sustainable Development (ESD) policy. The institution will undertake the following activities to achieve SDG 4:

- a) Establish and operationalize one ICT Resource Centre in the institution;
- b) Build capacities of its employees on matters to do with ethics and anti-corruption; strategic leadership, ICT
- c) Build additional lecture facilities and staff offices.
- d) Develop market driven programmes that are integrated with entrepreneurship skills

The SDG 2 seeks to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. This goal is to be realized partly by increasing investments through enhanced international cooperation in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries. To this end, TMUC will contribute by increasing and strengthening its national and international collaborative research on various agriculture based activities and the existing outreach unit.

1.4.8 The African Agenda 2063 – 'The Africa We Want'

The African Agenda 2063 document articulates seven aspirations for Africa. One of the aspirations alludes to accountability in leadership and emphasizes on the critical role that responsive institutions play in Africa's transformation. This is attainable through building visionary and accountable leadership, and establishing democratic and developmental governance institutions through robust and transparent planning, implementation, monitoring and evaluation mechanisms at all levels. In addition, it requires competent professionals, rules and merit-based public institutions to serve the continent and deliver effective and efficient services. TMUC's contribution in the implementation of Agenda 2063 is basically training individuals on various leadership and management skills so as to strengthen the capacity of leaders and managers needed for the realization of the 3rd aspiration of Africa's 2063 Agenda.

TMUC will ensure that the various governance organs in the institution have the relevant leadership capacities and are held responsible for implementation of instruments of governance.



Group photo taken during a visit to the Administration and Lecture Halls Block Phase 1 construction site

CHAPTER TWO: SITUATION ANALYSIS

2.0 OVERVIEW

Chapter two provides a detailed strategic analysis with environmental scanning (PESTEL), institutional (SWOT), stakeholder and Gap analysis.

2.1 ALIGNMENT OF THE 2018—2023 STRATEGIC PLAN TO “BIG FOUR” INITIATIVES

The Strategic Plan alignment process involved appointment of the strategic plan alignment committee by the Principal of the University College. The committee consulted various stakeholders with the aim of providing a road map and strategic direction for TMUC for the period 2018 to 2023. The alignment exercise is also a response to the National Government directive that all Government institutions to align their operations to the overall National Development Agenda, as outlined in the Medium-Term Plan III (2018-2022) of the Kenya Vision 2030, The 'Big Four Agenda' and the Constitution of Kenya 2010, amongst other relevant Education Sector Policy Documents.

The approach adopted by the committee in undertaking the alignment process is as highlighted below:

- a) Reference to all the relevant policy and legal documents was made so as to establish the role of TMUC as alluded to in the documents. The documents referred to were:
 - The Constitution of the Republic of Kenya, 2010
 - The Universities Act, 2012
 - Legal Notice No. 55 in the Kenya Gazette Supplement No 45 of 8th April 2016
 - Basic Education Act 2013
 - The Kenya Vision 2030
 - Medium Term Plan (MTP) III (2018-2022)
 - The National Education Sector Strategic Plan (NESSP) 2018-2022
 - Sustainable Development Goals (SDGs)
 - The African Agenda 2063 – 'The Africa We Want'
 - The current TMUC Strategic Plan 2018-2023
 - The National Treasury and Planning Draft guidelines for the Preparation of Fourth Generation Strategic Plans (2018-2022)
- b) Holding consultations with the University Council, Management, Staff and Students among other stakeholders
- c) Identifying Key Result Areas, corresponding strategic objectives and viable activities for achieving the strategic objectives with clear timelines and measurable outputs;
- d) Aligning the Strategic Plan with national documents including but not limited to the SDGs, Kenya Vision 2030- Medium-Term Plan III, the National Education Sector Strategic Plan (NESSP) 2018-2022 and the “Big Four” Agenda;
- e) Developing prioritized action plan that has clear roles and responsibilities in the implementation matrix with clear budget, and a monitoring and evaluation plan;

- f) Carrying out Situational Analysis in line with current and projected macro environment (PESTLE) and micro environment (SWOT);
- g) Review the main stakeholders and beneficiaries of the University and their expectations.
- h) The final document was presented as per the National Treasury and Planning Draft guidelines for the preparation of Fourth Generation Strategic Plans (2018-2022).

2.2 ENVIRONMENTAL SCAN

Tom Mboya University College, a constituent college of Maseno University that aspires to have a charter granted is located on LR Kanyada/Kanyango/4469 within the Homa Bay County on the shores of Lake Victoria. It currently has 28 approved academic degree programmes spread across six faculties as follows: (i) Business and Economics; (ii) Mathematics, Computing, and Actuarial Sciences; (iii) Arts and Social Sciences; (iv) Biological and Physical Sciences; (v) Agriculture; and (vi) Education. As at May 2019 the University College had enrolled 1357 students (1189 undergraduate, 23 PhD, 55 Masters, 68 Diploma and 22 Certificate students).

Since its establishment in April 2016, the University College through the support of the Government has undertaken a number of development projects. These include the completion and alteration of a library, office and tuition block, a dining hall, and a generator house; the construction of an access road and improvement of the sporting field; and the supply, installation, configuration, testing, and commissioning of Enterprise Resource Planning (E.R.P) Solution.

The University College still faces a number of challenges. These range from inadequate teaching and learning facilities including lecture halls and office space; ICT infrastructure; teaching and learning laboratories; library space; online access, furniture and equipment and, research facilities. Student support services and facilities (including accommodation, catering, a student centre, a student union, recreation and sporting, health, and worship) are also inadequate. Infrastructural facilities (including water and sanitation, power supply and broad-based ICT) are unreliable and inadequate; there is a shortage of personnel in nearly all the sections and departments (whether teaching, research, outreach, administration and support) as well as inadequate financial resources or funding.



Tuition Block

2.2.1 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

STRENGTHS

- Tom Mboya University College has a very clear understanding of its purpose for existence, reason for being and a vision of what it wants to be. It understands that it was established to transform society and ensure the sustainable development of the community. It will achieve this through the provision of education and research that inculcates fundamental skills that help students and the community to learn on their own, adapt to evolving circumstances, discover, pursue, and use knowledge for their own benefit and the betterment of their communities and society at large.
- It seeks to be a premier internationally recognized university due to its distinguished teaching and excellent research and innovation with specialization in Lake Victoria and allied studies, food security and agriculture, tourism and cultural studies and policy, governance and leadership studies.
- It seeks to provide a society-based, nimble and responsive, non-traditional, unique and innovative university education that is focused on both academic excellence and readiness for the job market through innovative partnerships that draw on creative and innovative thinking, practical, performance and result oriented approaches.
It has the support and goodwill of the community and the Homa Bay County Government and can take full advantage of its location next to the lake and within easy access to Kisumu, Entebbe, Mwanza, and other centres in the region, and connectivity to local, county, national, regional, and global institutions, learning, and research centres.
- The brand name “Tom Mboya” gives it a potential edge in terms of image, resource mobilization and standing, building on a clean slate to develop with no baggage as to staff, debt obligations, and/or reputational risks.
- Has reasonable campus grounds with space for growth and expansion; potential for well-designed and attractive buildings, well-maintained grounds and reasonable access to infrastructural services.
- With a potential of collaborative partnerships with government institutions and the private sector in research programmes and to get substantive support from the County Government;
- Has a reasonably positive reputation in the external community, has established partnerships with other universities and 28 accredited programmes, 13 of which have been successfully initiated over the two years of existence.
- Has a team of young, committed, motivated and dedicated faculty and staff that are strongly supportive of its vision and mission based on the participative, inclusive and wide involvement in dreaming and planning the future;
- Has enhanced student-faculty interaction that will allow the growth and maintenance of a friendly, safe, and secure learning environment, and collegiately shared governance structures and processes.

WEAKNESSES

- Lack of distinctive features, qualities, or structures to create the identity and brand promise associated with the name Tom Mboya.
- Has not yet put in place effective operational structures resulting in rather sluggish responsiveness to student and community needs.
- Lack of effective preparedness or induction of students on entrance.
- Lack of uniquely and clear “Tom Mboya University College.”
- Fiscal uncertainty and apparent lack of a sustainable resource base or foundation with limited resources for development with the gap between expected and actual levels of support from the sponsor.
- Lack of clear motivating incentives to motivate highly qualified faculty, management, administrators and staff to join the university given the highly competitive market for diverse faculty and staff at this time of its development.
- Lack of strong, pervasive presence in the external community.
- Reporting processes appear ritualistic and take a lot of staff time.

OPPORTUNITIES

- Could exploit and maximize on use of the image, reputation, and connections of the late Hon. Thomas Joseph Mboya, “The Tom Mboya Brand Promise.”
- Has tremendous scope and potential to attract research funding, collaborative partnerships in support of its initiatives in the fields of specialization.
- Has opportunity to expand enhanced support from county and other institutions through grants, special training courses, research, consultancy, and advisory services.
- Can draw on support and benefit from the diversity of the East African Community to strengthen a lake water based economy in the region.
- Can develop enhanced relationships with the external community through research and outreach.
- Can draw on the extensive global interest in research and academic programmes focused on Lake Victoria, Homa Bay, and the culture of the region.
- Could exploit the interest of 14 counties in the development and expansion of tourism and cultural activities around the lake.
- Has a unique opportunity to exploit the interest in key policy, governance and leadership training to enhance the institutional capacity of counties, build a cohesive knowledge-based society imbued with a culture of hard work, excellence and efficiency; respect for the rule of law, justice and democracy that values transparent and accountable answerability; environmental stewardship and responsible citizenship with issue-based and results-oriented political engagement.
- Could exploit opportunities to identify, tap and exploit indigenous knowledge and technology and in particular inculcate the sense of mutual social responsibility and accountability in the delivery of public services.
- Opportunity to bridge the generation gap and grow the potential of new and constructive engagement of social media as a value driver of university education.

- Can exploit the growing demand for graduates with academic excellence and professional skills that are matched to the labour market and career requirements; societal interests, life-long learning and the disruptive digital initiatives globally.
- Can take the opportunity to ensure appropriate integration of the region with technological advances.

THREATS

- Inadequate resources for development, maintenance, and operation particularly given the expected reduction in government funding and the disadvantage created for young universities by the Differentiated Unit Cost formula.
- The apparent inability to respond or react quickly to market developments, student demands or technological changes like private, for-profit, or competition from online or virtual universities.
- The increased reporting and regulatory regimes demanded and expected by government and society and the time these take.
- The current preoccupation and focus on numerical student numbers as achievement rather than as against qualitative achievement.
- The current and initial negative student and public perception of the status of the Tom Mboya University College.
- The possibility of perception as just another county university offering the same programmes like all other public or private universities.
- The growing and unfortunate perception amongst students and society that university education is purely, simply and solely a means to employment, jobs or a promotion at work.



H. E. Governor Cyprian Awiti, leading guests during cake cutting at the Launch of Master Plan, Strategic Plan 2018 – 2023 and inauguration of the Principal

The university has to contend with the challenges that emanate from the physical environment. These include, though not limited to, the available land that dictates construction of high-rise buildings; the semi-arid and rather hot weather that suggests the need for air conditioning of lecture halls; the effects of climate change and environmental degradation; and the need for the protection of the riparian and wetland areas in the county.

2.2.2. Political, Economic, Social, Technological, Environmental and Legal (PESTEL)

Although focusing on becoming a premier, internationally recognized university distinguished for its teaching, research and innovation, TMUC will remain legitimate, relevant, and responsive to the contemporary cultural, economic, environmental, legal, political, and social issues that confront society and be constantly aware of the influences these have on the quality, content, and nature of university education. In this regard the university takes note of the following aspects:

Table I : PESTEL Analysis

<i>Category</i>	<i>Issue(s)</i>	<i>Description</i>
POLITICAL	National political philosophy	Kenya's political philosophy is anchored on sustainable and socially accountable development for the greatest benefit of its citizens rooted on the fundamental principles of African socialism. This was articulated in Sessional Paper Number 10 of 1965 indicating that it is underpinned by political democracy and mutual social responsibility. This demands that the collective society, the institutions created and allowed to operate in or on society and the individual members of that society perform and fulfil their duties, obligations, commitments and roles in pursuit of the greatest common good.
	National philosophy on university education	The 2010 Constitution of Kenya and Vision 2030 place great emphasis on the role of education in development and require that education be given the right focus in planning and resource allocation at the national, county, institutional, and household levels. The national Vision 2030 and the 2012 Sessional Paper on Education and Training emphasize the importance of education in ensuring relevant human and social capital for sustainable development and the need to reform education and training to create a sector fit for making the shift from knowledge-reproduction to knowledge-production. Therefore, Tom Mboya University College, in designing, developing and implementing its strategic activities will be guided by, and take comfort in, the spirit of the National Vision 2030 and 2012 Sessional Paper on Education and Training.

<i>Category</i>	<i>Issue(s)</i>	<i>Description</i>
	Impact of devolution:	<p>While education policy generally, granting of university charters and universities, will remain a national government responsibility, the impact of devolution cannot be ignored. In particular, the contents of Senate Bill No 31 of 2014 as contained in the Kenya Gazette Supplement of 11th July 2014 clearly indicate that there is a political desire to put in place facilities for university education in each of the counties. Consequently;</p> <p>Even if the allocation and distribution of resources to universities at the national level is fair, equitable and devoid of political considerations, the continued expansion and opening of new universities, and the push for county universities will create a feeling or the concept of “our county university”</p> <ul style="list-style-type: none"> • In turn, the university will expect that both the national government (as the sponsor and trustee owner of universities) and the county government will jointly collaborate to ensure that land required for all the relevant studies, research and outreach are identified, acquired and/or put in place at the earliest opportunity.
	Inter-county competition	<ul style="list-style-type: none"> • both in terms of wanting to be the best county and wanting to have the most revenue and the likelihood of “county universities” is likely to result in: • counties seeking to have greater influence on the student recruitment policies, employment strategies and development priorities of the university with the possibility that the county could offer better facilities, funding or support to what is deemed to be the “county university.” • a county seeking to limit the number of county students exported to outside the county in order to keep resources (university fees) within the county with a possible demand that the university offers all types and manner of courses and programmes that are offered by universities generally.
ECONOMIC	Financial Constraints	<p>Nearly all public universities in Kenya face financial challenges despite the fact that they rely on the direct financial support from the government and the income generated from government sponsored students. Therefore, TMUC will continue to seek enhanced government support, while consciously aware that public universities have been called upon to reduce their</p>

Category	Issue(s)	Description
		dependence on the government by diversifying their sources of income, ensuring the maximized efficient and cost effective use of available resources, and establishing comprehensive financial management systems.
	Increased demand for University Education	The economic conditions for most citizens have tended to persuade the majority that university education and especially for their children is the only way out of poverty or to better- paying jobs. Hence, it is unlikely that demand for university education will significantly reduce during the plan period.
SOCIAL		<p>The university cannot be an ivory tower, not only because it draws its resources from the society; operates in, on and for society; but particularly because it retains its legitimacy and reason for existence only if it responds and remains relevant to societal needs. Consequently, TMUC will be subject to the social pressures to retain its importance to the knowledge-based economy, and to play its critical role in harnessing the generation, acquisition, and application of knowledge. The social influences include:</p> <ul style="list-style-type: none"> • The need to understand and respect the broad values, cultures and traditions of the host community while establishing a connection between it and its community. • The need to create an environment within the university to ensure social equity and eradicate perceptions of class, material disadvantages or prejudice amongst the student community. • The broader developmental, economic trends, social factors, technological changes, markets and cultural developments and resource deployment strategies that transform the social fabric, the societal conditions and values that directly or otherwise affect the direction and realities of university education, including: <ul style="list-style-type: none"> - The breakdown or weakening of traditional frameworks of social authority, the traditional agencies of socialization and public order with the subsequent shift of power and authority of socializing towards peer groups, fundamental groups and the social media.

Category	Issue(s)	Description
		<ul style="list-style-type: none"> - The increasing requirements from funders or customers to control, understand or influence how entrusted resources are used and accounted for. - Era of competition that has become a generic driving force in university development. - The dramatic increase in enrolment into universities and the dramatic growth in the number of universities. - Demographic Realities: With estimates indicating that over 90 per cent of the student population in universities are part of the millennial generation (aged between 18 and 40 years) that: <ul style="list-style-type: none"> o Is likely to be less loyal, more self-reliant, and focused almost exclusively on meeting their individual goals. o Wants to learn and interact in groups, have team assignments, engage in interactive learning processes based on practical, real world, relevant and contemporary examples. o Is more globally connected and computer literate, having been associated with the internet, social media and mobile technology for most of their life o Require to have digital engagement in their educational experience with student focused, rather than subject or discipline-oriented teaching. o Feel the need to co-create, collaborate and democratically engage and participate in the design and delivery of the learning process. o Require rapid learning and summary teaching materials with pictorial and graphic presentations. o See education more as a process of accessing and manipulating, not a process of “gaining” or “getting” knowledge
TECHNOLOGICAL	Efficiency and effectiveness in service delivery	On a worldwide scale, country, businesses, organizations and industries now recognize and accept that their own success and survival in a globally competitive arena depends greatly on their ability to implement and actively engage new and relevant technologies to stay ahead of their competition, both nationally and at the global level.

Category	Issue(s)	Description
		<p>In line with Vision 2030, Kenya aims to be a regional centre of research and development in new technologies and to become a knowledge-led economy by promoting the creation, adaptation and use of knowledge through science, technology and innovation with active use of information communication technologies (ICT) as a teaching and learning tool. On an international basis, development in technology is changing the way teachers teach and students learn, requiring universities to rethink and redefine the main roles and responsibilities of their faculty and to ensure that the faculty and lectures keep pace with the needs of 21st Century learners.</p>
ENVIRONMENTAL	Environmental Conservation and Management	<p>Kenya stipulates in the preamble to the 2010 Constitution that the people are “respectful of the environment and determined to sustain it for the benefit of future generations.” Article 69(1) calls upon “every person to cooperate with State organs and other persons to protect and conserve the environment and ensure ecologically sustainable development and use of natural resources.” Section 3 (1) of the Environmental Management and Co-ordination Act (Cap 387 Laws of Kenya) confirms that “Every person in Kenya is entitled to a clean and healthy environment and has the duty to safeguard and enhance the environment,” and seeks to have a clean, secure and sustainable environment by 2030. Consequently, and in pursuit of its mandate, the university will, in addition to offering appropriate courses on environmental sciences:</p> <ul style="list-style-type: none"> • Create awareness of the need for all members of the university community to actively protect and conserve the environment and ensure ecologically sustainable development and use of natural resources. • Adopt proactive, enterprise-wide systematic management practices and approaches to assess environmental risks and opportunities, increase focus on maximized efficient use of resources and to promote activities that create significantly more value for the society and environmental sustainability. • Encourage students to organize themselves in environment support groups, to work and address environmental concerns or issues that interest or

Category	Issue(s)	Description
		<p>affect them, such as waste transportation and disposal, conservation of local ecosystems, and water conservation and sanitation and any other areas of interest.</p>
<p>LEGAL</p>	<p>Compliance with laws and regulations</p>	<p>The Constitution of Kenya (2010) under articles 43.1f, 53.1b and 55 (a) makes education a right of every Kenyan and provides for access to affordable tertiary education, training, and skills development. In light of the provisions of Article 46 (1 a, b) that grants consumers the right to goods and services of reasonable quality, then TMUC must provide education (academic, research and outreach) that meets the minimum globally accepted quality standards. Hence it must:</p> <ul style="list-style-type: none"> • Design, develop, put in place and deliver curriculum and programmes that are competitive, compatible and comparable to best global standards, fit for the purpose now and into the future and continuously improve service delivery. • Comply with the Education Act (Cap 211 Laws of Kenya}, the Universities Act (No 42 of 2012) and the Universities Act (Cap 201B of the Laws of Kenya) together with Legal Notice Number 55 of 8th April 2016 on the establishment of Tom Mboya University College. • Adhere to and comply with the rule of law, including and though not limited to: • The statutory obligations imposed on public bodies and their leadership and all other laws applicable to corporate bodies and organizations <p>Consequently, the university is increasingly required to examine any aspects that impact on its obligations on matters that affect student rights, safety and security and to positively engage in preventive legal risk management to ensure that those in leadership and management:</p> <ul style="list-style-type: none"> • Have an adequate understanding and sufficient knowledge of the laws appropriate to universities, the legal environment of university education and its business; the role that the law and the legal system play in decision making and the impact, constraints and limitations of these on their decisions and how they operate their business.

Category	Issue(s)	Description
		<p>They also need to know how to recognize and correct legal problems and how to facilitate adoption of preventive legal risk management strategies.</p> <ul style="list-style-type: none"> • Understand the potential personal liabilities or consequences that may arise from their decisions and actions and how to mitigate or reduce these. • Understand and realize the moral-ethical implications of their decisions in society and the corresponding perspective the law brings in formulating the ethical decisions in society.



TMUC Principal Prof. Charles Ochola operating the excavator during ground breaking Ceremony for Construction of Administration and Lecture Halls Block Phase 1

2.2.3 Stakeholder Analysis

Table 2: Stakeholder Analysis

Stakeholder group	Their interest in and expectations from TMUC	Interest of TMUC in them or their impact on it	Expected engagement
<p>1. National government and government agencies</p> <p>As:</p> <ul style="list-style-type: none"> • Sponsor and owner (Trustee shareholder on behalf of the people of Kenya) • Policy maker, regulator and supervisor • As custodian of public resources and the public good 	<ul style="list-style-type: none"> • Become an institution of excellence. • Create a high-level skilled workforce that is globally competitive and adaptive. • Use entrusted resources efficiently and effectively to deliver absolute top quality results through unique quality education; provide expanded opportunities for more Kenyans. • Adhere to and comply with relevant statutory and regulatory guidelines. • Work more effectively with industry and define learning priorities so as to prepare students for high-demand jobs, self-development, and entrepreneurship. • Track and record the development and employment outcomes of its graduates after college 	<ul style="list-style-type: none"> • Provision of the requisite resources for establishment, development, recurrent funding, and maintenance. • Maintain public order and security to create an environment conducive to growing and maintaining the university as a bastion of academic, research, and innovative excellence. • Develop, enact, review, and set fairly and equitably and expeditiously implement clear, realistic, and appropriate policies, laws and regulations, and standards for university education. • Facilitate and provide requisite infrastructural services. • Employ and absorb graduates into the public service. 	<ul style="list-style-type: none"> • Comply with all relevant laws, guidelines and performance contracts. • Ensure accurate and timely delivery of data, and information, with transparent reporting and disclosure on accountability, stewardship, and use of power and resources. • Use resources efficiently and effectively for the intended and authorized purpose. • Discuss with, lobby, and inform government agencies on a regular basis on all aspects pertinent to support, operations, relevance, legitimacy, and sustainability.
<p>2. Homa Bay County Government</p>	<ul style="list-style-type: none"> • Be a catalyst for the development of Homa-Bay town and county. • Provide unique learning opportunities, academic and research programmes to prepare youth for self-employment and the job market in the global stage. • Provide unique and innovative solutions to the development challenges of the county. 	<ul style="list-style-type: none"> • Provide land, infrastructural services, approval of building plans, and other licenses. • Support for students from the county through bursaries and fees. • Give first refusal privileges on all county research, consultancy, and advisory requirements in areas of university specialization. 	<ul style="list-style-type: none"> • Work to become the collaborative and accessible advisory, research and outreach partner of choice locally, nationally, and within the region. • Discuss county research, consultancy, and advisory requirements on a regular basis.

	<ul style="list-style-type: none"> • Provide employment opportunities for the youth of the county. 	<ul style="list-style-type: none"> • Cooperate and collaborate in attracting investments that help establish Incubation and knowledge centres. • Employment of some university graduates in the county public service 	<ul style="list-style-type: none"> • Work closely with the county government to attract investments that help establish incubation and knowledge centres.
3. Students	<ul style="list-style-type: none"> • Provide a unique educational experience with quality academic and living facilities and an environment conducive for learning; organized industry attachments, apprenticeship and linkages; and adequate research, student facilities and opportunities. • Fair and equitable administration in all aspects of the university-student relationships. • Opportunity to have a voice in the governance and management of the university on matters that concern them. 	<ul style="list-style-type: none"> • Disciplined, ethical conduct and honest application of self in search of knowledge, academic excellence and self-development with adherence to national laws, the university codes of conduct and ethics, and deadlines. • Responsible, prudent, and efficient use of university resources and facilities. Exercise innovative creativity in application of knowledge gained. 	<ul style="list-style-type: none"> • Develop and implement the unique academic programmes, teaching and learning activities that incorporate face-to-face activities, research, e-learning and off- campus practical activities. • Create opportunities for internships, employment, and apprenticeships through collaboration with industry. • Develop, create, and put in place a culture of innovative creativity and excellence in all aspects of teaching and research. • Have appropriate student facilities and governance processes.
4. Parents/ Guardians	<ul style="list-style-type: none"> • Affordable, quality and relevant university education as would guarantee self-development and gainful employment for students. • Provision of a safe and secure environment with counselling and mentorship facilities for students. • Feedback, information, and update on progress and conduct of students. 	<ul style="list-style-type: none"> • Timely and expeditious payment of university fees. • Support of the codes of conduct and ethics for students. • Parental guidance and mentorship of students. 	<ul style="list-style-type: none"> • Provide timely information on fees and charges and student performance reports. • Hold open day stakeholder meetings and inviting parents and guardians at least once every three years.

5. Maseno University	<ul style="list-style-type: none"> • Compliance with the spirit and letter of the establishment instruments with delivery of highest quality programmes. 	<ul style="list-style-type: none"> • Effective support and mentorship in all aspects of academic and research activities. 	<ul style="list-style-type: none"> • Ensure an informed and coordinated relationship between the two institutions.
6. Employees	<ul style="list-style-type: none"> • An environment that makes the university the “Mission of Choice” and not just a place to work. • Provision of a secure work environment conducive to productivity with equitable and fair terms and conditions of service. • Sustainable longevity and assurance of employment opportunity. • A place to develop and advance the self with adequate remuneration and adequate opportunities for progressive development, recognition, and reward. • An environment that guarantees, and is the bastion of, academic, research, and innovative freedom and excellence. 	<ul style="list-style-type: none"> • Offer loyal, faithful, and dedicated service. Excellent performance with compliance with codes of ethics and conduct. • Prepare, develop, put in place, and implement programmes that drive academic, competitive performance and sustainable excellence, work-integrated learning, innovative research and outreach, to make the university the acknowledged beacon of talent and leadership development for solving societal challenges and concerns. • Render dedicated, loyal, and faithful service with probity, accountability, and answerability. • Stretch performance – extraordinary standards of performance. 	<ul style="list-style-type: none"> • Put in place and implement talent and human resource management policies that are fair, impartial, and transparent. • Build the infrastructure to ensure leadership, quality resources, technology, and learning to drive academic, competitive, performance and sustainable excellence and superior results. • Develop suitable, competitive, and flexible terms and conditions.
7. Industry – (public and private sector or employers)	<ul style="list-style-type: none"> • Expects the university to produce work-ready graduates with the requisite academic, technical, and professional knowledge. - Provision of innovative solutions to business challenges and problems to enhance competitiveness, quality, performance, or profitability. 	<ul style="list-style-type: none"> • Create opportunities for collaborative research and outreach activities through innovation, incubation, and knowledge centres. • Offer internships, apprenticeships and employment opportunities, practical training and experience to students and graduates. 	<ul style="list-style-type: none"> • Create appropriate frameworks and mechanisms for mutually beneficial relationships. • Develop and put in place competent and qualified teams with the academic, technical, and professional capacity and capability to undertake research, consultancy, and advisory services.

	Collaborative research and outreach programmes to facilitate uptake of technology, business solutions, or products.	<ul style="list-style-type: none"> • Support the development of the university through sponsorships, grants, endowments, and merit awards. • Offer scholarships to university students • Offer paid research and consultancy assignments and utilize knowledge generated. 	
8. The local community, civil society organizations and the society in general	<p>The society expects that the university will be:</p> <ul style="list-style-type: none"> • A suitable memorial to the legacy of the late Hon. Thomas Joseph Mboya. • A fountain of knowledge, research, and innovation. • An outreach centre and source of best practices, knowledge, and guidance on improvement in performance, production, and productivity. • A unique capacity-building centre, churning out ethical, skilled, and committed graduates useful to the community, the county, and the nation. 	<ul style="list-style-type: none"> • Support the university in all its development programmes with realistic utilization of the knowledge generated. • Collaborative ventures with community and civil society organizations in research and outreach activities with employment of university students and graduates. 	<p>Create mechanisms to enhance the brand image and reputation of TMUC. Facilitate regular stakeholder forums and consultative meetings. Enhance the brand image, promise, and visibility of this unique university.</p>
9. Public Media	Transparent reporting and honest disclosure of all activities in the university	Balanced and truthful reporting and coverage of the activities needs and results of the university.	Develop sincere and honest relationships with the media.
10. Suppliers	Transparent, fair, and open procurement processes with timely and expeditious payment for goods supplied and services rendered.	Delivery of best quality, reliable and competitive goods, and services on time, based on trust.	Establish clear, transparent, and fair procurement and payment systems.

CHAPTER THREE: STRATEGIC MODEL

3.0 OVERVIEW

Chapter three contains the Vision Statement, Mission Statement and Core Values. It gives a summary of the strategic focus areas, Strategic Objectives and the strategies to achieve the objectives.

3.1 VISION STATEMENT, MISSION STATEMENT AND CORE VALUES;

Vision Statement

To be a premier internationally recognized university (college) distinguished for its teaching, research, and innovation.

MISSION STATEMENT

To transform and sustainably contribute to society through teaching; research and innovation; knowledge creation, application and outreach.

CORE VALUES

- Excellence and quality in teaching, research, and innovation
- Accountability and efficiency in the use of entrusted resources
- Integrity and transparency
- Sustainability

3.2 KEY RESULT AREAS/STRATEGIC FOCUS AREAS (KRAS/SFAS)

Based on the PESTEL and SWOT analysis, the following emerge as the priority Strategic Focus Areas that will be addressed by the University College during the strategic plan period.

1. Training
2. Research and Consultancy
3. Physical Infrastructure and facilities
4. ICT Infrastructure
5. Resource Mobilization and Visibility of Tom Mboya University College
6. Leadership and Integrity (Governance)
7. Human Resource Management
8. Safety and Security
9. Quality Assurance
10. Students Welfare and Management
11. Cross Cutting Issues

3.3 STRATEGIC OBJECTIVES AND STRATEGIES

3.3.1 Positioning

To be a uniquely great university producing (through transformative work, integrated learning and multidisciplinary research) the new generation of quality graduates with the knowledge, skills, technical competence and personal attributes to solve the complex societal problems necessary to achieve the national Vision 2030, MDGs, and SDGs. To do this while paying attention to the optimized efficient use and conservation of Lake Victoria, and addressing the challenges that confront the region.

3.3.2 Broad aims and goals

- To become a leading, comprehensive university offering quality and innovative teaching, experiential learning and strong research in a selected range of specialized disciplines to develop a new generation of unique professionals.
- To attain academic, competitive, performance and sustainable excellence through mission-oriented teaching and research, knowledge creation, and innovation, with focus on entrepreneurship, self-reliance and life-long learning.
- To provide each student with a unique and unparalleled educational experience that is rewarding and memorable, enabling the graduates assume leadership positions and make important contributions in any field of life, supported by high ethical standards as they help to drive a sustainable future

3.3.3 Direction and objectives

The University College adopts a (blue ocean) strategic direction that calls upon it to develop into a premier comprehensive university offering a limited number of programmes in a few specialized areas but with significant improvements and changes in course content, delivery methods, practices and processes of teaching and learning; with work integrated practical training.

The university will offer online, face-to-face, and supervised on-the-job training sessions to develop critical thinking and data-driven skills; work ready status; and innovative creativity to make TMUC graduates the best employees and/or entrepreneurs compared to those from other universities in the evolving career market.

TMUC will deliver unique, academic, work-integrated learning and education programmes to produce a new generation of graduates. These will be able to acquire and apply knowledge and knowhow and who can deal with issues logically, using knowledge, evaluative skills, resources, available information, and statistical data to analyze and evaluate complex situations, solve theoretical and practical societal problems, and develop strategic and business plans at high leadership levels. The graduates will use their communication skills to motivate and drive performance implementation.

To achieve this, the following strategic objectives were identified:

- i. To design, develop and mount unique market driven teaching, research and outreach programmes;
- ii. To enhance research and consultancy activities in Tom Mboya University College for creation and dissemination of knowledge;
- iii. To upgrade the existing physical facilities and infrastructure and build modern ones for Tom Mboya University college;
- iv. To leverage technology (ICT) to enhance training and delivery of administrative services;
- v. To expand TMUC's resource base and enhance its visibility
- vi. To create a culture of ownership, efficiency and effectiveness in policy execution among TMUC employees

- vi. To attract, develop, motivate and retain qualified staff.
- vii. To ensure safety and security of TMUC Staff, Students and Property
- viii. To develop a culture of quality in service delivery in TMUC
- ix. To develop programmes geared towards addressing the welfare of needy students
- x. To strengthen students' welfare services
- xi. To establish a policy for students on exchange programmes

3.3.4 Areas of Specialization and Core Programmes

The University College will focus on the following flagship areas:

- i. **Public policy and allied studies** - to promote visionary leadership, good governance, and management to drive competitive, performance and sustainable excellence in all societal institutions based on mutual social responsibility.
- ii. **Studies of Lake and allied challenges**
 - a) **Lake studies:** to enhance the ecological sustainability and optimized utilization and benefits of Lake Victoria; food security and agricultural studies focusing on sustainable food security, best agricultural practices, application of local knowledge and understanding of the effects of global warming.
 - b) **Study of the common diseases around the lake** with attention to the diseases common in the area including, though not limited to, malaria, typhoid, trypanosomiasis, HIV-Aids, and others that affect the productivity of people and livestock.
- iii. **Tourism and Cultural studies:** This would harness and maximize benefits to the community from the positive aspects of the lake, physical features, economic, ecological, social, historical, heritage, art, life styles, and cultures of the region. It would examine how best to integrate and offer the best collection of activities, services and facilities (transportation, accommodation, eating and drinking establishments, shops, entertainment and other hospitality services) to deliver the best travel experience for visitors, conference participants and even people from the region.

Food Security and Agricultural studies focusing on sustainable food security in the region based on best agricultural practices, application of local knowledge into modern agriculture, and an understanding of the effects of global warming.

Table 3: Key Result Areas, Strategic Objectives and Strategies

Key Result Area/ Strategic Focus Area	Strategic Objective	Strategies/Activities
1. Training	To design, develop and mount unique market driven teaching, research and outreach programmes	I. Design and develop undergraduate programmes in the areas of: <ol style="list-style-type: none"> a. Public policy and allied studies; b. Lake studies and allied challenges; ii. Seek accreditation from CUE iii. Design and develop capacity building ICT certificate programmes iv. Collaborate with county governments on giving basic ICT training to youths and vulnerable groups v. Build e-learning platform to mount common courses such as HIV& Aids determinants, prevention and Management
	To increase research funding by 0.5% annually	I. Train staff on writing a competitive research grant proposal ii. Exploit the potential of support from the departmental alumni
2. Research and Consultancy	To promote research and consultancy activities in Tom Mboya University College for creation and dissemination of knowledge	I. Establish a coordination unit for research and consultancy activities; ii. Develop a research policy iii. Identify community, county and national research and development needs iv. Build collaborative partnership on research and consultancy in the areas of agriculture and food security; and common diseases around Lake Victoria
	To upgrade the existing physical facilities and infrastructure	I. Annually audit facilities to determine their level of utilization and status ii. Upgrade/renovate existing facilities iii. Electricity Supply upgrade
3. Physical Infrastructure and facilities	To develop priority physical infrastructure and facilities	Construction of the following physical facilities and infrastructure; <ol style="list-style-type: none"> i. Administration and Lecture Halls Block ii. Library & ICT Resource Centre. iii. Laboratory Block. iv. Perimeter fence and gate. v. Power Generator. vi. Students Hostels vii. Civil Works viii. Farm Office and green houses.

Key Result Area/ Strategic Focus Area	Strategic Objective	Strategies/Activities
4. ICT Infrastructure	To leverage technology (ICT) to enhance training and delivery of administrative services	<ul style="list-style-type: none"> i. Develop institutional ICT policy in line with the national ICT policy that includes the guiding standards ii. Conduct automation audit and undertake ICT training needs assessment for staff iii. Conduct training of staff on ERP iv. Increase funding for ICT equipment and software v. Conduct regular upgrading of ICT software to keep up with the rapid technological changes; vi. Monitor and evaluate implementation of the ICT policy and standards to guide service provision.
5. Resource Mobilization and Visibility	To expand TMUC's resource base and enhance its visibility	<ul style="list-style-type: none"> i. Explore viable funding options through partnership and collaboration with research partners, donors, public and the private sector and friends of Tom Mboya network or foundation ii. Develop more income generating units (IGUs) iii. Leverage on the growing demand for accommodation, catering services, exhibitions and meeting facilities iv. Request for increased exchequer funding from the treasury with justification v. Prepare and implement a cost reduction plan; vi. Promote corporate image by advertising TMUC's academic programmes during education days and other relevant social forums
6. Leadership and Integrity (Governance)	To ensure that TMUC gets a Charter to operate as a full-fledged University	<ul style="list-style-type: none"> i. Meet CUE requirements for award of Charter ii. Apply for grant of Charter
	To create a culture of ownership, efficiency and effectiveness in policy execution among TMUC employees	<ul style="list-style-type: none"> i. Conduct training on accountability, good governance, resource management as well as ethics and integrity ii. Develop a code of conduct and Ethics for staff iii. Develop a whistle blowers policy iv. Constitute a Corruption Prevention Committee v. Train Integrity Assurance Officers vi. Implementation of policies, regulations and Legislations vii. Strengthen internal audit department

Key Result Area/ Strategic Focus Area	Strategic Objective	Strategies/Activities
7. Human Resource Management	To attract, develop, motivate and retain qualified staff.	<ul style="list-style-type: none"> i. Develop and implement Schemes of service for staff ii. Conduct team building workshops/ seminars for attitude change among members of staff. iii. Raise staffing level to 80% of the approved establishment by 2023. iv. Provision of quality medical care/services to staff and their legal dependants. v. Ensure a conducive work environment vi. Ensuring compliance to the national, safety and security standards. vii. Increase staff productivity and effectiveness at all levels by capacity development.
8. Safety and Security	To ensure safety and security of TMUC Staff, Students and Property	<ul style="list-style-type: none"> i. Construction of perimeter wall around the University College; ii. Conduct sensitization trainings for both staff and students on safety and security preparedness; iii. Installation of surveillance cameras, scanning gadgets at all University college critical points iv. Installation and maintenance of firefighting equipment and conduct fire drills v. Insurance of University assets vi. Establish and enhance ICT security systems
9. Quality Assurance and ISO	To develop a culture of quality in service delivery in TMUC	<ul style="list-style-type: none"> i. Establish a quality assurance Unit ii. Recruit/Appoint key staff of the QA Unit iii. Develop a Quality Assurance policy. iv. Document the University's processes and operations procedures v. Operationalize the M&E function of the QA Unit vi. Obtain ISO Certification against ISO 9001:2015 standards
10. Students Welfare and Management	To strengthen student welfare services	<ul style="list-style-type: none"> i. Recruit/Appoint Dean of Students ii. Undertake a survey on students counselling needs iii. Implement the survey report iv. Develop M&E and referral framework for counselled cases

Key Result Area/ Strategic Focus Area	Strategic Objective	Strategies/Activities
	To develop programmes geared towards addressing the welfare of needy students	<ul style="list-style-type: none"> I. Undertake students' financial needs assessment survey ii. Develop a comprehensive Student works study Programme iii. Establish a fund for a Work-Study Programme
	To enhance sporting activities and general interactions among students	<ul style="list-style-type: none"> I. Strengthen the existing games department ii. Undertake a cultural and arts week iii. Identify Corporate Social Responsibility activities
	To provide career guidance services to students	I. Establish and operationalize Career Services Office
	Enhance internship, and placement of students	Identify internship and placement opportunities for students
	Establish a policy for students on exchange programmes	<ul style="list-style-type: none"> I. Develop procedures and guidelines for students on exchange programmes ii. Implement the policy
II. Cross Cutting Issues	To Mainstream crosscutting issues	<ul style="list-style-type: none"> I. Develop and implement policy on; <ul style="list-style-type: none"> a. Disability Mainstreaming b. HIV and AIDS Mainstreaming c. Alcohol, Drug and Substance Abuse d. Gender Mainstreaming ii. Strengthening the AIDS Control Unit iii. Entrench National Cohesion and integrate National Values in TMUC

CHAPTER FOUR: IMPLEMENTATION AND COORDINATION FRAMEWORK

4.0 OVERVIEW

This Chapter focuses on the implementation and coordination framework of the Strategic Plan. It details the structure of the organization, staff establishment, financial resources and mobilization strategies as well as risk and mitigation measures that will be adopted by the institution.

4.1 STRUCTURE OF THE ORGANIZATION

4.1.1 *Departments/ Directorates/ Units*

OFFICE OF THE PRINCIPAL

This office is headed by the Principal who is the Chief Executive Officer / Accounting Officer and the academic head of the University College. The Principal is responsible as provided under Section 39(5) of the Act and other relevant legislations, regulations and circulars issued from time to time; Ensures that obligations under the Public Procurement and Asset Disposal Act, 2015 are complied with; Represents the University College nationally and internationally; Oversees the efficient management of University College resources, both human and material; Responsible to Council for management of finances of the University College; Provides leadership in performance based management and is the Secretary of Council. The following departments fall under the office of the Principal: Procurement, Legal Office, Internal Audit, Security, ICT and Public Relations.

OFFICE OF THE DEPUTY PRINCIPAL (ACADEMIC, RESEARCH AND STUDENT AFFAIRS)

This Office is headed by the Deputy Principal (Academic, Research and Student Affairs) who provides leadership in Academics, students affairs, Research, Innovation and Partnerships in the University College. The following departments fall under this office: Registrar (Academics Affairs), Dean of Students, Deans of Faculties, Librarian.

OFFICE OF THE DEPUTY PRINCIPAL (ADMINISTRATION, FINANCE AND DEVELOPMENT)

This Office is headed by the Deputy Principal (Administration, Finance and Development) who leads in the pursuit of the strategic direction adopted by the University on administrative, financial and development aspects. The following departments fall under this office: Finance, Registrar (Administration & Human Resource).

4.1.2 Organizational Structure

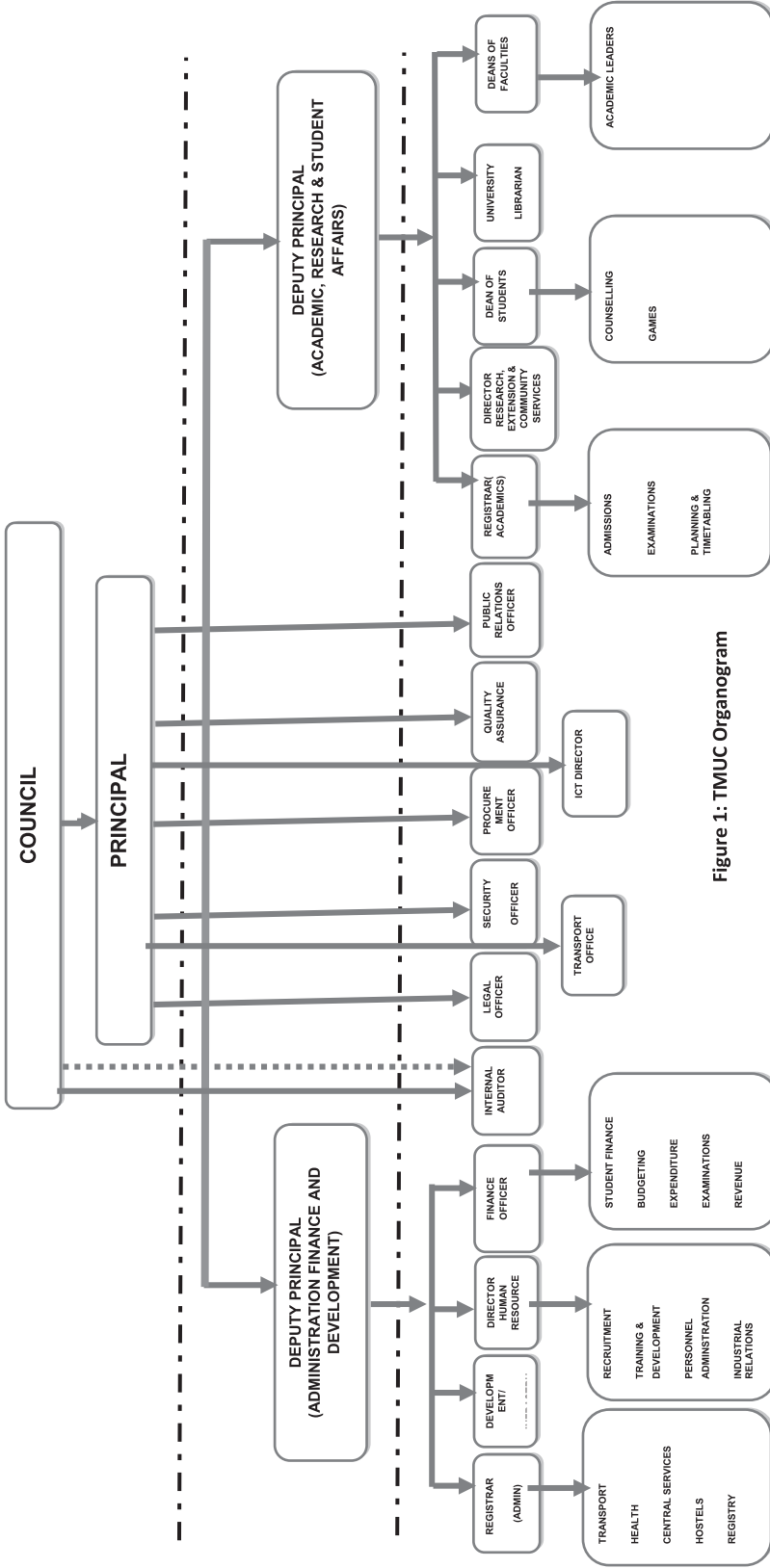


Figure 1: TMUC Organogram

4.2 STAFF ESTABLISHMENT

4.2.1 Staff Establishment

Human resource remains the major driver to achieving the University College's vision and mission. In view of this, there is need to achieve optimal staffing levels to effectively provide the required support structures. Over the years, the University College has expanded through increased number of students without a commensurate increase in human resources. The current total number of staff stands at 81 consisting of 22 teaching staff and 59 non-teaching staff. The projections are as indicated in Table 4.

Table 4: Proposed Staff Establishment

Staff Category	Proposed 2018/19	In-Post 2018/19	Variance	2019/20	2020/21	2021/22	2022/23
Top Management	3	1	2	3	4	4	4
Academic	76	22	54	110	160	200	230
Administrative	90	49	41	95	100	105	105
Support staff	35	9	26	35	40	40	40
Total Number of Staff	204	81	123	223	304	349	379

4.2.2 Human Resource Development Strategies

This will entail: strengthening of the Human Resources Department to ensure coordination, coherence, integration, monitoring and evaluation of planned activities; undertaking a skills competency audit for purposes of developing and implementing training schedules and aligning individual staff competencies to the relevant department in order to realize the University College strategic objectives; cascading of performance targets to all staff reinforced by a performance appraisal system based on best practices; develop and implement a training programme for Graduate Assistants and Tutorial fellows.

4.3 FINANCIAL RESOURCES

4.3.1 Financial Resources Requirements

Estimated Costs for the Key Result Areas per financial year and the total for the plan period is summarized in Table 5 below.

Table 5: Financial Resource Requirements

Key Result Area	Baseline Estimates (Kshs. '000')	Resource Requirements					Total
		2018/2019	2019/20	2020/21	2021/22	2022/23	
Training	202,000	262,000	341,000	360,000	375,000	1,540,000	
Research & Consultancy	3,000	15,000	23,000	34,000	40,000	115,000	
Physical Infrastructure & Facilities	307,000	518,000	645,000	740,000	770,000	2,980,000	
ICT Infrastructure	10,000	25,000	30,000	35,000	40,000	150,000	
Financing & Resource Mobilization	5,000	20,000	100,000	150,000	250,000	525,000	
Leadership & Integrity(Governance)	25,000	30,000	37,000	46,000	48,000	186,000	
Human Resource Management	446,000	580,000	753,000	829,000	904,000	3,512,000	
Quality Assurance & ISO	500	6,000	9,000	13,500	15,000	44,000	
Safety and Security	20,000	22,000	24,000	30,000	35,000	131,000	
Students Welfare and Management	100	2,000	3,000	4,500	6,000	15,600	
Cross Cutting Issues	1,000	3,000	4,000	5,000	8,000	21,000	
TOTAL	1,019,000	1,483,000	1,969,000	2,247,000	2,491,000	9,219,000	

4.3.2 Resource Gaps.

The successful implementation of any strategic plan is hinged on an ability to provide adequate resources to fund key flagship projects and initiatives contained therein. Historically the University College has not received adequate budgetary allocations for both recurrent and development expenditure since its establishment in April 2016. The Table 6 gives a comparison between the requested funds and net budgetary allocations for recurrent and development revenues. As expected, expenditure had to be reduced due to the income shortfalls. The net effect has been the stalling of several projects and initiatives in the Strategic Plan.

Table 6: Budgetary Allocations Comparison from GoK

Recurrent Revenue	FY 2016/2017 (Ksh.'000')	FY 2017/2018 (Ksh.'000')	FY 2018/2019 (Ksh.'000')
Requested Recurrent GoK Grants	437,000	578,000	878,000
GoK Net Recurrent Allocations	70,000	176,000	167,000
Deficit	367,000	402,000	711,000
% of requested recurrent funds allocated	16	30	19
Development Revenue			
Requested GoK Development Grants	208,000	333,000	2,742,000
GoK Net Development Allocations	155,000	36,000	250,000
Deficit	53,000	296,000	2,492,000
% of requested Development funds allocated	74	11	9

The Table 7 below shows the variance between the strategic plan expenditure projections and budgetary allocations for years 2018/2019, 2019/2020 and 2020/2021.

Table 7: Planned Expenditure Projections

Recurrent Revenue	Requirement Estimates (Kshs.'000')		
	FY 2016/2017	FY 2017/2018	FY 2018/2019
SP Projected Expenditure	712,600	*965,000	*1,324,000
Actual/Budgetary Allocations	220,000	*478,000	552,000
Variance	492,600	487,000	772,000
Development			
SP Projected Expenditure	307,000	*518,000	645,000
Actual/Budgetary Allocations	250,000	250,000	300,000
Variance	57,000	268,000	345,000

* Provisional estimates

4.3.3 Mobilization Strategies

Tom Mboya University College will require securing the reliable, steady, and sustainable resources that are necessary to put in place the basic infrastructure and modifications necessary to change the farmers' college into an acceptable level university campus and maintain that status.

Therefore, TMUC will need to:

- i. Lobby and obtain substantial development funding and increased revenue allocation from the sponsor (Government of Kenya) to build and maintain facilities comparable to the best in the world.
- ii. Actively explore alternative ways of resource mobilization, including, though not limited to:
 - Partnering with the private sector, civil society organizations, charitable trusts and various foundations;
 - Starting a “Tom Mboya Foundation” and lobbying friends and family of Tom Mboya to fund education activities in the University College;
 - Exploring other innovative fundraising activities by looking at models of funding universities in countries like India, the USA and elsewhere;
 - Enhancing donor and development partner relationships through proposals, targeted engagements and discussions;
 - Exciting and inciting the local community and local leaders to fund university education at Tom Mboya or put up facilities in their names.
- iii. Working more closely with county governments to become:
 - The research agent of choice for all the research needs of a county or counties;
 - The preferred provider of university education for qualified students from the county with an assured annual budgetary allocation on the understanding that qualified students from the county would be charged a discounted fee;
 - The preferred provider of all capacity building and training needs of the county personnel staff in matters relevant to the governance and business of county governments including, though not limited to, governance, leadership and management; performance contracting and management; stewardship and accountability; ethical conduct and anti-corruption measures, driving competitive excellence and certification, public finance and procurement management,
 - Enhance income generation through consultancy and advisory services and unique and innovative activities relevant to cost sharing, trading and subsidized services;
 - Cost reduction and optimization to ensure delivery of the absolute best from every entrusted resource or shilling used through process improvements, improved inventory and asset management processes, process automation and better data management, cost containment and continuous improvement processes.
- iv. Put in place financial management systems that ensure efficiency in the application of resources.

4.4 Risk Analysis and Mitigation Measures

Tom Mboya University has put in place and continues to implement enterprise-wide risk management systems, and clear allocation of risk management responsibilities, with detailed mitigation measures, monitoring and reporting processes. This will involve:

- Identifying risks across the entire university college;

- Assessing the probability of the occurrence of the events or circumstances that trigger the risk and of the potential impact of the risk to the vision, mission and operations of the university;
- Developing and implementing response or mitigation plans;and
- Monitoring the identified risks, holding the risk-owners accountable, and consistently scanning for emerging risks.
- Categorization / rating of the risks (high, medium, low)

The strategic planning process identified the key areas that portend the greatest risk to the university as including, though not limited to:

Table 8: Key Strategy Risks

Risks	Category	Mitigating Actions
Financial	High	<ul style="list-style-type: none"> • Constitute and operationalize a Budget Committee • Implement priority based budget • Implement the Financial Management Policy • Automation (Digital payment platform systems) • Develop and implement Corruption Mitigation Plans • Adherence to Code of Ethics • Implement a Resource Mobilization strategies. • Strengthen existing linkages and partnerships
Financial	High	<ul style="list-style-type: none"> • Prioritize teaching and learning activities; • Adherence to finance policy • Conform to approved admission criteria • Ethical consideration adherence • Training academic staff on examination management • Safe keeping of exams in fire proof cabinets
Human Resource Risk	High	<ul style="list-style-type: none"> • Adherence to appointment criteria • Build capacity of staff • Develop and implement a staff retention policy • Adopt best HR practices
Public Perception Risk	Medium	<ul style="list-style-type: none"> • Regular engagement with stakeholders • Develop a clear communication policy • Develop corporate affair and communication strategy to project the image of TMUC
Governance and Leadership Risk	High	<ul style="list-style-type: none"> • Implement clear internal control systems to clarify procedures for request and approvals • Develop and implement clear management policies • Ensure budgetary allocation for operations and establishment • Proper induction and capacity building on Leadership and governance
Compliance Risks	High	<ul style="list-style-type: none"> • Comply with the relevant legal provisions/ policies/procedures

Technology Risks	Medium	<ul style="list-style-type: none"> • Capacity building of staff on digital information security • Upgrade ICT infrastructure to guard against threats • Install firewall and network servers • Use surge protectors and power back ups • Installing biometric systems to secure access • Conducting recommended routine scanning
Fraud or Corruption Risks	High	<ul style="list-style-type: none"> • Operationalize the Corruption Prevention Committee • Training of Integrity Assurance Officers • Stringent disciplinary measures • Protection of whistle blowers • Adherence to budget and procurement procedures
Human Resource Risk	High	<ul style="list-style-type: none"> • Adherence to appointment criteria • Build capacity of staff • Develop and implement a staff retention policy • Adopt best HR practices
Fire and Security risks	Low	<ul style="list-style-type: none"> • Develop asset management systems • Implement adequate security threat controls • Maintain general hygiene • Put adequate monitoring systems in place • Promote dialogue with the stakeholders • Disaster preparedness



Principal's Inauguration on 31st August, 2018

CHAPTER FIVE: MONITORING, EVALUATION AND REPORTING

5.0 OVERVIEW

This Chapter provides an indicative framework of the monitoring, evaluation and reporting activities deemed necessary to ensure effective implementation of the strategy and attainment of the objectives over the plan period.

Tom Mboya University College understands that what is measured gets done and can be constantly improved. The university will therefore put in place a process of continuous monitoring and improvement, based on a framework of clearly defining and documenting what should be done and by whom, how and when it should be done, and the results expected. This is framed on a EIR approach that stipulates clear documentation of what should be done, hence the Existence of clarity by all on what to do, actual Implementation of what should be done and delivery of the absolute most in Results. The TMUC monitoring and evaluation process will, while based on the routine collection and evaluation of data, mainly focus on enhancing excellence through continual improvement.

5.1 MONITORING

Tom Mboya University College will put in place a performance evaluation process that will seek to place responsibility for implementation at the various levels by using a realistic framework as follows:

a) **Responsibility and accountability for defining what needs to be done and setting key performance targets:**

The Council and senior management are responsible for establishing clarity and defining what needs to be done, with what resources and when.

This will be done through the strategic plan that generally defines the strategic objectives and broad performance objectives to be attained. Once these are agreed upon, the Council and senior management ensure that an annual work plan is drawn in tandem with MTEF budget framework, resulting in preparation and approval of a business plan and a corresponding budget that aligns targeted results to activities and the requisite resources.

b) **Annual Performance Contracts:**

Based on the business plan and the corresponding budget, the annual performance contract is drawn. The Council in turn enters into an annual performance contract with the CEO who in turn develops performance contracts for all management personnel and ensures that the process is cascaded and implemented at all levels. The Council and senior management must therefore articulate the inputs required to ensure delivery of specifically defined activities, how these will be procured, by whom and when, while at the same time assigning management responsibility for ensuring that activities are implemented on time and reports made.

At every quarterly meeting of the Council, a Report on the progress on strategic implementation including status of implementation, challenges faced, issues arising and achievements.

c) **Management of day-to-day activities:**

The management team will design and put in place quarterly and operational frameworks with clear targets, responsibilities, accountabilities, and reporting procedures at all levels of the organization. This will ensure personal accountability for achievement of the strategic objectives at all levels in a manner that allows the group to take pride in what they collectively do and to identify and sanction individuals that do not perform to expectation.

Therefore, the performance targets will need to be cascaded down the management and staff levels with clear responsibility and accountability at every level of the organization and up to the individual level.

5.2 EVALUATION – MID-TERM AND END-TERM EVALUATIONS AND REPORTING

Ordinarily, the performance contract will only define the short term, quarterly or annual outputs or outcomes in terms of what can be achieved within the one-year period. This creates the need for the Council and management team to look at developing a more detailed longer frame that would define the inputs required, the outputs sought, the outcomes anticipated and the overall impact of actions taken.

The university will further put in place a longer-term performance evaluation mechanism that looks at linking inputs and activities to outputs, outcomes, and impact. This in the context of whether the university achieves the numbers of students graduating, if and whether those students become useful and responsible citizens, whether in employment or as entrepreneurs, whether the research undertaken delivers results that benefits society and if those results or benefits are delivered and used by society.

The Council will require to see a detailed logical framework for each area of specialization and department, highlighting the expected inputs, activities, outputs, outcomes, and impacts with quarterly reports being circulated

The university will also establish a monitoring and evaluation committee to annually review and report objectively on performance to the Council.

In addition, the university proposes to put in place processes for an objective internal review at least once every five years – expected to be completed a year before the next strategic plan period- and an external review at least once every ten years.

5.3 REVIEW OF THE STRATEGIC PLAN

This strategic plan will be reviewed at the end of the plan period or from time to time as need arises.

ANNEX I: IMPLEMENTATION MATRIX

Key Result Area I: Training

Strategic Objective I: To design, develop and mount unique market driven teaching, research and outreach programmes

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Design and develop undergraduate programmes in the area of: i. Public policy and allied studies; Lake studies and allied challenges;	Unique programmes that cut a niche for TMUC	No. of undergraduate programmes designed and developed in the area of public policy and allied studies	100%						DP (ARSA)
Seek accreditation of programmes from CUE	Accreditation	Letter of authority	100%						DP (ARSA)
Design and develop capacity building ICT certificate programmes	ICT capacity building certificate programmes	No. of ICT certificate programmes designed and developed	100%						DP (ARSA)
Collaborate with county governments on giving basic ICT training to youths, women and PWDs	Enhanced capacity of youths women and PWDs groups	Partnership proposals and signed MoUs; No. of Youths and vulnerable groups trained	100%						DP (ARSA)
Build e-learning platform to mount common courses such as HIV& Aids determinants prevention and Management	Enhanced accessibility to e-materials	e-learning platform and infrastructure created; online common courses mounted	100%						DP (ARSA)

Key Result Area 2: Research and Consultancy

Strategic Objective 1: To promote research and consultancy activities in Tom Mboya University College for creation and dissemination of knowledge

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Establish a coordination unit for research and consultancy activities;	Efficiency in management of research and consultancies	-Appointment letters for the unit staff - Office space and equipment provided	100%						DP (ARSA)
Develop a research policy	Implementation of the policy	Draft policy on management of TMUC's research activities	100%						DP (ARSA)
Identify community and county needs and national priorities	Thematic areas identified	No. of themes developed	100%						DP (ARSA)
Build collaborative partnership on research and consultancy in the areas of agriculture and food security; and common diseases around Lake Victoria	-Enhanced food security; - Reduced incidence of common diseases	on common diseases around Lake Victoria Publications on the research activities	100%						DP (ARSA)

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
	around Lake Victoria - High quality crops that support the manufacturing sector	on common diseases around Lake Victoria Publications on the research activities							
Strategic Objective 2: To increase research funding by at least 0.5% annually									
Train staff on writing competitive research grant proposals	Number of funded proposals	Training Manuals Memos Attendance Register No of staff trained	100%						DP (ARSA)
Exploit the potential of support from the Departmental alumni	Increased research funding	% of interaction with alumni Data bank for all alumni and potential support	100%						DP (ARSA)

Key Result Area 4: ICT Infrastructure

Strategic Objective 1: To leverage technology (ICT) to enhance training and delivery of administrative services

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Develop institutional ICT policy in line with the national ICT policy that includes the guiding standards	Implementation of the ICT policy	A policy document	100%						Principal
Conduct automation audit and undertake ICT training needs assessment for staff	Audited ICT status and training needs for staff	Audit report on ICT status, and ICT training needs assessment for staff	100%						DP (AFD)
Conduct training of staff on ERP	Competent staff in ERP	Attendance list; copies of certificates; training manuals;	100%						DP (AFD)
Increase funding for ICT equipment and software	Adequately equipped ICT Centre	Budget on ICT equipment	100%						DP (AFD)
Conduct regular upgrading of ICT software to keep up with the rapid technological changes;	Functional and efficient ICT equipment	Upgraded ICT software and hardware	100%						DP (AFD)
Monitor and evaluate implementation of the ICT policy and standards to guide service provision.	Improved / efficient service provision	Monitoring and evaluation report on adherence to the ICT policy and standards guiding service provision	100%						DP (AFD)

Key Result Area 3: Physical Infrastructure and facilities

Strategic Objective 1: To upgrade the existing physical facilities and infrastructure

Strategy	Expected Outcome	Outcome Indicators		FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Annually audit facilities to determine their level of utilization and status	Accurate status of facilities and infrastructure		100%						DP (AFD)
Upgrade/renovate existing facilities	Increased space for operations	Renovation and maintenance schedule	100%						DP (AFD)
Electricity Supply upgrade	Enhanced capacity of the existing generator	Standby generators in place	100%						DP (AFD)

Strategic Objective 2: To increase research funding by at least 0.5% annually

Administration and Lecture Halls Block	Improved and conducive facilities and infrastructure	Tender awards document	100%						Principal
Library & ICT Resource Centre		Signed Contracts	100%						
Laboratory Block.		Architectural Drawings	100%						
Perimeter fence and gate	-Increased space for operations		100%						
Power Generator			100%						
Students Hostels			100%						
Civil Works			100%						
Farm Office and green houses.			100%						

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Prepare and implement a cost reduction plan;	Reduced cost ascribed to the cost reduction plan; Sustainable use of resources	Initiated austerity measures; Reviewed absorption of allocated funds; and compliance with the set budgetary levels.	100%						DP (AFD)
Promote corporate image by advertising TMUC's academic programmes during education days and other relevant social forums	Increased visibility of TMUC and demand for TMUC's programmes. Public awareness about the services offered at TMUC	Promotional brochures on programmes; Annual number of hits on TMUC's website; Number of public events at TMUC	100%						Principal

Key Result Area 6: Leadership and Integrity (Governance)

Strategic Objective 1: To ensure that TMUC gets a Charter to operate as a full-fledged University

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Meet CUE requirements for award of Charter	Full-fledged University	Application for charter	100%						Principal
Apply for grant of Charter		Charter							Principal

Strategic Objective 2: To create a culture of ownership, efficiency and effectiveness in policy execution among TMUC employees

Conduct training on accountability, good governance, resource management as well as ethics and integrity	Enhanced accountability and transparency in performance management	Workshop proceedings and copies of participation of participation	100%						DP (AFD)
Develop a code of conduct and Ethics for staff	Improved efficiency; Dependable employees with integrity	Code of conduct and Ethics manual;	100%						DP (AFD)
Develop a whistle blowers policy	Efficiency in reporting corruption cases	Policy document	100%						Principal
Constitute a Corruption Prevention Committee	Efficiency and effectiveness in policy execution	Appointment letters Committee minutes and report	100%						Principal

Key Result Area 5: Resource Mobilization and Visibility

Strategic Objective 1: To expand TMUC's resource base and enhance its visibility

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Explore viable funding options through partnership and collaboration with research partners, donors, public and the private sector and friends of Tom Mboya network or foundation	Increased revenue	Increase in research grants; Evidence of creation and operationalization of TMUC's fundraising activities; Signed collaboration agreements	100%						Principal
Develop more income generating units (IGUs)	Increased income from IGUs	Amount of revenue generated from IGUs; Number of IGUs initiated	100%						DP (AFD)
Leverage on the growing demand for accommodation, catering services, exhibitions and meeting facilities	Increased revenue	Number of requests for services.	100%						DP (AFD)
Request for increased exchequer funding from the treasury with justification	Increased government exchequer funding	Proposal for increasing exchequer funding to the Principal Secretary in charge of University Education and Research	100%						Principal

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Train Integrity Assurance Officers	Zero tolerance to corruption	Training reports Training Manuals Certificates	100%						Principal
Implementation of policies, regulations and Legislations	Zero tolerance to corruption	M&E Reports	100%						Principal
Strengthen internal audit department	Compliance to laws and regulations	No of audit staff hired Capacity building of audit staff; No. of audit reports implemented	100%						Principal
Key Result Area 7: Human Resource Management									
Strategic Objective 1: To attract, develop, motivate and retain qualified staff.									
Develop a Scheme of Service for staff	Clear career progression for staff	Approved Policy document	100%						DP (AFD)
Conduct team building workshops/ seminars for attitude change among members of staff.	Positive attitude and employee commitment, Teamwork	Workshop/seminar reports Attendance registers Workshop invitations	100%						DP (AFD)

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Raise staffing level to 80% of the approved establishment by 2023	Raise staffing level from the current 39% to 80% by 2023	Increased budgetary allocation for personnel emoluments; Vacancy adverts; Appointment letters; Minutes	100%						DP (AFD)
Provision of quality medical care/services to staff and their legal dependants	A healthy workforce	Medical checkup conducted for staff	100%						DP (AFD)
Ensure a conducive work environment	conducive work environment	Work environment Survey report and implementation of the recommendations	100%						DP (AFD)
Ensuring compliance to the national, safety and security standards.	Improved safety at the workplace	Protective clothing and equipment provided	100%						DP (AFD)
Increase staff productivity and effectiveness at all levels by capacity development	Improved staff Competency	Annual training needs assessment report,	100%						DP (AFD)

Key Result Area 8: Safety and Security

Strategic Objective 1: To attract, develop, motivate and retain qualified staff

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Construction of Gate and perimeter wall around the University College;	Enhanced security	Gate and Perimeter wall in place; Architectural drawing / designs	100%						Principal
Conduct sensitization trainings for both staff and students on safety and security preparedness	Security awareness	Training reports; Certificates Attendance lists; Training Schedules	100%						DP (AFD)
Installation of surveillance cameras, scanning gadgets at all University college critical points	Increases surveillance	Installed security gadgets;	100%						DP (AFD)
Installation and maintenance of firefighting equipment and conduct fire drills	Increased disaster preparedness	Fire extinguishers; Blanket; sand; assembly points; fire drills conducted	100%						DP (AFD)
Insurance of University assets	Mitigated risk	Insurance Policy document	100%						DP (AFD)
Establish and enhance ICT security systems	Secure and effective ICT systems	Implementation plan for ICT security systems and documented evidence of maintenance	100%						DP (AFD)

Key Result Area 9: Quality Assurance and ISO

Strategic Objective 1: To develop a culture of quality in service delivery in TMUC

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Establish a quality assurance Unit	Efficiency in service delivery	Quality assurance Unit in place	100%						Principal
Recruit/Appoint key staff of the QA Unit	Operational unit in place	Increased budgetary allocation for personnel emoluments; Vacancy adverts, Appointment letters, Minutes	100%						Principal
Develop a Quality Assurance policy.	Documents quality assurance framework	Policy document	100%						Principal
Document the University's processes and operations procedures	Efficiency in service delivery	QMS Operations Procedures Manual	100%						Principal
Operationalize the M&E function of the QA Unit	Identified opportunities for improvement	M&E Reports; M&E Framework	100%						Principal
Obtain ISO Certification against ISO 9001:2015 standards	Quality/improved service delivery	ISO 9001:2015 Certificate	100%						Principal

Key Result Area 10: Students Welfare and Management

Strategic Objective 1: To strengthen student welfare services Outcome Indicators

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Recruit/Appoint Dean of Students	Operationalized Dean of Students Office	Appointment letter Minutes/Advert	100%						DP (ARSA)
Undertake a survey on students counselling needs	Documented counselling needs	Survey report	100%						DP (ARSA)
Implement the survey report	Reduced psycho social problems	Implementation status report	100%						DP (ARSA)
Develop M&E and referral framework for counselled cases	Improved reporting on counselling	M& E Framework	100%						DP (ARSA)

Strategic Objective 2: To develop programmes geared towards addressing the welfare of needy students

Undertake students' financial needs assessment survey	Data on financial needs	Assessment report	100%						DP (ARSA)
Develop a comprehensive Student work study Programme	Structured work study framework	Work study programme; No of students enrolled on work study	100%						DP (ARSA)
Work-Study Programme	Financial resources available to needy students	Work-Study Fund in place	100%						DP (ARSA)

Strategic Objective 3: To enhance sporting activities and general interactions among students

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Strengthen the existing games department	Increased participation in games activities	Appoint games officer	100%						DP (ARSA)
Undertake a cultural and arts week	Enhanced cross cultural interaction/harmony	No of cultural weeks held	100%						DP (ARSA)
Identify Corporate Social Responsibility activities	Enhanced public relations and visibility of TMUC	No of CSR Activities identified	100%						DP (ARSA)

Strategic Objective 4: To provide career guidance services to students

Establish and operationalize Career Services Office	Informed career selection	Career Office in place, No of students attended to	100%						DP (ARSA)
---	---------------------------	--	------	--	--	--	--	--	-----------

Strategic Objective 5: Enhance internship, and placement of students

Identify internship and placement opportunities for students	100% placement of students	No of students placed Internship reports	100%						DP (ARSA)
--	----------------------------	--	------	--	--	--	--	--	-----------

Strategic Objective 6: Establish a policy for students on exchange programmes

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
Develop procedures and guidelines for students on exchange programmes	Proper coordination of students on exchange programme	Policy document; No of students on exchange programme	100%						DP (ARSA)
Implement the policy		Implementation report	100%						DP (ARSA)

Key Result Area I I: Cross Cutting Issues

Strategic Objective 1: To Mainstream crosscutting issues

Develop and implement policy on; a. Disability Mainstreaming	Conducive learning and working environment for PWDs	Policy documents;	100%						DP (ARSA)
b. HIV and AIDS mainstreaming	Awareness on prevention, control and management of HIV&AIDS		100%						DP (ARSA)
c. Alcohol, Drug and Substance Abuse	Reduced cases of drug abuse		100%						DP (ARSA)

Strategy	Expected Outcome	Outcome Indicators	Target for 5yrs	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022	FY 2022/2023	Responsibility
d. Gender Mainstreaming	Inclusivity in admissions, appointments and promotions		100%						DP (ARSA)
Strengthening the AIDS Control Unit	Increased awareness on HIV and AIDS	Additional staff	100%						DP (ARSA)
Entrench National Cohesion and integrate National Values in TMUC	Cohesive TMUC Community	Sensitization posters, programmes on integration	100%						DP (ARSA)

ANNEX II: MONITORING AND EVALUATION REPORTING FRAMEWORK

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
Training	Unique programmes that cut a niche for TMUC	No. of undergraduate programmes designed and developed in the area of public policy and allied studies	Process initiated at school level	At least one program in each school			
	Accreditation	Letter of authority	Activities geared towards attainment: CUE approved programmes, Infrastructure and facilities, recruitment plan	Accreditation			
	ICT capacity building certificate programmes	No. of ICT certificate programmes designed and developed	2 ICT programmes	3 ICT programmes			
	Enhanced capacity of youths and vulnerable groups	Partnership proposals and signed MoUs; No. of Youths and vulnerable groups trained	2 MOUs signed; No. of youths enrolled in ICT training in Ndhiwa Constituency	3 MOUs signed within plan period			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
Research and Consultancy	Enhanced accessibility to e-materials	e-learning platform and infrastructure created; online common courses mounted	Working progress	Develop an e-learning platform			
	Efficiency in management of research and consultancies	-Appointment letters for the unit staff - Office space and equipment	Appointment not done	Appoint unit staff; identify and equip office spaces			
	Implementation of the policy	Draft policy on management of TMUC's research activities	Draft research policy in place	Have an approved research policy in place			
	Thematic areas identified	No. of themes developed	Thematic areas identified (4 flagship projects)	Six thematic areas			
	-Enhanced food security;	-MoUs signed on collaboration;	MOUs signed with ICEMR, KALRO, Thikways	To engage into collaboration at both national and International			
	- Reduced incidence of common diseases around Lake Victoria	- Research activities on agriculture and food security					

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	High quality crops that support the manufacturing sector	- Research activities on common diseases around Lake Victoria - Publications on the research activities		towards research activities			
	No of funded proposals	Training Manuals Memos Attendance Register No of staff trained	Not done	3 funded proposals by 2023			
	Increased research funding	% of interaction with alumni; Data bank for all alumni and potential support	Not done	100% interaction			
Physical Infrastructure and facilities	Accurate status of facilities and infrastructure	Audit reports	Audit report done for FY 2017/2018	Have annual audit reports			
	Increased space for operations	Renovation and maintenance schedule	Done for FY 2018/2019	Have annual renovation and maintenance schedules			
	Stable power supply	Standby generators	10KVA	500KVA			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
ICT Infrastructure	Improved and conducive facilities and infrastructure	Tender awards document Signed Contracts Architectural Drawings	Phase I of Administration & Lecture Halls Block ongoing	Completion of development projects outlined for the plan period			
	-Increased space for operations						
	Implementation of the ICT policy	A policy document	Draft policy in place	Approved ICT Policy			
	Audited ICT status and training needs for staff	Audit report on ICT status, and ICT training needs assessment for staff	Not done	To be conducted			
	Competent staff in ERP	Attendance list; copies of certificates; training manuals;	ERP Training ongoing	All staff trained on ERP (including new staff)			
	Adequately equipped ICT Centre	Budget on ICT equipment	Budget prepared for ICT	Implementation of the budget			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Functional and efficient ICT equipment	Upgraded ICT software and hardware	Upgrade of ICT software ongoing	All computer Hardware upgraded from desktop to N-Computing and software from windows 7 to 10			
	Improved /efficient service provision	Monitoring and evaluation report on adherence to the ICT policy and standards guiding service provision	Not done	Monitoring and evaluation reports on ICT			
Resource Mobilization and Visibility of Tom Mboya University College	Increased revenue	Increase in research grants; Evidence of creation and operationalization of TMUC's fundraising activities; Signed collaboration agreements	Collaboration with ICEMR & County CDF- Ndihiwa	·Min. of 5 new Collaborations. ·Increase research grants to Kshs.30 M			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Increased income from IGUs	Amount of revenue generated from IGUs; Number of IGUs initiated	Kshs.516,000 from Agric. Ext. & Hire of Facilities	·increase number of IGUs by Min. 3 Increase revenue from IGUs to Min of Kshs.2M p.a			
	Increased revenue	Number of requests for services.	Hire of Halls	Hire of halls to increase revenue			
	Increased government exchequer funding	Proposal for increasing exchequer funding to the Principal Secretary in charge of Education	Request for enhanced funding to PS, State Dept. for Uni. Education and UFB.	Continuously lobby GoK for enhanced funding.			
	Reduced cost ascribed to the cost reduction plan; Sustainable use of resources.	Initiated austerity measures; Reviewed absorption of allocated funds; and compliance with the set budgetary levels.	Use of Part Time Lecturers & Temporary admin. staff, Collaboration with ICT	Continuously lobby GoK for enhanced funding.			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
Leadership and Integrity (Governance)			authority in provision of internet services 100% compliance with approved budget				
	Increased visibility of TMUC and demand for TMUC's programmes. Public awareness about the services offered at TMUC	Promotional brochures on programmes; Annual number of hits on TMUC's website; Number of public events at TMUC.	Attending School education days to promote academic programmes, advertising programmes in the Newspapers.	Increase academic revenue to Kshs.200M p.a			
	Full-fledged University	Charter	Activities done towards attainment of charter	Fully fledged			
		Application for charter					

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Enhanced accountability and transparency in performance management	Workshop proceedings and copies of certificates of participation.		Have a workshop on training in accountability and transparency			
	Improved efficiency; Dependable employees with integrity	Code of conduct and Ethics manual	Draft manual in place	To have an approved manual before end of plan period			
	Efficiency in reporting corruption cases	Policy document	Not in place	To develop and implement policy within the plan period			
	Efficiency and effectiveness in policy execution	Appointment letters Committee minutes and report	Integrity Assurance Officers trained	Appoint Corruption Prevention Committee (CPC)			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Zero tolerance to corruption	Training reports Training Manuals Certificates	One training done	Have annual trainings			
	Zero tolerance to corruption	M&E Reports	Not done	Have annual M & E reports			
	Compliance to laws and regulations	No of audit staff hired; Capacity building of audit staff; No. of audit reports implemented	An auditor in office, one training attended	Increase audit staff to three and have trainings annually			
	Clear career guideline for staff	Approved Policy document	Draft policy in place	Develop and implement clear and time bound schemes of service			
	Positive attitude and employee commitment, Teamwork	Workshop/seminar reports Attendance registers Workshop invitations	No training done so far	Hold at least one workshop on positive attitude per year			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Raise staffing level from the current 39% to 80% by 2023	Increased budgetary allocation for personnel emoluments; Vacancy adverts, Appointment letters, Minutes	In-post at 39% of the proposed establishment	Increase staffing to 80% of the proposed establishment by 2023			
	Raise staffing level from the current 39% to 80% by 2023	Increased budgetary allocation for personnel emoluments; Vacancy adverts, Appointment letters, Minutes	In-post at 39% of the proposed establishment	Increase staffing to 80% of the proposed establishment by 2023			
	Healthy workforce	Medical Scheme in place	Facilitate annual medical checkups for staff through the medical insurance provider	Annual renewal of medical cover			
	Conducive work environment	Work environment Survey report	Not done	Conduct survey for FY 2019/2020 and			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Improved safety at the workplace	Protective clothing and equipment provided	Protective clothing and equipment provided to relevant staff	Continual provision to staff			
	Increase staff productivity and effectiveness at all levels	Annual training needs assessment report,	Few staff have undergone capacity development trainings	Undertake annual training needs assessment and implement the report,			
	Enhanced security	Perimeter wall in place; Architectural drawing	Currently the University is fenced with barbed wire	To Construct a perimeter wall by the end of the plan period			
Safety and Security	Security awareness	Training reports; Certificates Attendance lists; Training Schedules	Sensitization done to Students Council	To train all staff and students annually on security and safety issues			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Increases surveillance	Installed security gadgets;	Walk through scanners installed and metal detectors in use	Installation of CCTV cameras in all key areas			
	Increased disaster preparedness	Fire extinguishers; Blanket; sand; assembly points; fire drills conducted	Firefighting equipment installed however no fire drill conducted	Conduct fire drills annually and train on use of firefighting equipment			
	Mitigated risk	Insurance Policy document	Tender evaluation exercise ongoing	Insurance Policy document in place			
	Secure and effective ICT systems	Implementation plan for ICT security systems and documented evidence of maintenance		Develop an implementation plan for ICT systems			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
Quality Assurance	Efficiency in service delivery	Quality assurance Unit in place	There's staff in-charge	Strengthen, operationalize and allocate office			
	Operational unit in place	Increased budgetary allocation for personnel emoluments; Vacancy adverts, Appointment letters, Minutes	Budget in place	Increased budgetary allocations to cater for operations			
	Documents quality assurance framework	Policy document	Not developed	To develop policy document			
	Efficiency in service delivery	QMS Operations Procedures Manual	Procedures and processed not documented	Document all procedures in the University College			
	Identified opportunities for improvement	M&E Reports; M&E Framework	Framework not developed	Annually prepare monitoring and evaluation reports on QA			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments	
Students Welfare and Management	Quality/ improved service delivery	ISO 9001:2015 Certificate	Coordinator in place/appointed	Appoint & train internal auditors and appoint an MR				
	Operationalized Dean of Students Office	Appointment letter Minutes/Advert	Advertisement for recruitment of dean of students done	Recruitment of Dean of Students				
	Documented counselling needs	Survey report	Not done	Conduct survey report once in plan period				
	Reduced psycho social problems	Implementation status report	Not done	Implement one status report within plan period				
	Improved reporting on counselling	M& E Framework	Not done	M & E framework in place				
	Data on financial needs	Assessment report	Not done	One assessment report				

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
Cross Cutting Issues	Proper coordination of students on exchange programme	Policy document; No of students on exchange programme	Not established	Put in place policy document			
		Implementation report		One Implementation report within plan period			
	Conducive learning and working environment for PWDs	Policy documents;	No policy in place	Have a policy on disability mainstreaming and appoint mainstreaming committee			
	Awareness on prevention, control and management of HIV& AIDS	Policy documents;	Currently implementing MAISHA I activities	Develop a policy document			
	Reduced cases of drug abuse	Policy documents;	Not done	Develop policy document, appoint committee			

Key Result Area	Expected Outcome	Key Performance Indicators	Baseline	Target	Achievement	Variance	Comments
	Inclusivity in admissions, appointments and promotions	Policy documents;	Committee in place	Develop policy document			
	Increased awareness on HIV and AIDS	Additional staff	No of staff trained on HIV & AIDS awareness	Employ and train HTC staff			
	Cohesive TMUC Community	Sensitization posters, programmes on integration	Committee on Cohesion in place	Develop sensitization posters, programmes on staff integration			



TOM MBOYA UNIVERSITY COLLEGE

(A CONSTITUENT COLLEGE OF MASENO UNIVERSITY)

P. O. BOX 199 - 40300 Homa-Bay, Kenya

 +254 (059)20090 / 0746 401 703 / 0746 401 706

 principal@tmuc.ac.ke

 www.tmuc.ac.ke