UNIVERSITY OF NAIROBI
FACULTY OF ARTS

STRATEGIC PLAN
2008 – 2013
UNIVERSITY OF NAIROBI

FACULTY OF ARTS

STRATEGIC PLAN

2011-2013

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## 5 PERFORMANCE PLAN

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1.0 INTRODUCTION

1.1 Background

The Faculty of Arts, University of Nairobi, is the scholastic home to some 8000 students and 350 academic members of staff spread across the departments and one sub-department. The departments include: Geography and Environmental Studies, Political Science and Public Administration, History and Archaeology, Philosophy and Religious Studies, Linguistics and Languages, Literature, Sociology and Social Work, Psychology, Communications Skills & Study. The sub-department of French completes the teaching units of the faculty. The Faculty also admits students for Mathematics and Economics. The students who take mathematics and Economics are taught by staff from the Schools of Mathematics and Economics, respectively. The Faculty of Arts is the largest in terms of student enrolment and academic members of staff. It is also one of the most diverse faculties of the University, in terms of programmes offered at different levels.

Located in the Main Campus of the University, in the heart of Kenya’s capital, Nairobi, the Faculty of Arts is effortlessly accessible. Being one of the oldest faculties of the University, the Faculty of Arts has produced a significant pool of highly educated, trained and skilled professionals who have and continue to play major roles in the country’s social, economic and political development. Our alumni, graduates of the faculty also provide valuable service to local, regional and international organizations.

The Faculty traces its roots back to April 1956, when the then Royal Technical College admitted its first lot of “A Level” Arts students, after their London GCE and equivalent examinations, to the Departments of Economics, English, Geography, History and Mathematics.

The Faculty of Arts was a key feature of the Royal College from the very beginning, when on 25th June 1961, the then Royal Technical College was renamed the Royal College, having been transformed - via an Act of the East African Common Services Organization (EACSO) - into the second University College of East Africa, the first being the University College of Makerere. It was then formally affiliated to the University of London. One could say that from those early days, the market demand for Arts-based skills was functional to the colonial economy and the foundations of the subsequent national social and economic development.
When on 20th May 1964, the Royal College, Nairobi, became the University College, Nairobi and a constituent college of the University of East Africa, the students and staff of the Faculty of Arts became an integral part of the enlarged regional institution.

The academic year 1965/66 saw the establishment of the Department of Education and the Centre for Economics. The latter soon became the Institute for Development Studies. The Department of Political Science was established in 1966/67 and was later renamed the Department of Government. In 2000, the department was renamed the Department of Political Science and Public Administration, to reflect more accurately the content of the courses taught in the department. In 1968/69, what had started as a sub-department within the Department of Economics was elevated to the Department of Sociology. In 1969/70 the Department of Philosophy and Religious Studies was established.

During the 1967-70 academic year, the Department of Mathematics was transferred from the Faculty of Arts to the Faculty of Science. Students of the faculty of Arts were however allowed to register for mathematics and to obtain a B.A. degree in Mathematics. During the same period, the sub-department of Linguistics and African Languages (now department of Linguistics and Languages) moved out of the Department of English to become a full fledged department.

The Department of English (also hosting the sub-department of French) became the Department of Literature, with French as a sub-department. Other changes involved the elevation of the then Department of Education to a Faculty of Education in 1970/71 and subsequently its relocation to Kenyatta University College. In 1980/81 the Department of Philosophy and Religious Studies was split into two, namely, Department of Philosophy and Department of Religious Studies. The two have now merged into one department. In 1987 the Communication Skills Unit, supported by the British Council, was established as an independent teaching unit within the Faculty of Arts, training lecturers to teach Communication Skills. It is currently known as the department of Communication Skills and Study. The student population in the Faculty has witnessed great expansion from only 14 students in 1961/62 to 1,635 in 1981/82 and has currently increased to 3300 for regular B.A. program, while the number in
the module II B.A program has risen from 87 in 1998 to 4700 in 2011 with 600 Postgraduate students. In addition, there are currently 300 students pursuing Certificate and Ordinary Diploma courses. For the last three years, the faculty has been producing about 1,500 graduates annually, affirming the faculty's ranking as the largest in the country. These numbers compare favourably with the total number of graduates from other universities in the Country. In fact, the Faculty of Arts is like a “university within a university”.

The Faculty has also developed self-supporting programmes, to cater for the ever-increasing number of qualified students who cannot be absorbed by the government sponsored degree programmes. These self-supporting programmes are flexible, charging competitive fees.

At the moment, the faculty offers a selection of twenty (26) M.A. and Twelve (12) Postgraduate Diploma programmes, 22 B.A. and 5 Ordinary Diploma programmes, and 2 programmes, B.A. Programme in Tourism and BA in Hospitality Management, in collaboration with Utalii College. New programmes in Water Management, Environmental Management, Human Rights, Counselling Psychology, at both undergraduate and Postgraduate levels, have been reviewed for mounting this year.

In support of both students and staff towards excellence, the faculty has established impressive students' two computer laboratories and a modest staff computer laboratory in every teaching unit. The networking of all staff offices with Internet facilities is almost complete. A modern Language Laboratory, established mainly through funding from the Chinese government, now takes care not only of the Chinese language but also services the Arabic, German and French studies, among other languages. The faculty is encouraging and facilitating the use of LCDs, to help improve delivery of lectures, in addition to access to electronic journals for both students and lecturers.

Due to public and market demand, the Faculty has expanded its programmes not only in numbers but also in terms of the diversity of modules and commensurate space expansion. The Faculty has introduced Module III for students who are not able to engage in full-time studies and has plans to
introduce both Day and Evening Classes at our Mombasa and Kisumu campuses and shall, before the end of the year. The self sponsored Day classes commenced in October 2008. The curricula have correspondingly been reviewed to meet the demands of the new millennium and the programmes are tailored to meeting the needs and aspirations of students, the nation, Africa and the global community.

In terms of relevance, our programmes constitute essential tools in navigating the 21st century, making the faculty of Arts integral in the portrayal of the University of Nairobi as the University of Choice.

1.2 Administrative Structure of the Faculty

The Faculty of Arts is part of the bigger administrative structure of the University of Nairobi. It is also part of the College of Humanities and Social Sciences.

The departments make up the Faculty headed by an elected Dean. Two Associate Deans appointed by the Vice-Chancellor assists the Dean.

The Dean's Office is responsible for the academic and administrative functions of the Faculty, playing both facilitative and coordinative roles. The Dean also represents the interest of the Faculty at various University fora.

An administrative staff currently comprising of One Senior Assistant Registrar and Two Senior Administrative Assistants and one Administrative Assistant assist the Dean and the Associate Deans. Six, four Clerks, two Machine Operators and two Messengers support this team of administrators.

Each department, Unit and the sub-department is headed by a Chairman. Heads of departments and the units are appointed by the Vice-Chancellor and are responsible for the proper management of the administrative and academic functions of the departments and Unit.
Many of the functions performed by the Faculty depend on information and activities of the departments that make up the faculty. The efficiency of the Dean's Office is to a very large extent dependent on the efficiency of individual departments.

Currently, there is a provision for Faculty standing committees. The following standing committees are provided for:

- Postgraduate Studies Committee
- Curriculum Development Committee
- Research and Publications Committee
- Timetabling and Examinations Committee
- Welfare Committee

These Faculty committees which, are replicated in the departments are elective. The research Publications Committee revived the Faculty Journal, *Hekima*.

### 1.3 The Planning Context

This Strategic Plan 2012-2013 is a revised version of the Faculty’ 2008-2013 strategic plan. The previous plan was a revised version of an earlier plan 2005-2010. The revision was necessitated by the need to relate the plan to that of the College of Humanities and Social Sciences (CHSS) and the University of Nairobi Strategic Plan. The University’ revised Plan was completed in August 2011 while the CHSS one was completed in early November 2011. The Faculty Plan completed in January 2012 takes into account the relevant issues covered by the two plans.

Among the current developments that necessitated the preparation and revision of the strategic plans by the various units was the introduction of performance targets and performance appraisal systems and the University’ ISO 9001: 2008 certification. The University is also in the process of re-evaluating its structures, management systems and processes with regard to how these considerations impact on the achievement and realization of the core functions of the University in the context of Results Based Management. The Faculty’s strategic plan seeks to seize the opportunities provided by the new development to improve its functions taking into account the changes and challenges facing the
University both from within and from outside. The changes include competitive appointment of senior management staff, negotiated performance contracts, performance appraisal system, University strategic plan and overall restructuring.

The challenges include declining government financing, introduction of modules two, three and integrated programmes. The structural complexity presents enormous communication, coordination and control problems. It should be noted that the Faculty of arts was the pioneer of online generation of examination processes such as transcripts/result slips in 2003 in the University of Nairobi. It has also pioneered the online course registration of students and related processes like timetabling, fee statements and trouble shooting in the university beginning 2008/2009 academic year.

1.4 **Significance of the Strategic Plan**

Until 2003, the Faculty of Arts relied on the University Act to achieve its goals and mission, which included the development of knowledge and skills through research and training, fostering national consciousness, preserving knowledge and stimulating intellectual life, and cultural development. This notwithstanding, the Faculty of Arts has over the years, reviewed its academic programmes in response to changing circumstances and demands. The introduction of Module II programmes has led to significant changes in the curricula. Driven by market forces, departments have designed courses that are in demand.

The strategic plan creates and affirms the purpose for which we exist as a Faculty. It takes stock of the environment in which we are operating and identifies the critical issues that must be addressed in such plan.

This plan looks into how well the Faculty is equipped to develop its full potential taking into account the critical issues within the existing structures. The development of this strategic plan follows the steps required of any organizational strategic plan namely: a shared vision, mission and core values within the environment of its strengths, weakness, opportunities and threats.
2.0  VISION, MISSION AND CORE VALUES

2.1  Vision

A Faculty of international academic repute that promotes excellence in teaching, training, research and consultancy

2.2  Mission

To provide quality teaching, learning, research and consultancy by creating, preserving, transmitting and utilizing knowledge

2.3  Core Values

- Academic excellence
- Freedom of thought and expression
- Creativity and Innovativeness
- Quality customer service
- Team work and equity
- Respect for and conservation of the environment
- Good corporate governance
- Corporate citizenship and social responsibility
- Professionalism in all actions and interactions
3.0 STRATEGIC ANALYSIS

A SWOT analysis of the Faculty of Arts revealed the following Strengths, Weaknesses, Opportunities and Threats:

3.1 Strengths
- Strategic location
- A long tradition of research and publication
- A big population of competitively selected students
- A large number of highly qualified staff
- A wide variety of attractive and marketable programmes
- Service courses to other faculties, schools and institutes
- Commitment to gender equity
- Multidisciplinary approach to issues
- A long tradition of contribution to national development
- Extensive collaboration with local and international institutions
- A leading source of leadership and governance
- Pioneering spirit and pro-activeness
- Stability and continuity
- A management system based on international best practices
- The face of the university
- Improved ICT capacity
- Capacity for consultancy and income generation
- A large and strategic alumni base

3.2 Weaknesses

Staff Welfare
- Cases of low staff and student morale
- Un-staggered academic calendar
- Un-favorable terms and conditions of service
• Inadequate teaching facilities and equipment
• Overstretched and poorly maintained physical facilities
• Weak implementation and monitoring mechanism
• Low staff-student ratios
• Inadequate orientation for students and staff
• Existing system of remuneration from self-sponsored programmes
• Weak inter-departmental and inter-faculty collaboration
• Cases of unprofessional/unethical practices
• Poor staff-student relationship
• Weak mentorship programme
• Inadequate ICT infrastructure
• Poor staff-management relationship
• Weak management and monitoring of international linkages and programmes
• Invisible research output
• Inadequate forum for dissemination of research output
• Inadequate opportunities for staff development

3.3 Opportunities

• High demand for faculty programmes
• Attractive environment for local and international collaboration and linkages
• An enabling political environment
• Potential sources of research funds
• Increased demand for research and consultancy services
• Ability to attract high caliber staff
• Increased opportunities in the use of ICT
• Potential for expanding multi-disciplinary programmes
• Potential for regional and global networking
• Potential for programme expansion through distance and e-learning
3.4 Threats

- Stiff competition from other institutions
- Office and lecture space limitations
- Decisions imposed on the faculty
- Rapid change in ICT
- Inadequate budgetary allocation
- Vulnerability to social and political disturbances
- Inadequate remuneration
- Escalating cost of living
- Loopholes in management of examination processes and increasing cases of cheating
- Low completion rate among postgraduate students
- Decreased opportunities for external postgraduate training
4.0 STRATEGIC ISSUES, OBJECTIVES, STRATEGIES AND OUTCOMES

4.1 strategic issues
1. Teaching and Learning
2. Research, Consultancy, Innovation and Technology Transfer
3. Resources and Governance
4. Competitiveness of the faculty

4.2 Strategic Objectives
1. To offer quality academic programmes
2. To contribute to knowledge development and innovations
3. To manage the Faculty efficiently and effectively
4. To enhance the competitiveness of the Faculty

4.3 Strategic Issue 1: Teaching and Learning
The Faculty of Arts takes Teaching and Learning as its core business. Accordingly, the Faculty will commit quality time and resources to achieve excellence in these key twin activities that determine the image of the entire faculty. During the plan period, the Faculty will review the existing academic programmes and update them appropriately to retain their relevance in a fast-changing work environment. In particular, it is necessary to re-orient the existing programmes to be in tandem with both the Vision 2030 and the 2010 constitution. In a faculty endowed with diverse expertise and creativity, new programmes will also be formulated to equip our graduates with knowledge and skills required to match the nuances in the competitive job market. To excel in Teaching and Learning, the Faculty will in addition continue to support training of its academic staff at all levels – locally and abroad. And given the Faculty's ever increasing demand for its programmes, highly qualified new staff will be sought and recruited from local and international sources. Ultimately, the Faculty will endeavour to produce holistic competitive graduates who will possess the requisite knowledge and skills that will enable them navigate any work environment with ease and confidence.

In the context of Teaching and Learning, the Faculty has identified the following objectives and strategies:
Objective 1: To offer quality academic programmes

Strategies

1. Review existing academic programmes and courses to ensure relevance and quality
2. Encourage introduction of innovative programmes
3. Strengthen and streamline postgraduate training and supervision.
4. Eliminate duplications and overlaps in academic programmes and courses
5. Implement practices that enhance relevance and quality of teaching and learning
6. Provide appropriate teaching and learning infrastructure
7. Increase access to academic programmes

Expected Outcomes

- Reviewed academic programmes and courses
- Innovative programmes introduced
- Timely completion of programmes
- Synchronized academic programmes and courses
- Enhanced teaching, learning and examination processes
- Increased collaboration in teaching and learning
- Staff workload assessment
- Collegiality and team work
- Appropriate teaching and learning infrastructure
- Use of ICT in teaching and learning
- Expanded ICT network/infrastructure
- Improved staff and student access to ICT
- Increased access to distance and e-learning
4.4 Strategic Issue 2: Research, Consultancy, Innovation and Technology Transfer

One of the objectives and functions of the University of Nairobi is to participate in the discovery, transmission and preservation of knowledge and to stimulate the intellectual life and cultural development of Kenya. Research, Innovation, Consultancy and Technology transfer are key strategic issues that the Faculty of Arts must address in order to play its role in the University's performance of this mandate. Through Research, the Faculty of Arts will add to the University's contribution towards social progress, understanding, peace and the improvement of human life. Failure to enhance research activities has detrimental effect on the image of the Faculty of Arts and the University as a whole as well as the quality perception by the stakeholders.

Consultancy is an area where the Faculty of Arts has opportunities to play a significant role in University of Nairobi's contribution towards national development. Consultancy provides the greatest opportunity for the transfer of the generated knowledge to sectors in which it is needed for the development of the society.

In order to play its role in the University's performance of the function relating to the above, the Faculty of Arts has formulated strategies to enable it to achieve a specific objective as stated below:

Objective 2: To contribute to knowledge development and innovations

Strategies

1. Develop appropriate research programmes
2. Encourage staff participation in academic fora
3. Popularise and implement University research policy at Faculty level
4. Promote consultancy as a core function in the Faculty

Expected Outcomes

- Appropriate research programmes
- Fundable research proposals
- Publications in refereed journals
- Collaborative research and linkages
- Use of ICT in research and innovation
- Patented research products
- Staff participation in academic fora
- Cascaded University research policy
- Increased income through consultancies

4.5 Strategic Issue 3: Resource and Governance

Good corporate governance, corporate citizenship and social responsibility remain key values for the Faculty of Arts as it seeks to offer quality teaching, learning and research and contribute to national, regional and global generation of knowledge and thereby influence institutions and policies for the benefit of the people. In the context of the 2010 constitution of Kenya and in the spirit of article 10 (2) (a, b & c) of the same constitution, the Faculty of Arts will strive to promote democratic ideals, participation of the people, gender equity, social justice, inclusivity, integrity, transparency and accountability in all its management structures. Similarly, in line with chapter 6 on leadership and integrity and in the interests of promoting excellence in leadership and management, the Faculty will promote honesty in the execution of duties, accountability to the public for decisions and actions, discipline and commitment in her service to the customers. The Faculty in its management will be guided by principles of leadership that include personal integrity, competence, suitability and respect for all. It will promote leaders who are creative and innovative in managing the Faculty efficiently and effectively through participatory governance and promotion of leadership culture based on tenets of good governance.

Objective 3: To manage the Faculty efficiently and effectively

Strategies

1. Review and Implement governance structures for increased efficiency and effectiveness
2. Promote effective participation of staff in governance
3. Institute mechanisms for recognition of outstanding staff performance
4. Promote a leadership culture based on tenets of good governance
5. Support and maintain a conducive working environment
6. Diversify and increase source of revenue

EXPECTED OUTCOMES TO BE ACHIEVED
- Established levels of efficiency and effectiveness
- Effective participation of academic and administrative units in governance
- Recognition for outstanding performance
- Refined roles and responsibilities
- Recruitment and retention of competent staff
- Effective use of the Human Resource Management Information System
- Best management practices adopted
- Staff needs assessment
- Motivated staff
- Compliance with University statutes
- Continuous leadership training and mentorship
- Motivated leadership
- Functional guidelines for professional and ethical conduct
- Visible participation in corporate social responsibility
- Assessment of usage of space and physical facilities
- Optimal use of existing space and facilities
- Additional space and facilities sourced
- Well maintained facilities
- Cascaded University disability policy
- Diversified sources of revenue
- Increased revenue

4.6 Strategic Issue 4: Competitiveness of the faculty

The Faculty of Arts is one of the key academic units in the College of Humanities and Social Sciences of the University of Nairobi. It offers a variety of courses in both the Humanities and Social Sciences, and has an experienced calibre of both academic and support staff. Apart from its long historical background, the Faculty of Arts boasts of an increased enrolment of students in its programmes. And, while improving and retaining its quality programmes and services, the Faculty of Arts experiences a counter rivalry from other units in the College of Humanities and Social Sciences which lures students to shift their courses of study. There also exists a threat of the existence similar courses in related disciplines either within the College of Humanities and Social Sciences or other Colleges of the university. In addition the competition from other units within the Faculty and other colleges could reduce the image and profitability of the Faculty of Arts.
The Faculty Arts should devise strategies of retaining their students by consistently revising and improving its programmes accordingly. The programmes should be made relevant, competitive and market driven. And as it continues to offer competitive courses in various disciplines, there is need to focus on the fees charged in relation to that offered by other competitors and the existence of substitute courses from other colleges within the university. In this way the Faculty needs to reposition and sustain itself to enhance its long profitability, by responding strategically to competition. This positive image calls for the need to examine the faculty's strengths and extend beyond the competitive area. If these positive forms of competition are addressed the image and positioning of the Faculty Arts will improve accordingly.

**Objective 4: To enhance the competitiveness of the Faculty**

**Strategies**
1. Produce holistic and competitive graduates
2. Create and revitalize linkages
3. Increase the visibility of the Faculty
4. Encourage a culture of academic excellence
5. Enhance a conducive learning environment

**Expected Outcomes**
- Functional Faculty-industry partnerships
- Increased alignment of academic programmes to vision 2030 and the Constitution of Kenya 2010
- Revitalized linkages
- New linkages
- Publicized Faculty programmes and activities
- Recognition for outstanding performance
- Improved ranking within the College
- Dialogue with Faculty based students
- Improved student-staff consultations
### 5 PERFORMANCE PLAN

**Strategic Issue 1: Teaching and learning**

**Strategic Objective 1.1: To offer quality academic programmes**

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Performance Indicators</th>
<th>Targets</th>
<th>Time Frame</th>
<th>Responsibility</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1.1: Review existing academic programmes and courses to ensure relevance and quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewed academic programmes and courses</td>
<td>The number of reviewed Academic programmes and courses</td>
<td>100%</td>
<td>2013</td>
<td>Dean/ CoDs</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1.2: Encourage introduction of innovative programmes**

| Innovative programmes introduced | The number of new programmes | 15 | 2013 | Dean/CoDs | |

**Strategy 1.3: Strengthen and streamline postgraduate training and supervision.**

| Timely Completion of programmes | Completion rate among post graduate students | 100% | 2013 | Dean/CoDs | |

**Strategy 1.4 Eliminate duplication and overlaps in academic programmes and courses**

| Synchronised academic programmes and courses | Extent to which programmes and courses are synchronized | 100% | 2013 | Dean, CoDs | |

**Strategy 1.5 Implement practices that enhance relevance and quality of teaching and learning**

<p>| Enhanced teaching, learning and examination processes | Extent to which teaching, learning and examination processes are of high quality | 100% | 2013 | Dean/CoDs | |
| Increased collaboration in teaching and learning | Number of active collaborations | 10 | 2013 | Dean/CoDs | |</p>
<table>
<thead>
<tr>
<th>Staff workload assessment</th>
<th>An inventory of staff work load</th>
<th>100%</th>
<th>2013</th>
<th>Dean/CoDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiality and team work</td>
<td>Cases of team work</td>
<td>50</td>
<td>Immediate and continuous</td>
<td>Dean &amp; CODs</td>
</tr>
</tbody>
</table>

**Strategy 1.6 Provide appropriate teaching and learning infrastructure**

<table>
<thead>
<tr>
<th>Appropriate teaching and learning infrastructure</th>
<th>Appropriate teaching and learning infrastructure in place</th>
<th>100% a year</th>
<th>2013</th>
<th>Dean/CoDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ICT in teaching and learning</td>
<td>Extent of ICT usage in teaching and learning</td>
<td>60%</td>
<td>Continuous</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Expanded ICT network/infrastructure</td>
<td>Functional ICT network</td>
<td>100% p.a.</td>
<td>Immediate &amp; Continuous</td>
<td>Dean/CoDs</td>
</tr>
<tr>
<td>Improved staff/students access to ICT</td>
<td>Proportion of staff with access to ICT</td>
<td>1:1</td>
<td>2013</td>
<td>Dean/CoDs</td>
</tr>
<tr>
<td></td>
<td>Proportion of students using ICT</td>
<td>1:15</td>
<td>2013</td>
<td>Dean/CoDs</td>
</tr>
</tbody>
</table>

**Strategy 1.7: Increase access to academic programmes**

<table>
<thead>
<tr>
<th>Increased access to distance and e-learning</th>
<th>Number of programmes in e-learning</th>
<th>63</th>
<th>Annually</th>
<th>Dean/CoDs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students registered in distance and e-learning</td>
<td>150</td>
<td>Annually</td>
<td>Dean/CoDs</td>
</tr>
</tbody>
</table>
Strategic Issue 2: Research, Consultancy, Innovation and Technology Transfer

Strategic Objective 2: To contribute to knowledge development and innovations

<table>
<thead>
<tr>
<th>Strategy 2.1 Develop appropriate research programmes</th>
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<tbody>
<tr>
<td><strong>Appropriate research programmes</strong></td>
<td>Extent to which research programmes are appropriate</td>
</tr>
<tr>
<td><strong>Fundable research proposals</strong></td>
<td>Number of fundable research proposals per department per year</td>
</tr>
<tr>
<td><strong>Patented research products</strong></td>
<td>Documented Initiatives of patented research</td>
</tr>
<tr>
<td><strong>Collaborative research and linkages</strong></td>
<td>Number of collaborative research and linkages</td>
</tr>
<tr>
<td><strong>Use of ICT in research and innovation</strong></td>
<td>Extent of ICT usage in research and innovation</td>
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<table>
<thead>
<tr>
<th>Strategy 2.2 Encourage staff participation in academic fora</th>
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</thead>
<tbody>
<tr>
<td><strong>Staff participation in academic forums</strong></td>
<td>Number of papers presented and participation at academic forums</td>
</tr>
<tr>
<td><strong>Publication in refereed journals</strong></td>
<td>No. of publications in refereed journals</td>
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<table>
<thead>
<tr>
<th>Strategic Objective 2.3: Popularise and implement University research policy at Faculty level</th>
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<tr>
<td><strong>Cascaded University Research policy</strong></td>
<td>Extent to which University research policy is domesticated</td>
</tr>
</tbody>
</table>
### Strategy 2.4: Promote consultancy as a core function in the Faculty

<table>
<thead>
<tr>
<th>Increased income through consultancies</th>
<th>Income generated by the Faculty through consultancies</th>
<th>3%</th>
<th>2013</th>
<th>Dean/CODs/Academic staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of consultancies aligned to V2030 and the Constitution of Kenya 2010</td>
<td>1</td>
<td>2013</td>
<td>Dean/HoDs/Staff</td>
</tr>
</tbody>
</table>

### Strategic Issue 3: Resources and Governance

**Strategic Objective 3: To manage the Faculty efficiently and effectively**

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Performance Indicators</th>
<th>Targets</th>
<th>Time Frame</th>
<th>Responsibility</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 3.1: Review and Implement governance structures for increased efficiency and effectiveness</strong></td>
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<td></td>
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<tr>
<td>Established levels of efficiency and effectiveness</td>
<td>Efficient and effective governance structures</td>
<td>100%</td>
<td>Immediate &amp; continuous (2008-2013)</td>
<td>Dean/CODs</td>
<td></td>
</tr>
<tr>
<td>Best management practices adopted</td>
<td>Prompt delivery of services</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td>As per service charter</td>
</tr>
<tr>
<td></td>
<td>Prudent management of faculty funds</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decreased complaints from customers</td>
<td>50%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Periodic customer satisfaction survey</td>
<td></td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compliance to ISO 9001:2008</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>Time Frame</td>
<td>Implementing Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative and responsive management</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance with University gender policy</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved communication systems</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revised roles and responsibilities</strong></td>
<td>Performance contracts</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td>Functional guidelines for Professional and ethical conduct</td>
<td>Code of conduct</td>
<td>100%</td>
<td>Immediate &amp; Continuous</td>
<td>Dean, CoDs</td>
<td></td>
</tr>
<tr>
<td>Reduced cases of unprofessional and unethical conduct</td>
<td>100%</td>
<td>Immediate &amp; Continuous</td>
<td>Dean, CoDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment and retention of competent staff</strong></td>
<td>Filling the Faculty establishment</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td>Conducive work environment</td>
<td>100%</td>
<td></td>
<td>Dean/CoDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective use of Human Resource Management Information System</strong></td>
<td>Efficient Human Resource Information management</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td><strong>Compliance with university statutes</strong></td>
<td>Implementation of university statutes</td>
<td>100%</td>
<td>2013</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
<tr>
<td>Visible participation in corporate Social responsibility</td>
<td>Updated inventory of CSR activities</td>
<td>100%</td>
<td>2013</td>
<td>Dean, CoDs</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 3.2: Promote effective participation of staff in governance**

<table>
<thead>
<tr>
<th>Effective participation of academic and administrative units in governance</th>
<th>Percentage</th>
<th>Time Frame</th>
<th>Implementing Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation in Faculty activities</td>
<td>40%</td>
<td>Immediate &amp; continuous (2008-2013)</td>
<td>Dean/CoDs/Staff</td>
</tr>
</tbody>
</table>
### FOA Strategic Plan 2008-2013

#### Strategy 3.3: Institute mechanisms for recognition of outstanding staff performance

<table>
<thead>
<tr>
<th>Recognition for outstanding performance</th>
<th>Criteria for recognizing outstanding performance</th>
<th>100%</th>
<th>Continuous</th>
<th>Dean/CoDs/ staff</th>
<th>As per performance appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll of honour for outstanding performance</td>
<td>100%</td>
<td>Once a year (2008-2013)</td>
<td>Dean/CoDs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Strategy 3.4: Promote a leadership culture based on tenets of good governance

<table>
<thead>
<tr>
<th>Continuous leadership training and mentorship</th>
<th>Number of training and mentorship initiatives</th>
<th>40%</th>
<th>2008-2013</th>
<th>Dean/CoDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of staff trained in leadership</td>
<td>40%</td>
<td>2008-2013</td>
<td>Dean/CoDs</td>
<td></td>
</tr>
</tbody>
</table>

| Motivated leadership | Demonstrated commitment to Faculty activities | 100% | Continuous | Dean |

#### Strategy 3.5: Support and maintain a conducive working environment

<table>
<thead>
<tr>
<th>Staff needs assessment</th>
<th>An inventory of staff needs</th>
<th>100%</th>
<th>2013</th>
<th>Dean/CoDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of usage of space and physical facilities</td>
<td>Status report on space and physical facilities</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Optimal use of space and physical facilities</td>
<td>Updated inventory of space and physical facilities</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td></td>
<td>Rational use of space and physical facilities</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td></td>
<td>Rationalized posting of courses by departments</td>
<td>7 BA, 4 MA, 4 Dip, 4 Cert</td>
<td>Per semester</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Additional space and facilities sourced</td>
<td>An inventory of space and physical facilities sourced</td>
<td>100%</td>
<td>Annually</td>
<td>Dean</td>
</tr>
<tr>
<td>Well maintained facilities</td>
<td>Updated inventory of facilities</td>
<td>100%</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------</td>
<td>------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Repair and maintenance schedule</td>
<td>100%</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td></td>
<td>Prompt repair and maintenance</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td></td>
<td>Updated disposal schedule</td>
<td>100%</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Cascaded University disability policy</td>
<td>Compliance with University disability policy</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Motivated staff</td>
<td>Demonstrated commitment to Faculty activities</td>
<td>100%</td>
<td>Continuous</td>
<td>Dean/CoDs</td>
</tr>
</tbody>
</table>

**Strategy 3.6: Diversify and increase source of revenue**

<table>
<thead>
<tr>
<th>Diversified sources of revenue</th>
<th>No. of new income generating programmes</th>
<th>15</th>
<th>2013</th>
<th>Dean, CoDs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of Faculty income from new programmes</td>
<td>2% annually</td>
<td>2013</td>
<td>Dean, CoDs</td>
</tr>
<tr>
<td>No. of consultancies</td>
<td>70</td>
<td>2013</td>
<td>Dean/ CoDs</td>
<td></td>
</tr>
<tr>
<td>Percentage of income from consultancies</td>
<td>1%</td>
<td>2013</td>
<td>Dean, CoDs</td>
<td></td>
</tr>
<tr>
<td>No. of funded research projects</td>
<td>2</td>
<td>Annually</td>
<td>Dean, CoDs</td>
<td></td>
</tr>
</tbody>
</table>

**Increased revenue**

| Revenue generated by the Faculty | 3% | Annually | Dean/CODs |
Strategic Issue 4: Competitiveness of the Faculty
Strategic Objective 4: To enhance the competitiveness of the Faculty

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Performance Indicators</th>
<th>Targets</th>
<th>Time Frame</th>
<th>Responsibility</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 4.1: Produce Holistic and competitive graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holistic and competitive graduates</td>
<td>Level of student participation in sports and games</td>
<td>75%</td>
<td>2013</td>
<td>Deans, CoDs, College Games tutor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student participation in professional associations</td>
<td>80%</td>
<td>2013</td>
<td>Deans, CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase in student participation in academic events and related activities (workshops &amp; seminars)</td>
<td>20%</td>
<td>Continuous</td>
<td>Deans, CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase in Students participation in exchange programmes</td>
<td>5%</td>
<td>2013</td>
<td>Deans, CoDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exposure to diverse and innovative academic programmes</td>
<td>100%</td>
<td>Continuous</td>
<td>Deans, CoDs</td>
<td></td>
</tr>
<tr>
<td>Increased alignment of academic programmes to Vision 2030 and the Constitution of Kenya 2010</td>
<td>Number of programmes/units aligned</td>
<td>10</td>
<td>2013</td>
<td>Deans, CoDs</td>
<td>As per Vision 2030 and the Constitution of Kenya 2010</td>
</tr>
<tr>
<td><strong>Strategy 4.2: Create and revitalize linkages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Faculty-industry partnerships</td>
<td>Number of active Faculty-Industry partnerships</td>
<td>5</td>
<td>2013</td>
<td>Dean &amp; CODs</td>
<td></td>
</tr>
<tr>
<td>Revitalized linkages</td>
<td>The number of activated links</td>
<td>5</td>
<td>2008-2013</td>
<td>Dean/ CODs</td>
<td></td>
</tr>
<tr>
<td><strong>New linkages</strong></td>
<td>Number of new links</td>
<td>2008-2013</td>
<td>Dean/ CODs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary programmes in place</td>
<td>The no. of interdisciplinary programmes instituted</td>
<td>10</td>
<td>2013</td>
<td>Deans, CoDs</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 4.3: Increased Visibility of the Faculty**

<table>
<thead>
<tr>
<th>Publicized Faculty programmes and activities</th>
<th>Inventory of publicized Faculty programmes and activities</th>
<th>100%</th>
<th>Immediate &amp; Continuous</th>
<th>Dean , CODs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated web pages</td>
<td></td>
<td>100%</td>
<td>Weekly</td>
<td>Dean /CODs</td>
</tr>
<tr>
<td>Regular publication of Faculty journals</td>
<td></td>
<td>100%</td>
<td>Biannual</td>
<td>Dean /CODs/Staff</td>
</tr>
<tr>
<td>Periodical Faculty newsletter</td>
<td></td>
<td>100%</td>
<td>Quarterly</td>
<td>Dean /CODs/Staff</td>
</tr>
<tr>
<td>Visibility in the Varsity Focus</td>
<td></td>
<td>100%</td>
<td>Biannual</td>
<td>Dean/HoDs/Staff</td>
</tr>
<tr>
<td>Visibility in mass media</td>
<td></td>
<td>10</td>
<td>Monthly</td>
<td>Dean/HoDs/Staff</td>
</tr>
<tr>
<td>Public exhibitions and events</td>
<td></td>
<td>4</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Faculty open day</td>
<td></td>
<td>1</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Redesigned and Updated Faculty information booklet</td>
<td></td>
<td>1</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
<tr>
<td>Improved ranking within the College</td>
<td>Better ranking of the Faculty</td>
<td>Top 3</td>
<td>Annually</td>
<td>Dean/HoDs</td>
</tr>
</tbody>
</table>
### Strategy 4.5: Encourage a culture of academic excellence

<table>
<thead>
<tr>
<th>Recognition for outstanding performance</th>
<th>Criteria for recognizing outstanding performance</th>
<th>100%</th>
<th>Continuous</th>
<th>Dean/CoDs/ staff</th>
<th>As per performance appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll of honour for outstanding performance</td>
<td>100%</td>
<td>Once a year (2008-2013)</td>
<td>Dean/CoDs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Strategy 4.5: Enhance a conducive learning environment

<table>
<thead>
<tr>
<th>Improved Staff – student consultations</th>
<th>Posting of consultation schedules by lecturers</th>
<th>At least 2 hours per lecturer per week</th>
<th>Immediate &amp; Continuous</th>
<th>Dean, CoDs, student leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue with Faculty based students</td>
<td>Involving students in faculty’s decision making process</td>
<td>Every Faculty board meeting</td>
<td>Immediate &amp; Continuous</td>
<td>Dean, CoDs, student leaders</td>
</tr>
</tbody>
</table>
The Faculty Strategic Plan Committee

1. Prof. P. Wasamba  Chairman, Ag. Dean, Faculty of Arts
2. Dr. Rayya Timammy  Associate Dean, Faculty of Arts
3. Prof. P. N. Mbatia  Department of Sociology & Social Work
4. Prof. W. Kabira  Chair, Department of Literature
5. Dr. S. Owuor  Chair, Department of Geography & Environmental Studies
6. Dr. R. Ocharo  Chair, Department of Sociology & Social Work
7. Dr. E. Wahome  Chair, Department of History & Archaeology
8. Dr. S. Akaranga  Chair, Department of Philosophy & Religious Studies
9. Mr. J. O. Obosi  Senior Assistant Registrar, Faculty of Arts
10. Mr. A. A. Tuka  Chief ICT Officer, Main Campus
11. Mrs. C. W. Ndegwa  Administrative Assistant, Faculty of Arts
12. Mrs. R. N. Kanji  Secretary, Faculty of Arts