UNIVERSITY OF NAIROBI
COLLEGE OF HEALTH SCIENCES
SCHOOL OF DENTAL SCIENCES

STRATEGIC PLAN
2013-2018

FOREWORD

The School of Dental Sciences (SDS) is one of the five schools of the College of Health Sciences (CHS) of the University of Nairobi. It consists of four departments. The school has performed well in the 2008-2013 Strategic Plan period and endeavours to improve this performance. This accomplishment was achieved through growing student numbers, revision of several curricula, increased number of programmes offered and many new and on-going research projects.

The need to review the School of Dental Sciences 2013 Strategic Plan was created by national and global changes that have occurred since the beginning of the plan period, 2008. The evolving policies, challenges and critical institutional and environmental changes, including those internal and external to the School, the College of Health Sciences and the University of Nairobi as a whole needed to be accommodated. Highly notable is the publication of the new long-term country's development blueprint, the Kenya vision 2030, covering the period 2008 to 2030, as well as the enactment of the new constitution of Kenya, 2010. Inevitably, the strategic plan had to be aligned with these changes.

This Strategic Plan 2013 – 2018 summarises our current position, our priorities and sets out a series of activities that the School proposes to implement during the next five years to realise our full potential. To maintain the School as a premier international teaching and research institution the Strategic Plan reaffirms our mandate of training high calibre health care professionals.

To a large extent, the School Strategic Plan is cascaded from the College Strategic Plan. It is expected that departments will use this plan as a basis for reviewing their own 2013-2018 strategic plans. The revision of 2013-2018 strategic plan involved an analysis of the revised College of Health Sciences and the University of Nairobi 2013-2018 strategic plans to ensure congruency of strategies, strategic objectives and institutional activities. In developing this Strategic Plan the School involved a wide spectrum of stakeholders in the dental profession and beyond who provided invaluable information. All stakeholders identified equality, good relations and quality education as ingredients to success. This revision was done by strategic planning committee appointed by the School Board for the purpose.

The current plan has five major sections namely, the executive summary, introduction (which includes the Vision, Mission and Core Values), Strategic analysis, Strategic issues and strategies ending with implementation plans. This will ensure successful implementation and outcome of the School, College and ultimately University Strategic Plans.

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SCHOOL OF DENTAL SCIENCES

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ACRONYMS AND ABBREVIATIONS

ICT	Information and Communication Technology
SDS	School of Dental Sciences
UNITID	University of Nairobi Institute of Tropical and Infections Diseases
BDS	Bachelor of Dental Surgery
MDS	Master of Dental Surgery
IGA	Income Generating Activities
PhD	Doctor of Philosophy
SWOT	Strengths, Weaknesses, Opportunities and Threats
KNH	Kenyatta National Hospital
MD	Doctor of Medicine
IT	Information Technology
CoDs	Chairmen of Departments
No.	Number
DVC (A&F)	Deputy Vice-Chancellor (Administration & Finance)
FTSE	Full Time Staff Equivalent
MoU	Memorandum of Understanding
CMB	College Management Board
UMB	University Management Board
SMB	School Management Board

EXECUTIVE SUMMARY

The School of Dental Sciences was the first oral health training centre to provide university education in Kenya. In 1974 the Department of Dental Surgery was established in the Faculty of Medicine. This Department was then upgraded to the Faculty of Dental Sciences in 1995, which then became the School of Dental Sciences in 2006. Over time, the School has grown into a more complex entity. While initially the School had one academic programme namely Bachelor of Dental Surgery, currently it also has four postgraduate programmes, five doctorate programmes and more are being planned for the near future.

The School of Dental Sciences is currently facing various problems and challenges. These range from increasing complexity of the external environment, competition from local and foreign dental institutions, increasing expectations from stakeholders, scarcity of financial resources, inadequate and outdated physical structures and equipment as well as inadequate number of teaching staff which is compounded by inadequate number of specialists in the oral health care market.

The school responds and adjusts to a dynamic environment to maintain relevance within local and international community and be a world class institution. This strategic plan puts in place strategies to guide and drive the School not only maintain its relevance but be tandem with Vision 2030 and the Kenya Constitution 2010.

This strategic plan period revolves around six (6) strategic issues, namely:

1. Governance leadership and Culture
2. Resources, Facilities and Infrastructure
3. Teaching and learning
4. Research, Innovation and Technology
5. Competitiveness and Image of the School
6. Collaborations and Partnerships

Arising from the strategic issues, the following six (6) strategic objectives will be pursued during the plan period:

1. To manage the School efficiently
2. To grow the School's resource base and enhance productivity
3. To produce quality and holistic graduates
4. To contribute to the development of society through creation, storage, application and dissemination of knowledge
5. To enhance the competitiveness of the School
6. To enhance value adding partnerships and collaborations

The School will continue to grow student numbers and offer diverse and innovative academic programmes. Effort will be initiated to enhance resource mobilization to support School activities including linkages and collaborations with alumni, research and development partners and corporates. By maintaining this focus on the strategic issues identified, the School will make significant progress towards realizing its vision.

1.0   INTRODUCTION

The School of Dental Sciences (SDS) is one of the five schools that constitute the College of Health sciences, the others being the School of Medicine, the School of Pharmacy, school of Nursing sciences and School of Public Health. Other additions to this College include the University of Nairobi Institute of Tropical and Infectious Diseases (UNITID), Kenya Aids Vaccine Initiative
(KAVI) and Centre for HIV Prevention and Research (CHIVPR).

1.1   Historical Background

1.1.1   Inception

The School of Dental Sciences started from a humble beginning in 1974 as the Department of Dental Surgery in the then Faculty of Medicine. The first group of eighteen (18) students were admitted in 1974 to pursue the course leading to the degree of Bachelor of Dental Surgery (BDS) of the University of Nairobi. To facilitate its inception and growth, the Department acquired and renovated the then building structures for the former Princess Elizabeth Maternity in 1977 with financial and material support from the Government of the Federal Republic of Germany. The aim was to have a university teaching dental hospital. Initially, the Department had only nine (9) dental units, but these soon grew to fifty two (52) distributed in various clinics. In 2009, three units were added for purposes of Income Generation, bringing the total to fifty five (55).

1.1.2   Growth to a School

The then Department of Dental Surgery was upgraded in 1995 to the Faculty of Dental Sciences, which became a School in 2006, with four departments namely:

- Oral/Maxillofacial Surgery, Oral Medicine/Pathology and Oral/Maxillofacial Radiology
- Conservative and Prosthetic Dentistry
- Paediatric Dentistry and Orthodontics
- Periodontology/Community & Preventive Dentistry

In 1996, a ward, major and minor theatres were opened and became operational to complete the Dental Hospital complex where even complex oral maxillofacial and reconstructive surgical procedures are performed

1.1.3   Introduction of new Courses

In order to respond to the increasing demand for highly trained specialists, the School planned and started various postgraduate programmes to train specialists in various dental disciplines. So far, four postgraduate programmes are in progress. Master of Dental Surgery (MDS) course in Paediatric Dentistry was started in the year 2000 and this was followed by MDS course in Oral Maxillofacial Surgery in the year 2001; MDS course in Periodontology and Periodontics, and MDS course in Prosthodontics in 2007.

In the next phase, other postgraduate courses planned include Oral Pathology and Oral Medicine, Oral & Craniofacial Radiology and Diagnostic Imaging, Orthodontics, Conservative Dentistry and Biomaterial Science. In addition there are plans to start Diploma courses such as Dental Surgery Assistants and Dental & Craniofacial Radiography.

1.1.4 Projected Growth of the School

In its earlier 10 year development plan, the School of Dental Sciences proposed to grow from its current four departments to nine. These departments would have comprised of the departments of:

- Oral and Maxillofacial Surgery/Anaesthesia
- Oral Medicine and Pathology
- Oral Maxillofacial Radiology
- Community and Preventive Dentistry
- Periodontology and Periodontics
- Paediatric Dentistry
- Orthodontics
- Conservative, Crown and Bridge Dentistry
- Prosthetic Dentistry
- Biomaterials and Dental Technology

However, economic realities suggest that this expansion is currently not possible. Lack of this expansion has however resulted in congestion and stagnation.

1.2 Contribution of the School

Through its community dentistry outreach programmes, the School has led the way in efforts to alleviate suffering, reduce the burden of oral diseases and improve oral health by providing free curative, preventive and promotive dental services to the needy members of the public who have little or no access to oral health care facilities particularly in remote areas of the country. Through Operation Smile, members of the School have participated in the annual reconstructive surgical campaign that has benefited thousands of children and adults with cleft lip and palate and other oral and maxillofacial anomalies. The School has often been called upon to participate in formulation of national health policies. For example, the formulation of the Ministry of Health National Oral Health Policy and Strategic Plan for the year 2002 to 2012 in which our faculty members played a key role in its formulation and subsequent implementation. The School members have also played a key role in formulating policies, laws and regulations for standardization of oral hygiene and other dental products.

In the area of research, the School has conducted extensive research in a wide range of disciplines and provided answers to many previously unanswered questions in areas such as fluorides and fluorosis, malocclusion and child dental health, epidemiology and prevention of oral diseases, oral cancer and pre-cancer, oral and maxillofacial traumatology, head and neck oncology as well as socio-cultural influence on oral health.

Being the only institution that trains dental surgery graduates in Kenya, the School has played a key role in human resource development for both the public and private sector. Since its inception, the School has trained hundreds of dental surgeons who are now distributed all over the country to serve the needy public. In recent years the School has taken the role of training dental specialists not only to satisfy national needs but also to assist members of the East and Central African countries to meet their needs.

1.3   Challenges Facing the School

The School of Dental Sciences was established in 1995 and has faced many challenges since inception and continues to do so. Among the challenges facing the Faculty are:-

1. The current clinical teaching facilities pose a real challenge in that the dental chairs in use are obsolete and maintaining them is a daunting task. Spare parts are not available and repairing the units is uneconomical. Subsequently, the operational dental chairs available for use are not adequate for the number of students admitted. The physical space allowed for each clinic is inadequate and patient privacy cannot be observed because of the design of the building.
2. The lecture theatres are few, small in size and poorly equipped with broken down fittings such as the podium. Accommodating all the students at any one time is not possible. Audio-visual teaching implements like LCD projectors, computers/laptops etc are few thus making teaching and administration difficult. Tutorial rooms are not available thus seminar sessions with postgraduate students are very difficult to conduct.
3. The laboratory facilities are inadequate in all ways. The phantom head laboratory is poorly equipped and shared between departments making teaching difficult. The pathology and oral medicine laboratory is inadequate in terms of space, equipment and infrastructure - a new, modern laboratory is required. The prosthetic laboratory has only broken down equipment, which is very frustrating for students and staff trying to construct prostheses for their patients. Equipment for the study of dental materials is not available.
4. Heavy teaching load experienced by all departments. The academic members of staff are few and the student: staff ratio is incompatible with effective teaching.
5. The teaching load has also been compounded by the transfer of common undergraduate courses to the School and the establishment of postgraduate programmes, which were not taken into account during the computation of Full Time Staff/student Equivalence (FTSE).
6. The School has motivated staff with skills to conduct research but is unable to do so because of inadequate funding and time.
7. Community out-reach programmes are difficult to organize because of lack of reliable transport facilities and mobile dental facilities.
8. Lack of space for staff offices and administration.
9. Other challenges include lack of space for staff offices and administration, cumbersome procurement procedures, inadequate funding leading to unavailability of clinical, laboratory and other materials thus disrupting the smooth learning, teaching and clinical service.

2.0   MISSION, VISION AND CORE VALUES

2.1   Philosophical framework

The changing dynamics of the internal, national and global environment for any organization necessitates a periodic review of its strategic plans. Such review requires a careful re-examination of the goals, challenges, threats, strengths and weaknesses and determining the best way to navigate round the various "icebergs" in order to achieve the prioritized objectives. In addition, for our school, the guiding philosophical framework for such review requires considerations of perceived needs of stakeholders and experiences gained over the years in training, research and other activities aimed at meeting the needs of stakeholders and improving the oral health welfare of the general community. The school will endeavour to meet international standards, value customer care services and join the rest of the college and entire university community in meeting the global and national challenges including those introduced by the enactment of the new constitution and the development proposed by vision 2030.

2.2   Mandate of the School

The role of the School is to train undergraduate students to become dental professionals of high moral calibre and clinical skills of internationally acceptable standards and who are able to work at the public and private sector health facilities and at community level carrying out preventive and promotive activities and independently conduct research.

The School also plays a role in training qualified dentists to become specialists in different fields of dentistry. These specialists are trained to conduct research, teach undergraduate programme and provide specialist care to patients. It is worth noting that countries in the East, Central and Southern African region are also beneficiaries of training programmes in this School.

Since the year 1998, self-sponsored students have been admitted for undergraduate training. This has subsequently increased the number of graduating dental surgeons and will go a long way in meeting the global set goals of recommended Dentist: Population ratio. The postgraduate training will enhance the number of specialists in the various dental disciplines in the ever changing world of specialization.

Through the training programme, the school provides oral health services to patients and to the larger community through its outreach programme. The mandate of the school also includes conducting research which also aids in the improvement of training and community service. Therefore, the mandate of the School is:

> **To Train Oral Health Care Providers, Conduct Research and Provide Oral Health Care Services**

2.3   Vision

The demand for a shared vision for the School arises from the new strategic direction that will propel it to higher levels of effectiveness, efficiency and relevance in the pursuit of its mandate.

> **An internationally recognized centre of excellence for research, teaching and provision of quality oral health care.**

2.4.   Mission

Deriving from the vision, the School of Dental Sciences mission is:

> **To provide quality dental education and training through research, innovation, integration and utilization of oral health knowledge, skills and positive attitudes.**

2.5   Core Values

To realise its vision and mission, the School shall nurture certain shared values derived from the virtues and moral standards of the Kenyan and the wider society. The following core values shall guide the School:

a) **Freedom of thought and expression.** The School shall promote and defend freedom of thought and expression in academic inquiry and other activities.

b) **Innovativeness and creativity.** Innovativeness and creativity shall be the hallmarks of the School activities as it initiates and adapt to change.

c) **Good governance and integrity.** The School embraces and practices good corporate governance. In this regard, the School shall ensure that all processes and procedures are carried out with efficiency, effectiveness and are morally sound and ethical. The School decision-making processes shall be participatory, consultative and reflects meritocracy, openness and transparency.

d) **Team spirit and teamwork.** The School shall foster a work environment characterised by team spirit and teamwork.

e) **Professionalism and ethics.** In all its actions and interactions, the School shall maintain ethical behaviour, professional etiquette, and honesty.

f) **Quality customer service.** The School shall provide quality services for all round satisfaction, always striving to improve for the betterment of its customers.

g) Responsible citizenship. The School embraces corporate social responsibility and shall ensure that all decisions and actions are marked by human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination, and protection of the marginalized. In all its activities, the School shall strive to respect and protect the environment.

h) National cohesion and inclusiveness. The School believes in national unity and cherishes respect for diversity.

2.6 Guiding Principles

The key guiding principles of the School are:

- Connecting to and inspiring the Kenyan society to pursue good health practices with pace, passion, professionalism and patriotism.

- Providing leadership and stewardship in Kenya's pursuit of health for all.

- Loyalty and Commitment to excellence. This requires that the School distinguishes itself from other players in this sector. The members of staff shall act with speed aiming to do things right the first time, cherish the intrinsic value of the work they do and remain loyal to the institution and the professional calling.

- Engaging stakeholders in order to deliver responsive services.
- Evidence based practice
- National cohesion and inclusiveness.

3.0   STRATEGIC ANALYSIS

3.1 Evaluation of past performance

The School of Dental Sciences is looked upon to train oral health professionals not only to satisfy national needs but also the needs of East and Central African Countries. From its inception in 1974, the school of Dental Sciences used to admit a small number of undergraduate students due to limited resources. However over the years and particularly with introduction of module II, the School has more than doubled its undergraduate student population. In the year 2000, the school started one postgraduate programme. However, due to growing demand, three other programmes have since been introduced and the postgraduate student population has risen. One big challenge that faces these training programmes is limited space and facilities for training.

Continued success of the School depends on its ability to attract and efficiently utilise financial resources. The major sources of funds for the School have been tuition fees and income generation.

Information and Communications Technology (ICT) is one of the prime movers of performance improvement within the School. Informed from this, the School has invested significantly in this area. This includes the provision of desktop computers to all CODs, Professors and students. In addition there is an improvement in internet accessibility. However, there is still a need to increase the bandwidth, internet terminals and the ratio of computers to staff and students.

The satellite School library continues to subscribe to both print and electronic journals and acquire more textbooks. There has been a steady increase in student enrolment in the last five years (Table 1) thus straining the existing human and physical resources including the library. There is, therefore, a need for the establishment to upgrade the satellite School library in the School.

Recent Developments

To accommodate rising student numbers, the School has resorted to utilisation of satellite teaching facilities to provide additional clinical experience and adjunct faculty enabling students to have more hands-on experience. Current participating sites are Kisii, Karatina, Mbagathi, Litein, Mama Lucy District Hospital and Kitui District Hospitals. Others are Coast and Garissa Provincial General Hospitals.

There has been steady investment in infrastructure and facilities over the past five years. Assets such as furniture, equipment and facilities were procured for use in the School. The level of computerization is at 73% as at the FY 2011/12 through purchase of computers and increase in data points with the aim to become fully automated. The project to make the School a "hot spot" in internet provision is underway through installation of wireless facilities. The UNIHANSS project has commenced with the construction of the Ophthalmology wing located at the School of Dental Sciences.

The human resource is a critical component in the success of any institution. The School has continued recruiting and training staff as part of capacity building.

The School library has 63 Print books, 250 Print Journals, 26 Theses, and access to 50,000 e-books and 3,000 e- journals. With the support of strategic partners the School Library needs support in infrastructure development such as ICT, furniture and equipment.

Student enrolment has grown over the last five years as shown in Table 3. This growth has meant offering increased access to higher education to Kenyans.

Table 1: Undergraduate and graduate enrolment for the period 2008 – 2012 of the strategic plan.

	2008-2009	2009-2010	2010-2011	2011-2012	2012/2013
Module I	81	93	89	84	80
Module II	57	46	61	63	66
Masters	17	22	20	22	21
PhD	-	1	1	3	4
TOTAL	155	162	171	172	171

The School has continued to participate in, open days, exhibitions and the Nairobi International Trade Fair and the feedback from those visiting our stands has been encouraging.

Visits to the School by high-profile political and academic personalities have further enhanced the competitiveness of the School. These have been some of the prominent visitors to the School since 2007:

1. Shigeru Katamine, President, Nagasaki University, Japan: April 2010

3.2 SWOT Analysis.

After a careful evaluation of the internal and external environment through SWOT analysis, the School of Dental Sciences has identified the various factors that would promote or hinder efforts to achieve the stated vision and mission.

3.2.1 Strengths:

i. **The strategic location of the School**
The School is located within Nairobi city, which is the business centre and capital of Kenya. An elaborate transport and telecommunications network makes the School easily accessible. The School houses the University of Nairobi Teaching Dental Hospital, which is the only one of its kind in the region. In addition, the School is in close proximity with the Kenyatta National Hospital (KNH) complex which is the largest teaching and referral hospital in the East and Central African region.

ii. **An established and widely recognized institution.**
The School of Dental Sciences is the premier institution of its kind in the region. The School has numerous alumni in strategic positions nationally and

internationally and has a reputation as one of the leading oral health training centres in Africa. The School trains both undergraduate and postgraduate students for the region.

iii. **Large pool of expertise in diverse disciplines in dental sciences.**
The School has a highly qualified complement of staff and represents the highest concentration of oral healthcare trainers in the region. Most of the academic members of staff are specialists in their fields and are internationally recognized. This is one of the factors that make the School the preferred institution for training for undergraduate and postgraduate students in oral healthcare.

iv. **Diverse and specialized academic programmes**
The School offers several programmes at the undergraduate and postgraduate levels to both publicly and privately funded students. Currently, the school has one undergraduate, four post graduate and five doctoral programmes.

v. **Quality and relevant research**
The School engages in relevant clinical, experimental and epidemiological oral health research with potential for further expansion and attraction of funding.

vi. **Intellectually stimulating environment**
The School admits the best performing students for the undergraduate and postgraduate programmes. This cadre of students stimulates a healthy intellectual and competitive culture within the School.

vii. **Established training and research facilities.**
The School has extensive physical facilities for teaching and research with the possibility for expansion. The teaching is also conducted at satellite clinical sites supported by teleconferencing and e-learning.

viii. **Local and international linkages and collaborations**
The School has a collaborative partnership with the KNH which acts as a teaching and research facility. There are numerous professional linkages including those with local industry, other universities and research institutions. International collaborations have greatly enhanced the research output and image of the School.

ix. **Potential for income generation**
The various oral health specialties in the School have great potential to generate income through payment for services rendered. Numerous income-generating activities are already in place, which generates considerable revenue to the School. The University of Nairobi Dental Plaza has become the pillar of income generation with clients from both the public and private sector.

x. **Capacity for consultancy**
The School has high calibre professionals who are available for any consultancy opportunities within the country and the region. Potential clients include the

Ministry of Health, the local industry, non-governmental organizations and other international agencies. The growing national economy is likely to increase the demand for consultancy services from which the School would benefit.

xi. **Capacity for community service**
The School provides valuable community outreach services in various health disciplines both by staff and students.

xii. **Improved ICT resources**
The computer infrastructure network coverage within the School has increased remarkably over the last five years. The PC to user ratios for senior administrative staff, academic staff and students has also improved. The improved ICT facilities have enhanced access to information and accelerated global communication. In addition, this has also improved teaching and learning, including e-learning in the school.

3.2.2   Weaknesses:

(i) Low output of PhD/MD degrees
Although the School has a large postgraduate enrolment, the training periods are sometimes too long partly due to poor supervision. Graduate studies enrolment at doctoral level is still low. Inadequate financial support for postgraduate programmes has also contributed to the low output in terms of numbers as well as research.

(ii) Stretched resources and Facilities
The teaching, learning and research facilities and the teaching staff in the various units are currently over stretched. Some of the physical facilities are dilapidated. The equipment available is inadequate and in some instances, old and obsolete. The library facilities have slightly improved in the last two year but are still inadequate for the increased population of users. In addition, the ICT infrastructure, although improved, needs to be enhanced to cover the needs of the School.

(iii) Low remuneration
The University pay packages are currently strictly structured according to grades for the entire University without consideration of the job market. The reality, however, is that academic disciplines from the School as well as individual staff, command higher remuneration in the open market for their services. The inability of the University to respond to this discrepancy undermines the School's ability to attract and retain highly qualified professionals. This has led to low staff motivation and eroded the sense of belonging.

(iv) Complex Procurement Procedures

The current procurement procedures have proved to be bureaucratic and tedious resulting in massive delays in meeting set targets and deadlines. This greatly impairs efficiency and undermines collaborative endeavours.

(v) Poor link between students, academic and non-academic affairs
There is need for greater coordination between the various units that manage students' academic and non-academic affairs. Clearly defined common goals are required to enhance delivery of services and support towards a healthy students' community. This will nurture the development of life skills, confidence to face the larger society, linkages with the larger society, moral integrity, teamwork and responsibility. These are necessary in the production of a holistic graduate.

(vi) Lack of clear staff development strategies
Poor implementation of staff development policies has hindered staff progression within the various units in the school. This has often resulted in frustrations and demotivation of staff.

(vii) Poor perception of school image
The School does not have a public relations support system. Hence, it is unable to create a consolidated, consistent and efficient front in upgrading its contemporary corporate and social image. This disadvantages the school in the competitive global environment.

(viii) Budgetary Constraints
Over the years, the School has operated on a constrained budget. This arises from inadequate financial resources allocated to the School. Where funds have been generated within the School, a substantial amount has been put to other University uses as the School lacks the administrative and financial autonomy in this regard. This situation complicates financial management of the College and impairs the achievement of the desired objectives.

(ix) Weak link with industry
The current link with industry is inadequate thus making training in some of the programmes not geared towards market demands and trends.

(x) Inadequate collaboration with peer academic institutions
Although there is some collaboration with other peer academic institutions in the area of research and related activities, but it is inadequate and needs enhancement.

(ix)Underdeveloped co-curricular and services
Presently, the facilities and management of co-curricular for student and staff affairs are weak, poorly coordinated and lacks basic infrastructure.

3.2.3   Opportunities:

(i) Industry Collaboration and Linkages
There is accelerated growth in technological advances which have transformed the way the health industry and the way it delivers on its mandate. Nevertheless, there are many challenges that face industry that can be addressed by forging partnership with the School. Similarly, the School also faces challenges which can be addressed through collaboration with industry in areas such as attachments, internships, research funding, scholarships and employment opportunities.

(ii) Growing demand for Dental Education
The demand for higher education from qualified high school graduates has been on the increase. The same applies to postgraduate training. The School has been the premier institution offering high quality training in the healthcare professions and is competitively priced in comparison with similar institutions abroad. The School should seize this opportunity to enhance student enrollment.

(iii) Growing demand for consultancy
The School harbours the greatest concentration of expertise and knowledge in oral health care that can be gainfully utilized through consultancy and innovation. There are now increased consultancy opportunities arising from the Millennium Development Goals, Vision 2030, Kenya Constitution 2010 and regional developments as pertains to oral health care.

(iv) Access to new technology
The rapid and continuing growth and development of information technology (IT), has had a major impact in the country. The existing ICT infrastructure of the School provides great opportunities to improve the quality, effectiveness and the flexibility of teaching, training and research activities. In addition, the School Global visibility can be enhanced and more income generated through web based activities.

(v) Rapid technological advances
The contemporary technological advances have transformed the way people live and work. The School should embrace these changes in order to enhance the quality of academic programmes and the competitiveness of its graduates in the job market.

(vi) Potential for income generation
The various specialties within the school have great potential to generate income through sale of their services and therefore support existing income generating activities.

(vii) Implementation of the Kenya Constitution 2010

To implement the new constitution, the devolved county governments shall require highly skilled human resources to manage their various functions. This creates the need for increased capacity building, which the School can provide.

(viii) Implementation of Vision 2030

Vision 2030, which is the blueprint for national development, envisages quality health care through many avenues including increased private public partnerships. The School through its graduate output from it various programmes are able to meet the demands of Vision 2030.

3.2.4   Threats:

(i) Competition from other institutions

Existing and emerging institutions offering training in health sciences compete with the School for undergraduate students. These institutions may offer attractive employment terms which may cause staff to leave the School.

(ii) Insufficient Government funding

Funding of College activities is derived from Government and University capitation, tuition fees, grants, income generating activities and donations. The Government has directed that State Corporations must now embrace modern business management practices. To this end Government funding has reduced thereby, forcing the School to look for other revenue streams.

(iii) Escalating Cost of Education

The high cost of healthcare education prevents potential students from joining the School because of the general poverty in the country. Inadequate government support and diminished external funding has compounded this situation thereby denying deserving students an opportunity to pursue dental education.

(iv) Inadequate research funding

Inadequate research funding from government sources limits sustained research activities within the School. Most of the staff in the School have to rely on external funding to initiate and expedite viable projects. The uncertainty on the availability of such funding makes planning difficult and discouraging.

(v) Job security and conditions of service

Job security and competitive pay is an important factor in attracting and retaining quality staff in any Institution. Lack of job security and associated benefits as well as lack of a Scheme of Service for some staff makes working in the School less attractive.

(vi) Inadequate funding for income generating projects

Inadequate capital funding from the central administration limits the number and capacity of income generating projects. This puts the School at a disadvantage in competing with other stakeholders in the exploitation of the market.

(vii) Customer satisfaction

The College of Health Sciences of which Dental School is a part is not optimally responsive to the needs of its customers and stakeholders as shown by the Steadman report of 2007. This causes student dissatisfaction, staff disillusionment and erodes supplier confidence and trust.

(viii) High Cost of Ethics Processing In Research

High processing fee for ethical review of research proposals is prohibitive discouraging research partners and faculty.

(ix) Inadequate Student Accommodation

The College has inadequate secure accommodation to cater for the increasing numbers of students. This may discourage prospective students.

(x) Increased Pressure to Admit More Students

Students admitted through the Placement Board wait for a long period before joining the School. In an effort to correct this situation there is pressure to admit more students, which impacts on the already stretched School facilities. The accelerated programme, which was meant to reduce the University admission waiting period makes the situation even worse.

4.0 STRATEGIC ISSUES, OBJECTIVES, STRATEGIES AND OUTCOMES

4.1 Strategic Issues

Strategic issues are the key challenges facing an organisation that need to be addressed if the organisation is to improve its performance and realise its mandate. Inadequate attention to these issues will adversely affect the performance of the organisation. Strategic issues are therefore the focal points of the strategic planning process. After a comprehensive strategic analysis of the School and interrogation of feedback from key stakeholders, six strategic issues have been identified for action:

    i. Governance, Leadership and Culture
    ii. Resources, Facilities and Infrastructure
    iii. Teaching and Learning
    iv. Research, Innovation and Technology
    v. Competitiveness and Image of the School
    vi. Collaboration and Partnerships

The objectives and corresponding strategies were formulated for the listed strategic issues.

4.2 Strategic Issue 1: Governance, Leadership and Culture

The School executive management under the direction of the Dean is through the School Management Board. Corresponding decision making organs have been adequately provided for by the School Academic Board and the departments.

Government circulars provide the basic legal framework upon which the University and by extension the College and the School is governed and managed. Upon the promulgation of the Kenya Constitution, 2010 and the subsequent review of various legislations, the legal landscape upon which the School operates dramatically changed. As the School charts its strategic way forward, it is imperative that it repositions itself to fully comply with the new demands while taking advantage of the new opportunities in its operating environment. It is crucial that the structures and processes relating to governance and management be addressed, for the School to set itself for maximum competitiveness and growth. Best practices and the evolving national philosophies will therefore greatly inform the way the School will be governed.

The prevalent culture of staff and students largely determines perceptions about the School in the larger society. Loyalty, commitment and ownership of the institutions are key to long term survival and success. Nurturing these attributes will deliver the right professionals into community service. The School has an established mentorship program for students and staff for their formation and advancement. This will be strengthened in the strategic plan period.

Strategies

      i.   Review administrative structures and systems
      ii.   Create a culture of ownership and effective strategy and policy execution
      iii.   Create mechanisms for entrenching the core values of the School among staff and students
      iv.   Enhance leadership and management capacity at all levels

The expected outcomes are
      i.   Improved efficiency and effectiveness
      ii.   Effective monitoring and evaluation
      iii. Enhanced commitment and loyalty to the School.

4.3   Strategic Issue 2: Resources, Facilities and Infrastructure

The ability of the School to achieve its mandate, vision, and mission will depend on the resources available and the efficiency of their deployment. These resources include finances, human capital, physical assets and the total support infrastructure. Physical facilities and infrastructure will require major investment for upgrading and expansion. Staff remuneration and welfare will need to be given special attention. Failure to pay adequate attention to the resource challenges will lead to sub-optimal performance.

Strategies

i.   Increase the School revenue
ii.   Improve and upgrade physical facilities and infrastructure
iii.   Entrench the use of ICT in the School's academic and administrative functions
iv.   Improve staff motivation and productivity

The expected outcomes are:

      i.   Increased and sustainable financial performance,
      ii.   Increased and improved quality of physical infrastructure,
      iii. Effective use of ICT in teaching, research, and administration, and
      iv. Productive and motivated workforce.

4.4   Strategic Issue 3: Teaching and Learning

The School is highly endowed with human capital and diversified academic programmes. The School therefore must play a leading role in the generation and dissemination of knowledge in order to meet the national health and developmental challenges of the 21st Century and beyond. The School must compete favourably in spite of the challenges of globalisation. Teaching and learning is the core business of the School, the College and the University at large. If there is no excellence in this area, there will be no guarantee for survival and success in a highly competitive environment. Given the positioning of the School, it must play the expected pivotal role in national development by equipping learners with relevant knowledge, skills and value systems while at the same time providing the mentoring role for the emerging peer institutions.

Student welfare, and support services, on their part constitute a critical component in delivering and continually enhancing excellence in teaching and learning. Good facilities, amenities and living conditions are essential in enhancing the production of quality and holistic graduates. The quality graduate will be delivered in totality based on the academic curricula and well defined co-curricular to produce useful citizens who contribute to the overall welfare of the society. The majority of students in the School of Dental sciences live off campus and therefore need innovative approaches to meet the goals of a holistic education.

Strategies

i. Review and reengineer academic delivery processes for improved effectiveness and efficiency
ii. Deliver diversified, innovative, quality and relevant academic programmes aligned to Vision 2030
iii. Enhance the growth of graduate and clinical specialty programmes
iv. Mainstream co-curricular activities into student academic life and provide quality students welfare services

The expected outcomes are:

i. Enhanced quality of academic programmes
ii. Increased alignment of programmes to Vision 2030
iii. Increased access to academic programmes
iv. Growth in postgraduate enrolment
v. Improved holistic and quality graduates

4.5   Strategic Issue 4: Research, Innovation and Technology

Research, innovation and technology transfer are key strategic issues the School must address to remain relevant in its pursuit of extending the frontiers of knowledge development and application. They enable the School to contribute towards the dynamic social needs that are the hallmark of civilization, development and improvement of human life. More attention by the School to this strategic issue will result in an upturn in its contribution to sustainable national development.

Research, innovation and technology transfer have great potential for wealth creation and contribution to sustainable national development. If this potential is not exploited, the university will continue to lose out on the national agenda and the aspirations of Vision 2030.

Strategies:
- i. Enhance the capacity of researchers to develop winning proposals
- ii. Improve research infrastructure and grants management systems
- iii. Enhance dissemination of research outputs to society
- iv. Partner with industry for joint research and commercialization of technological innovations

The expected outcomes are:
- i. Enhanced research output,
- ii. Enhanced grants and collaboration,
- iii. Improved efficiency in grants management, and
- iv. Increased innovations and impact of research output.

4.6 Strategic Issue 5: Competitiveness and Image of the School

The School needs to create a strong positive image in the minds of the past, current and potential students as well as all stakeholders. This can be achieved by answering key questions as to what the School stands for, particularly in the present competitive, innovative and dynamic world. What is the School brand? How can the School further improve its image? What is the School culture that can be marketed and extended as a product when these students become alumni? These are issues that have to be addressed to improve the School and by extension the University's image and competitiveness.

Strategies
- i. Enhance the School's image
- ii. Entrench internationalisation of the School
- iii. Improve the School Performance Contracting

The expected outcomes are:
- i. Increased visibility of the School,
- ii. Consistent positive corporate image.
- iii. Improved School Performance Contracting

4.7 Strategic Issue 6: Collaborations and Partnerships

In this age of globalisation, the trend is for institutions to foster networks, partnerships and linkages to enhance their competitiveness. The School occupies a position of great advantage that can be utilised in fostering mutual linkages and partnerships with peer institutions and industry. Whereas the School has a number of existing linkages, more value-adding networks, partnerships and linkages need to be established at the national, regional and international levels if the School is to reposition itself in the global arena as a viable and vibrant institution of higher learning.

Synergy-building relationships with various key stakeholders are critical to the overall success of the School. It is important that the School positions itself in such a manner that mutual benefits of all the parties are best achieved. Given the nature and scope of business of the School, the

various categories of relevant stakeholders that the School comes into contact with are enormous. The key stakeholders that have been identified include the private sector, governmental agencies, the alumni, peer institutions, and the neighbourhood of the School. It has emerged that the various stakeholders are positively predisposed to work on joint agenda with the School.

Strategies
i. Exploit the potential of support from the School alumni
ii. Improve collaboration and engagement with neighbours
iii. Enhance partnerships and collaborations with public and private sectors, locally and internationally

The expected outcomes are:
i. Improved quality of research and academic programmes,
ii. Increased non-academic funding, and
iii. Cordial relationships with stakeholders.

5. IMPLEMENTATION MONITORING AND EVALUATION FRAMEWORK

For optimal functioning of the School, all Departments must have the Strategic Plan cascaded down to them. This section reviews the structures for its implementation, funding of the Strategic Plan and monitoring and evaluation of the implementation process.

5.1 Cascading the Strategic Plan

The School Strategic Plan will be cascaded down to the departments in order for them to contribute to the achievement of the School strategic goals. All departments will be expected to develop their individual strategic plans informed from the School strategic plan. This will be completed before end of June 2013. Each department will prepare its annual work plan and corresponding budgets.

The plans and budgets form the basis for the annual performance contracts that are evaluated before the end of June each year.

5.2 Financing the Strategic Plan

5.2.1 Revenue

This Strategic Plan will be funded from the following main revenue streams;

- Academic revenue (tuition fees)
- Research grants
- Income generating units (IGU)

The School will endeavour to grow total revenues by not less than 10% per year throughout the next five years. The current budget (2012/2013) of KES42.8 million is projected to grow to KES45.2 million in the financial year 2017/2018 as in table 2 below.

Table 2:   **Projected revenue for the period 2011/12 to 2017/18**

Sources of Revenue	Actual	Projected Revenue (KES) Millions					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Tuition Fees - Module II	22	22.5	22.8	23	23.3	23.6	23.9
IGAs	20	20.3	20.8	21	21.3	21.3	21.3
Total	**42**	**42.8**	**43.6**	**44**	**44.6**	**44.9**	**45.2**

Source: School Account's office

5.2.2   Expenditure

The School will be aligned to specific requirements of this Strategic Plan and performance contracts to ensure that financial resources are used to drive designated strategic development and growth of in accordance with projected expenditure (Table 3).

Table 3. Projected Expenditure for the period 2011/12 to 2017/18

Sources of expenditure	Actual	Projected Expenditure (KES. Millions)					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Operational & Maintenance	5.0	5.2	5.2	5.2	5.2	5.2	5.2
Teaching Expenses	5.3	5.7	5.8	6.0	6.0	6.0	6.0
Total	**10.3**	**10.9**	**11**	**11.2**	**11.2**	**11.2**	**11.2**

NB: Assumed it will grow by 5% percent every year
          Source: School's Accounts Office

A prudent financial management framework shall be put into place to give a positive difference between revenue and expenditure rates. The surplus realised shall be deployed in strategic development projects to spur further growth envisioned in this Strategic Plan.

5.3   Institutionalising the Strategic Plan

Successful implementation of this Strategic Plan requires the proposed strategies are institutionalised. They have to be congruent with the internal functions of the School. Key amongst these are the structures and systems (processes). Any inconsistencies identified have to be addressed by reviewing the structure, systems and strategies.

5.4   Monitoring and evaluation

5.4.1   Introduction

Monitoring and evaluation is a key tool in the implementation of a Strategic Plan. It allows management to gauge at every stage and to institute corrective action in cases of negative deviation from the expected results. Thus monitoring and evaluation will be a critical component of the Strategic Plan. The framework for this important activity is presented below.

5.4.2   Monitoring and evaluation framework

The overall goal of monitoring and evaluation in the implementation of this Strategic Plan is to provide timely and quality information on performance to inform decision making. The framework shall comprise defined responsibilities, indicators, reporting mechanisms and collection and maintenance of performance data.

i.   Monitoring responsibilities

The overall performance monitoring and evaluation shall be the responsibility of the Dean, COD's and HOD's. It is the responsibility of these managers and other heads of sections to monitor the performance of their areas of jurisdiction in the implementation of this Strategic Plan and recommend and take appropriate action.

ii. Indicators

The monitoring and evaluation shall be carried out by the Dean and COD's whose responsibilities shall include:

a) Coordinating the development of the School Strategic Plan
b) Harmonising the Departmental Strategic plans
c) Coordinating annual work plans
d) Implement monitoring and evaluation instruments
e) Receiving, analysing, summarizing and consolidating reports from lower units for onward transmission to the management as per specific timelines
f) Carrying out annual, mid-term, end-term and ad-hoc evaluations and explaining any significant variations in performance to the management
g) Coordinating and helping in drafting performance contracts for all levels and staff reporting on performance contract targets
h) Coordinating performance evaluation
i) Identifying and tracking performance benchmarks
j) Coordinating ISO 9001:2008 activities

iii. Reporting mechanisms

The indicators, baselines, targets, timeframe, strategies and strategic objectives are in the implementation plan in Annex I of this Strategic Plan.

iv. Collection and maintenance of performance data

Performance data on each indicator shall be identified and collected on a continuous basis and maintained in a database.

ANNEXES
Annex 1: Implementation plan

This section of the Strategic Plan document shall highlight the individual action matrices for the strategic objectives. As is commonly the cases under each strategic objective shall appear outcomes and individual considerations as follows;

- **Expected outcomes**

  This defines the expected result from each action. Outcomes must be SMART.

- **Performance indicators**

  Indicators are those measureable parameters that can be used to assess if the strategic objective has been achieved within a specific strategic objective. Indicators are expresses as if an action is competed or not and extend of completion.

- **Baseline**

  Assesses the current state of the particular performance indicator(s)

- **Targets**

  These are indicators of the extent of fulfillment of the specific strategy. They are usually expressed in the form of time, percentage or a particular action completed.

- **Time frame**

  Indicates the time frame within which a particular action requires to be completed.

- **Responsibilities**

  These are the specific individuals responsible for specific actions. All associated activities will involve participation of staff.

6.   IMPLEMENTATION MATRIX

Issue 1: Governance, Leadership and Culture.

Objective 1: To manage the School efficiently

Strategies

i.   Review administrative structures and systems
ii. Create a culture of ownership and effective strategy and policy execution
iii. Create mechanisms for entrenching the core values of the School among staff and students
iv. Enhance leadership and management capacity at all levels

Expected Outcomes	Performance Indicators	Baseline	Targets	Timeframe	Responsibility
Improved efficiency and effectiveness	Level of compliance with service delivery charter	98%	100%	2013 - 2018	Dean, COD.
	% of assigned tasks completed on time	-	80%	2013 - 2018	
Effective monitoring and evaluation	Timely submission of SPA reports	6 months	3 months	2013 - 2018	Dean, CODs
	Level of completeness of quarterly PC reports	80%	100%	2013 - 2018	
Enhanced commitment and loyalty to the College	No. of time corporate values are communicated and explained to all staff per year	-	Quarterly	2013 - 2018	Dean, CODs
	No. of times academic and administrative units hold team building sessions per year	-	1 per unit p.a.	2013 - 2018	
	No. of social fora for staff organised per year	-	1	2013 - 2018	
	% of meetings attended by staff	-	75%	2013 - 2018	

Expected Outcomes	Performance Indicators	Baseline	Targets	Timeframe	Responsibility
	per year				
	No. of "State of the College" communiqué from the Principal's Office	-	One per Quarter	2013 - 2018	Dean, CODs

Issue 2: Resources, facilities and infrastructure

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

Strategies
  i.   Increase and sustain the College revenue
  ii. Improve and upgrade the College's physical facilities and infrastructure
  iii. Entrench the use of ICT in the College's academic and administrative functions
  iv. Improve staff motivation and productivity

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
Increased and sustainable financial performance	Increased face-to-face student enrolment	146	1% p.a.	2013-2018	Dean, CODs
	% increase in academic revenue	10%	10%	2013-2018	Dean, CODs
	% increase in non-academic revenue	9%	10% p.a.	2013-2018	
	% increase in research grants	57%	5% pa	2013-2018	
	Reviewed austerity, cost reduction and revenue enhancement plan	100%	100%	Dec. 2013	Dean, CODs
	Cost reduction /savings	514,399	5% p.a.	2013-2018	
	% utilisation of allocated funds/year	100%	100%	2013-2018	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
	% compliance with set budgetary levels	100%	100%	2013-2018	
	Number of real estate PPP arrangements	-	1	2013-2018	
Increased quantity and quality of physical infrastructure	20-year master development plan	-	100%	March 2014	Dean, CODs
	Master safety and security plan	-	100%	March 2014	
	Audit facilities to determine level of utilisation	-	100%	March 2014	
Effective use of ICT in teaching, research, and administration	Compliance with ICT policy	-	100%	Dec. 2013	Dean, CODs
	Student to computer ratio	1:10	1:5	2013-2018	
	Staff to computer ratio	1:3	1:1	2013-2018	
	Bandwidth ratio per student	1Mbps/170	1.5Mbps/170	2013-2018	
	% availability of ICT services	96%	99%	2013-2018	
	Number of hot spots	0	1	2013-2018	
Motivated and Productive workforce	Average staff performance appraisal index	63%	90%	2018	Dean, CODs
	Employee satisfaction index	78%	80%	2018	
	% of senior academic and administrative staff retained in service	95%	97%	2013-2018	

Issue 3: Teaching and learning

Strategic objective 3: to produce quality and holistic graduates in diverse fields

Strategies;

    i.   Review and reengineer academic delivery processes for improved effectiveness and efficiency

    ii.   Deliver diversified, innovative, quality and relevant academic programmes aligned to Vision 2030

    iii.   Enhance the growth of graduate and clinical specialty programmes

    iv.   Mainstream co-curricular activities into student academic life and provide quality students welfare services

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
Enhanced quality of academic programmes	% curricula reviewed as per policy	-	100%	2013-2018	Dean, CODs
	No. of new curricula developed and benchmarked	-	2	2013-2018	
	% of examinations externally examined	100%	100%	2013-2018	
	% of courses scoring above 70% in student evaluation	-	50%	2013-2018	
	% of teaching staff trained in pedagogical and androgogical skills	90%	100%	2013-2018	
Increased alignment of programmes to Vision 2030	No. of students enrolled in programmes within the SDS	146	1% pa	2013-2018	Dean, CODs
	No. of flagship programmes aligned to Vision 2030	0	1	2013-2018	
	No. of course units with teaching notes on the e-learning platform	4	20%p.a	2013-2018	

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
Increased access to academic programmes	No. of programmes in ODeL	0	1	2013/2018	Dean, CODs
	No. of students enrolled in ODeL	28	10% pa	2013-2018	
Growth of postgraduate students	No. of new Masters programmes	1	10% pa	2013-2018	Dean, CODs
	No. of new fellowship programmes	0	0	2013-2018	
	No. of new Doctoral programmes	1	1	2013-2018	
	No. of new Doctoral students enrolled	2	5% pa	2013-2018	
	No. of PhD. graduates per year	1	10% pa	2013-2018	
	No. of new Masters students enrolled	12	1%pa	2013-2018	
	No. of Masters graduates per year	3	5% pa	2013-2018	
	No. of post-doctoral students	-	1	2013-2018	
Improved quality of graduates	No. of programmes engaging guest lecturers	1	10% pa	2013-2018	Dean, CODs
	No. of students on industrial attachment as per requirement	0	5% pa	2013-2018	
	No. of students getting national, regional and international awards or recognition	1	10%pa	2013-2018	
Holistic graduates	% of students participating in sports and games	50%	60%	2013-2018	Dean, CODs

Expected Outcomes	Performance Indicators	Baseline	Targets	Time Frame	Responsibility
	% of students participating in professional associations and recognised social support groups	65%	85%	2013-2018	
	No. of students mentored on leadership, social, etc.	-	10 pa	2013-2018	
	Mount an online common course in soft skills	0	1	2013-2014	
	Students satisfaction index	71.2%	77%	2013- 2018	

Issue 4: Research innovation and technology

Strategic objective 4: to contribute to the development of society through creation, storage, application and dissemination of knowledge

Strategies

  i.   Enhance capacity of researchers to develop winning proposals
  ii. Improve research infrastructure and grants management system
  iii. Enhance dissemination of research outputs to society
  iv. Partner with industry for joint research and commercialisation of technological innovations

Expected outcomes	Performance indicators	Baseline	Targets	Timeframe	Responsibility
	No of journal publications produced annually	50	10% growth pa	2013 - 2018	
Enhanced research output	No of staff participating in conferences and other academic fora annually	10	10% growth pa	2013 - 2018	Dean, CODs
	No of papers	10	10%	2013 - 2018	

	presented at conferences and other academic fora annually		growth pa		
Enhanced research grants and collaborations	No of successful grant applications per year	1	7 per year	2013 - 2018	Dean, CODs
	No of funded research projects per year	1	20% pa	2013 - 2018	
	Total research grants portfolio	-	-	2018	
Improved efficiency in grants financial management	Reviewed and optimised approval processes	-	100%	2013 - 2018	Dean, CODs,
	No of public policy briefs produced from research and presented to policy makers per year	-	1	2013 - 2018	
	Number of outreach activities annually resulting from research per year	8pa	10 pa	2013 - 2018	
	No of high technology SME's nurtured/created	-	-	2013 - 2018	
	No of IP rights registered	-	1	2013 - 2018	
	No of School journals	-	1	2013 - 2018	

Issue 5: Competitiveness and image of the College

Strategic objective 5: to enhance the competitiveness and image of the College

Strategies
i.   Enhance the College image
ii.   Entrench internationalisation of the College
iii.   Improve the College Performance Contract ranking

The expected outcomes are:
  i.   Increased visibility of the College,
  ii.   Consistent positive corporate image.
  iii. Improved College performance and ranking

Expected outcomes	Performance indicators	Baseline	Targets	Timeframe	Responsibility
Increased visibility of the College	No of active MoU's with local, regional and international peer institutions	-	Additional 1 p.a.	2013 - 2018	Dean, CODs
	No of events hosted by the School open to the public	10	50% pa	2013 - 2018	
	No of student and staff exchange programmes per year	1	Additional 1 p.a.	2013 - 2018	
Increases College performance and ranking	Performance ranking within the University	1	1	2013 - 2018	Dean, CODs
	No of hits on School website per year	-	1 million	2013 - 2018	
	Branding and marketing strategy development	-	Branding and Marketing strategy in place	2013- 2014	
	% increase in implementation of branding and marketing strategy	-	100%	2013 - 2018	

				2013 - 2018	
	No of endowed academic chairs	-	1	2013 - 2018	
	Customer satisfaction index	69.7%	73%	2013 - 2018	
Consistent positive School image	No of times the School appears positively in the media each year	2	20% pa	2013 - 2018	Dean, CODs
	No of outreach/extension activities conducted per year	-	20 pa	2013 - 2018	

Issue 6: Collaborations and partnerships

Strategic objective 6: to enhance value –adding partnerships and collaborations

Strategies

i. Exploit the potential for support from university alumni
ii. Improve collaboration and engagement with neighbours
iii. Enhance partnerships and collaborations with both public and private sectors locally and internationally

Expected outcomes	Performance indicators	Baseline	Targets	Timeframe	Responsibility
Improved quality of research and academic programmes	No of partnerships with industry per year	3	1 p.a.	2013 - 2018	Dean, CODs
	% of students on internship/ attachments/ practicums as per requirements	100%	100%	2013 - 2018	
	No of initiatives with neighbours per year	1	1 p.a.	2013 - 2018	
Increased non-academic	Amount of funding from alumni per	-	10% p.a.	2013 - 2018	Dean, CODs

funding	year			2013 - 2018	
	Amount of funding from industry per year	-	10% p.a.	2013 - 2018	
Cordial relationships with key stakeholders	% of interaction with key stakeholders	100%	100%	2013 - 2018	Deans, CODs,

Annex II: Documents reviewed in preparation of this Strategic Plan

    a)   Documents reviewed

I.	Revised Strategic Plan for College of Heath Sciences, 2008 – 2013
II.	CHS "Self-Assessment Report For Institutional Quality Audit 2013" (for Commission for University Education)
III.	CHS annual report, 2012
IV.	UNITID annual report, 2012
V.	School of Public Health annual report, 2012
VI.	School of Medicine annual report, 2012
VII.	School of Pharmacy annual report, 2012
VIII.	School of Dental Sciences annual report, 2012
IX.	School of Nursing Sciences annual report, 2012
X.	CHIVPR annual report, 2012
XI.	The Kenya Vision, 2030
XII.	Constitution of Kenya, 2010
XIII.	College of Health Sciences Service charter, 2011
XIV.	Universities Act No. 42, 2012
XV.	United Nations Millennium Development Goals, 2000
XVI.	University of Nairobi Academic Calendar, 2011-2012
XVII.	University of Nairobi Grants Strategic Plan, 2013-2017
XVIII.	University of Nairobi Strategic Plan, 2013-2018
XIX.	College of Health Sciences Performance Contract, 2010-2011
XX.	College of Health Sciences Performance Contract, 2011-2012
XXI.	School of Dental Sciences Strategic Plan, 2008-2012

ANNEX 2: SCHOOL OF DENTAL SCIENCES 2008-2013 STRATEGIC PLAN REVIEW COMMITTEE MEMBERS.

The Committee that reviewed the 2013-2018 School of Dental Sciences Strategic Plan comprised of the following members:

Dr. A. W. Njiru, Chairman	…………………………	…………………..
Prof. L. Gathece	…………………………	…………………..
Dr. P. O. Okong'o	…………………………	…………………..
Mrs. Jane M. Mputhia	…………………………	…………………..
Secretariat		
Mr. Desmond K'Owino	………………………..	…………………..
Ms. Lillian Njau	………………………..	…………………..