

RIFT VALLEY UNIVERSITY



Hub of Excellence

STRATEGIC PLAN

September, 2024
Addis Ababa, Ethiopia

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Acryonms

CBO:	Community Based Organization
CVL:	Customer Value Leadership
ESDP:	Educational Sector Development Program
ETA:	Education and Training Authority
FGD:	Focus Group Discussion
GDP:	Gross domestic product
GER:	Gross Enrolment Ratio
GTP:	Growth and Transformation Plan
HEI:	Higher Education Institute
MOE:	Ministry of education
MOU:	Memorandum of Understanding
NGO:	Non-Governmental Originations
PESTEL:	Political, Economical, Social, Technological, Environmental & Legal
QA:	Quality Assurance
RVU:	Rift Valley University
SDG:	Sustainable Development Goals
SWOT:	Strength Weakness Opportunity Treat
TVET:	Technical and Vocational Education and Training
UN:	United Nations

CHAPTER ONE

1. INTRODUCTION

In today's rapidly growing science and technology, the world is undergoing a period of extraordinary changes. The stunning rise of the middle-income countries, led by China, India, and Brazil, has inspired many developing nations to increase their competitiveness by creating knowledge and by building highly competent and skilled workforce. Scientific and technological advances are changing job profiles and skills, while offering possibilities for accelerated learning. Expanding and improving education is a key instrument in adapting to the dynamism. Simply put, investments in quality education lead to more rapid and sustainable economic growth and development. Educated individuals are more employable, able to earn higher wages, cope better with economic shocks, and raise healthier children.

Hence, the idea of establishing a higher education institution envisioning academic excellence in Ethiopia was associated with the notion of privatization of the sector, and was envisaged by people who had the vision of having trained human power with both academic and vocational domains. This thought has originated from the need to have institutions for educating citizens in concepts, values, and the skills that lead to successful life. Rift Valley University perceives that delivering quality education to the society plays immense roles in boosting the economic development endeavors of the country. Thus, the University is targeted at producing competent, ethical and skilled manpower without making any distinction between people of different ethnic, religious, social, economic and political backgrounds. Being motivated and encouraged by its all recorded success stories over the last service years, the University is still committed to provide quality education, by periodically reviewing the existing and developing new policies, manuals, and guidelines that facilitate the attainment of organizational mission.

1.1. Background of Rift Valley University

Rift Valley University initially conceived as College, was established in Adama City of East Shawa Zone, Oromia National Regional State in October 2000 G.C, foreseeing the core values of *good governance, commitment to quality services and community development, gender sensitivity, secularism and non-partisan, creativity, responsiveness, team work spirit, and work culture* parallel to the nation's development goals along with the purpose of producing competent, ethical and skilled manpower without making any distinction between people of different ethnic, religious, social, economic and political backgrounds.

After securing its legal personality, the then Rift Valley College strongly worked on the accreditation processes of its training and education programs from all regulatory bodies, and managed to get full accreditation from Higher Education Relevance and Quality Agency and Regional States TVET Agencies. Taking its flourishing capacity and quality service into account, the Ministry of Education, in collaboration with ETA, granted the rank of University College in August 2007 G.C. This was not an easy task and a simple success story for the institution. The two regulatory bodies had conducted rigorous evaluation of the systems of

the institution, physical facilities and learning resources of its campuses and faculties to come to decision of such status change. Afterwards, Rift Valley University College rigorously worked towards becoming a full-fledged university and realized itself as Rift Valley University in August 2014 G.C.

Currently, Rift Valley University being a pioneer and the largest Private Higher Learning Institution in Ethiopia has been delivering quality education to the citizens and foreigners who have lived in the country for different purposes. Furthermore, the University has 26 Campuses, 20 TVET Colleges and College of Open and Distance Education (32 accredited branches) with diversified fields of study across the country. Over the last twenty four years, thousands have joined and graduated with Technical and Vocational Education and Training (TVET), Bachelor's degree, and Master's degree that enabled them to support themselves and their families. Others have also managed to create their own jobs whereby they exhibited the merits of their training and education at Rift Valley University in fostering the already established development goals of the country.

1.2. The Need for Strategic Plan

In the course of its history, RVU has implemented two strategic plans. The last strategic plan RVU was that of the 2020-2024. During the period of this last strategic plan, RVU has enhanced its capacity and reputation for research, transformed the undergraduate and graduate curriculum, and increased the number of undergraduate, graduate programs and enrolments. The University has been trying to achieve its vision of being the leading private university in east Africa by 2030 and signaling its high capacity to leap forward to a new era of success and accomplishments.

The Strategic Planning Task Force of RVU set up in June 2024 made a thorough analysis of the context of contemporary higher education and reached the following observations as an important step in developing the strategic plan.

First, students nowadays are not the same as students during previous generations, so that Rift Valley University like any other forward-looking stakeholders-conscious university should adapt itself to requirements and aspirations of the new generation and the demands of the labor market. Students expect to learn using different teaching- learning styles and strategies and in a system that addresses their personal preferences, especially via technology. The demography of the student population is becoming increasingly diverse and represents a broader variety of backgrounds.

Second, Rift Valley University has recently working to fulfill the requirements of ETA's current policy and standard demands. In addition, it is undertaking research, establish regional wide center of excellences, and running undergraduate and graduate programs are considered to be its prime missions.

Third, in light of the rapid changes and developments in all aspects of life, the university must respond to the expectations of the government, stakeholders, and the public at country, regional and global levels.

Fourth, the change in technology adaptation is currently impacting on the conventional education systems and higher education institutions are required to introduce new modes of educational delivery such as a digital education system.

An attempt has been made to address the above observations in the process of developing this strategic plan through information and data collected using instruments such as document reviews, interviews and focus group discussion (FGDs). A series of FGDs were conducted with the University's leadership, management, senior professionals, faculty and students' representatives. The reviewed documents are from internal sources (such as annual plans, annual reports and the existing strategic plan) and external sources (such as the Higher Education Proclamation 1263/2021, the national educational roadmap, the United Nation (Sustainable Development Goals) SDGs, the African Union Agenda 2063).

Findings and observations secured from the data collected were rigorously analyzed to formulate the Strengths, Weaknesses, Opportunities, and Threats (SWOT) of the University's core processes (strategic themes). A Baseline (2023/2024) survey was also conducted as part of the SWOT analysis and in order to use it for setting strategic targets, objectives and performance indicators. The Plan has further been consolidated through face to face and on-line workshops, discussions and public engagements with the university leadership, management, senior professionals, high level experts and the university community.

Building on the successful accomplishments of the previous plans, this new Strategic Plan enables the university management to focus on identified critical areas to reinforce its strengths, seize opportunities, remove weaknesses and mitigate challenges, and take initiatives to achieve an all-round excellence in all the university's programs and functions to meet national standards and effectively respond to the dynamic and complex societal needs and aspirations.

1.3. Organization of the Document

This Strategic Plan of Rift Valley University for the years 2025-2029 has major sections; namely, background to the strategic plan, an analysis of the existing situation of RVU, resources, identification of strategic issues, strategy formulation, strategy implementation, monitoring and evaluation.

1.4. Mission, Vision, Values and Educational Goals of Rift Valley University

1.4.1. Mission

Rift Valley University exists to produce graduates who are competent, committed and ethical citizens; to engage in innovative and problem solving research; and to deliver sustainable community services.

1.4.2. Vision

RVU aspires to be one of the leading universities in teaching, research and community engagement in Africa by 2030.

Motto of RVU

“Hub of Excellence”

1.4.3. Values of RVU

The following are the values cherished by RVU:

1. Quality and Excellence
2. Responsiveness to customer needs
3. Good Governance
4. Professionalism and Academic Freedom
5. Team Spirit
6. Professional Integrity and Ethical Practices
7. Creativity and Innovativeness
8. Commitment to Community Services
9. Recognition of Diversity and Gender Sensitivity
10. Social Responsibility

1.4.4. Strategic Pillars:

1.4.4.1. Governance, Leadership and Accountability;

1.4.4.2. Excellence in learning-Teaching;

1.4.4.3. Excellence in Research, Innovation and Community engagement;

1.4.4.4. Resource Mobilization, diversification and Management;

1.4.4.5. Integration, Partnership and Internationalization;

1.4.5. Educational Goals

The Educational goals of RVU are to:

- enhance excellence in teaching by providing students with an innovative and highest quality education and training;
- diversify education/training programs;
- promote university research culture and community engagement;
- realize management systems that promote excellence;
- attract qualified staff and leaders to meet customer needs;
- retain qualified staff and leaders to sustain business;
- ensure opportunities for professional/career development for staff;

- ensure efficiency in resource utilization; and
- maximize competitive advantage to sustain in the sector

CHAPTER TWO

2. THE STRATEGIC PLAN

2.1. The Planning Process

This Strategic Plan document was put together by the Quality Assurance and Strategic Planning Directorate Team appointed by the President. The Team consisted of five members – namely, Assistant Professor Tesfa Merzgebu, Dr. Eyasu Gemechu, Mr. Damtew Assefa, Mr. Beyan Abdulwehab and Mr. Esmael Yesuf. The Team went on 30-day in Addis Ababa in order that members would be able to sit down together and take the time to fully engage in the critical thinking and planning process. Prior to engaging in the actual planning task, members of the *Planning Team* attended a one-day workshop on *Strategic Planning and Management* to get familiar with some technical aspects of *Strategic Planning*. This was followed by a five-day action planning and input gathering phase meant to gather as much information, opinions, and input data as possible from employees, employers, management, and other key stakeholders who will be involved with the strategic planning. The Team also reviewed the existing strategic plan of RVU, strategic plans of other private and public universities and national education and training policy and strategy documents during this input gathering period. It then sat down to pin down the issues that the strategic plan will incorporate and identify core mission and vision statements, which are the foundations on which the strategic plan rests. This was followed by identification of themes – the issues the strategic plan should focus on.

2.2. Review of the Fourth Strategic Plan

The Fourth 5-year strategic plan of RVU was in effect from 2025 to 2029. Although it was weighed down significantly by limitations, this plan had both strengths and limitations. The detail of strengths, Limitations, Opportunities and Threats are listed in Table 1 and Table 2.

2.3. Analysis of the Existing Situation of Rift Valley University

An assessment of the internal and external environment is a critical stage to understand the current situation of RVU in terms of its strengths, weaknesses, opportunities and threats. PESTEL framework is used for the analysis of the external environment.

The framework covers issues related to political, economic, societal, technological, Environmental and legal issues, which directly or indirectly impact the higher education

sector. Vision, Mission, Goals, Objectives, Strategies and Tactics (VMOST) framework and other tools are used for undertaking internal environments analysis.

2.3.1. Assessment of the Internal Environment

The internal environment of RVU highly influences its ability to effectively implement initiatives. Hence, the internal strength (i.e., areas that distinguish RVU and those which it can capitalize on) and weaknesses (i.e., areas that RVU could improve or avoid) have been assessed based on the FGD conducted with key stakeholders using critical success factors and the alignment and appropriateness of the previous strategic intent using Vision, Mission, Goals, Objectives, Strategies and Tactics (VMOST) framework. Table 1 shows the strengths and weaknesses of RVU.

Table 1. Strengths and Weaknesses of RVU

No	Issues	Strengths	Weaknesses
1.	General	Attractive brand, better visibility and good reputation/image of the University	Inability to capitalize on the existing good image.
		Conducted the 15 th Annual National Research Conference and published the 14 th Proceedings and -----Journals respectively.	No visibility of the opportunities and unique capabilities in the academic and research arena to the international community.
		Being the Pioneer and largest Private university in the country with rich experience/resource in all domains (staff, facility, enabling policies and regulations built and developed over the years).	Some aspects of national laws, institutions, like ETA and MoE Higher Education Proclamations are prohibitive for growth and transformation.
		Wide-ranging networks and collaborations with local and national universities and partners.	Inability to fully utilize RVU's alumni for resource mobilization, image building and solicit partnership.
		Good mix of experienced and young staff committed to improvement.	Shortage of Academic Staffs.
		A potential employer/university for professionals	
		RVU has two potential medial Hospitals namely Hayat medical Hospital and Rift Valley General Hospital Located in Addis Ababa and Adama respectively.	Provide No medical services for its staffs.
		The availability of Oromo study center.	
2.	Leadership	Leadership appointment based on Recommendation.	Not fully communicating the vision, missions and strategic plans and inability to create common and shared vision and values among the University community.
		Participation of women in lower level management positions.	Low participation of women in Top and middle level management positions.
		Establishment of new organizational structure and management systems, e.g., Human Resource	Insufficient resource generation (for teaching and research) schemes and incentives for staff retention (internal revenue

Comment [E1]:

		(HR), Finance, Registrar, Internal Audit and budget planning & monitoring.	<p>distribution and transportation services. Poor document and data management Limited capacity to diversify internal revenue generation</p> <p>Weak strategic executions, no regular quality audit, undue focus on non-value adding activities, and weak coordination among RVU units.</p> <p>Incomplete academic freedom.</p> <p>Inadequate short-term skill and professional development trainings including computer skills, English language proficiency and Communication skills, and research methods</p> <p>Redundant/overlapping organizational structure - too many directors, significant number of qualified staff is now assuming administrative positions and detached from full participation in teaching and research.</p> <p>Little flexibility for policy revision and development as well as reduced initiative to introduce new/ innovative approaches</p> <p>No clear communication channels and dissemination strategy to work with the public media.</p> <p>Unplanned expansion and lack of expansion plan.</p> <p>Lack of full knowledge of the existing resources; little or no attention to critical resources.</p> <p>Lack of inter-campus or intra campus communication and interaction among the student community to instill the culture of sharing views, manage diversity, increase students' participation in RVU affairs, etc.</p> <p>Inability to harness the power of ICT and technology to automate the system to improve most of the activities (e.g., simple reports are still being processed manually while open source solutions are already in place).</p> <p>Inadequate audit/program evaluation on the relevance of some programs: existence of out-of-date, individuals based, donor-driven or duplicated programs.</p>
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			Lack of robust education quality management system; lack of a coherent quality management structure down to campuses and academic units despite the deteriorating quality of teachers and facilities.
3.	Teaching Learning	Admission based on MoE grade cut- points and disciplined students.	Poor quality and less employability of graduates.
		Admission of national student.	Decrease in the total student population both in the graduate and undergraduate programs.
		Good teacher-student relationship	Sexual harassment and lack of awareness of victims about the presence of appeal mechanisms
		Availability of special programs (e.g., the Arts) and diversified programs.	Occurrence of academic misconduct and dependence on peers (cheating, plagiarism, and substance abuse.
		Academic programs are subject to continuous program review	Lack of national program accreditation, coherent quality assurance policy and internal quality audit and quality control mechanism.
			Poor observance of academic calendar and progress mechanisms (uniformity in registration, instructor assignment, day-one- class one, academic calendars, class schedules, proper progress of courses, consultation hours implementation, course evaluation and grading irregularities, course sequencing, implementation of practical aspects of courses, teacher's performance evaluation, academic advising, availability of resources)
		Internship has become part of the undergraduate program	Lack of student support services such as information centers, language centers, financial support/ loan services, extra-curricular activities, career development services.
		There are diversified graduate programs	More emphasis on theory than on practice in teaching such as labs, workshops, field visit, internship, practicum, externship; Poor university-industry/school linkage.
		Entrance exams are being given to all graduate program applicants	Poor English language proficiency and students' engagement in their education; poor students' learning achievement
Teacher-Student and Student-classroom ratio have improved (1:9 and 1:30 respectively in			

		2023/2024).	
		Continuous assessment is practical across many programs	Inability to engage students in national and international issues.
		Tracing study of graduates of RVU initiated	Little or no stakeholder engagement in program and curriculum design and implementation and evaluation.
		Job fair expo involving employers and graduates has been conducted	Duplication of undergraduate courses and programs in the graduate programs.
		Availability of centers of excellence to attract national students	
		Availability of Unique programs like in visual and performing arts.	
4.	Academic staff	Availability of qualified and experienced academic staff	Shortage of qualified academic staff in some disciplines.
		Availability of young staff willing to learn new approaches and harness technology.	Prevalence of high level of absenteeism from class and low level of staff engagement and commitment in conducting classes timely and regularly, conducting classes and evaluations properly, and supporting students.
		Ability to attract qualified professionals for teaching, student supervision and evaluation.	More senior staff in management positions than on teaching and academic activities.
		No prevalence of sexual harassments of academic staff on their students and presence of ethnically biased treatment of students by academic staff.	Unnoticed dual employment of academic staff outside of the University rather than focusing on their day-to-day activities within the University.
			Presence of professors who do not generate research grants for the wider university and the participation of graduate students in their research.
			Poor English language proficiency, professional knowledge and teaching skills of some academic staff.
5.	Infra-structure (physical and ICT)	Resource accumulated through- out the history of the University enabling it to conduct effective teaching-learning and research.	Inadequate classrooms, smart classes, halls, and video conferencing facilities/platforms.
			Sub-standard offices, poor employee services (transportation, gym, cafeterias); poor job satisfaction.

		Growing investment on e-learning platforms development.	Poor management of shared resources. Lack of sufficient and clean toilets in the campuses. Lack of power backup, power supply, especially to libraries and laboratories. Poor ICT infrastructure, services, skill and content management. Poor recreational services (catering, cafes, sport facilities, etc.).
6.	Administrati on support service (Finance, procurement, HRM, facility	Presence of improved organizational structure and system. Availability of limited but experienced staff that can discharge responsibilities and handle tasks with diligence.	Poor administrative functions and process –Prevalence of bureaucratic red-tape in internal processes, poor procurement systems. Lack of continuous professional development (CPD) for the support staff (via formal education, trainings, motivational speeches. Shortage of committed and capable workforce to implement changes and new initiatives. Poor maintenance Lack of proper incentive packages (both in kind and cash) and retention strategies such as - staff housing, consumer cooperatives, healthcare, transportation, cafeteria and catering service, shopping centers, bonus, proper distribution of internal revenue, maintenance and garage services for staff cars. Lack of proper reward and punishment enforcement mechanisms (lack of proper performance management system). High employee turnover and many vacant positions. Engagement of employees in activities outside of the University. Lack of recognition of the contribution of administrative staff to the university and mismatch of interest with the academic staff. Lack of integrated information management system (student, management processes and enterprise resource planning. No IFMIS and ICMIS is fully customized to RVU finance and personnel management.
7.	Research and	Significant contribution to national economic,	Inadequate research funding and poor quality graduate research

innovation	political and social affairs.	outputs.
	Increased number of publications from year to year that significantly contributes to solving pertinent problems and improvement of RVU's ranking.	Research outputs and innovative products/ideas have limited impact/contribution to national development.
	Fair quality of collaborative researches.	As a university, limited number of research labs exists for graduate research.
	Provision of researcher incentives to encourage researcher.	Lack of institutional research policy (from fund soliciting to closure).
		Inadequate fund for graduate research.
		Poor research agenda setting and prioritization.
		Limited capacity for organizing local and global conferences, seminars, and workshops for dissemination and visibility.
		Lack of initiatives for crowd funding and commissioned research.
		Lack of reliable and secured electronic data repository system as well as clustered high-performance computational facilities to conduct state-of-the-art and computation- ally intensive research.
		Lack of database for publication and research output management.
		Limited financing for research publication and conference participation.
		Bureaucratic red tape and inability to use external fund (for travel, field expenses and purchasing equipment).
		Lengthy application and approval process for thematic and adaptive research and weak dissemination of research outputs.
Lack of research capacity building center.		
8.	University Industry linkage, technology transfer and Community Engagement	Renewed interest for internship and placement of a new structure to coordinate the activity.
		Lack of research/knowledge commercialization center.
		Low contribution of staff to the community relative to expectations of latter.
		Weak university-industry set link- age.
		Weak culture of innovation and technology transfer.

2.3.2. Assessment of the External Environment – PESTEL.

The external environment has been analyzed in terms of opportunities (i.e., chances that will bring positive impacts in) and threats (i.e., obstacles that can negatively affect) RVU’s initiatives. The PESTEL framework (Table 2) is used to organize the opportunities and threats arising from political, economic, societal, technological, environmental and legal issues.

Table 2. Opportunities and Threats for RVU

No	Factor	Opportunities	Threats
1.	Political	Growing attention to higher education by the government through the establishment of a new ministry, MoE and ETA that manages higher education sector. Conducive government policies, proclamations and strategies such as the national general education roadmap. Government readiness to broaden national free/scholarly community engagements. Focusing on the research and community engagement activities. Introduction of exit exam for graduates. AU agenda 2063 for resource mobilization.	External influence and tight government regulations and policies that coerce institutional freedom in academic matters (e.g., MoE’s intervention in curriculum development). More preoccupation with quantity/number of graduates than their quality. Political and national insecurities and instabilities
2.	Economic	Increasing employment opportunities for qualified graduates because of economic growth such as industrial park development Rising demand for problem solving research, innovative products and consultancy services from stakeholders. Availability of high potential for public-private partnerships. Effects of globalization and regional integration.	Increasing cost of living Shortage of foreign currency Higher rate of inflation. Shrinking of economy as a result of direct and indirect impacts of internal conflicts. Increasing graduate unemployment in some programs and disciplines. High staff turnover due to push and pull factors.
3.		Diversified and large student population in general education The creation of opportunity to attract competent local students in some programs. The rise of positive social attitude towards higher education and its	Rising stiff competition from local private universities and colleges to attract students, solicit fund and grants. Poor educational background of students and poor

	Social	<p>output.</p> <p>Increasing societal demand for education, research, scholarly community engagements and partnership.</p> <p>Increasing international networking opportunities as a result of various governmental and non-governmental initiatives.</p> <p>Greater commitment to SDGs (quality, gender, sustainability, health, etc.).</p> <p>High demand for continuing education and more revenue from the services.</p>	<p>readiness.</p> <p>High unemployment rate of graduates.</p> <p>Looming challenges and risks in the education sector as a result of ETA and MoE requirements ever changing.</p>
4.	Technological	<p>Availability of open source and free digital resources (courses, software solutions, up-to-date articles, e-books, labs, computational resources) for teaching and research.</p> <p>Proliferation of platforms for new modes of delivery (like online teaching).</p> <p>Increasing demand for innovative technologies and products.</p> <p>Access to the use of telemedicine for health services and mobile banking for financial transactions.</p> <p>Increasing number of ICT conversant/proficient students.</p> <p>Emerging opportunity as a result of emerging technologies in data science and artificial intelligence enabled solutions.</p>	<p>Lack of qualified and skilled human resource in the market.</p> <p>Increasing digital (resources and skills) gap among students.</p> <p>Misuse and abuse of technology and technological products.</p> <p>Limited ICT infrastructure in capacity coverage and service quality.</p> <p>Insecurity in data management and reliability and validity of data.</p> <p>Power outage and interruption in the use of critical facilities such as labs and ICT equipment.</p>
5.	Environmental	<p>Convenient geographic location: being located in the different regions, capital city, which hosts international and regional organizations.</p> <p>Massive infrastructural investment in the city and the resulting demand for new design and operation principles (in construction, project management, ICT, power, financial management, etc.).</p> <p>Conducive climate of the regions and capitals.</p>	<p>Unpredictable effect of climate change and environmental degradation.</p> <p>Poor sewerage and waste water management/treatment and increasing pollution.</p> <p>Increasing traffic congestion and poor traffic management (hindering staff mobility).</p> <p>Recurrent draught, desertification, and desert locust effect on the food security.</p>
		<p>Government's interest towards green economy, environmental protection, the beautification of Addis Ababa ,regions , towns and</p>	

		the natural resources conservation.	
		Increased funding opportunity for environmentally sustainable solutions, efficient energy resources and data science and artificial intelligence enabled solutions.	
6.	Legal	Push/trend to adhere to global standards in local and FDI funded industries.	
		<p>The provision of new guidelines and directives in regulating university run income generation business.</p> <p>Conducive legal environment to run demand-driven academic programs, research and community/ advocacy services.</p> <p>Enabling legal environment to establish relationships with local and international partners.</p>	<p>Lack of full autonomy and interventions – some aspects of national laws, institutions like ETA and Higher Education Proclamations are prohibitive for growth and transformation.</p> <p>External interference in the implementation of JEG and poor design of the JEG itself.</p> <p>Custom constraints for importing educational equipment.</p>

2.4. Resources (Human, Financial, Physical, Information)

2.4.1. Human Resource

Rift Valley University has a total of 840 staff. These are 840 academic staff, 92 technical assistants, 1906 administrative staff and -----health professionals.

Comment [E2]:

Academic Staff

Rift Valley University has a total of 840 academic staff, of which 0.12 % are Professors, 0.12% are Associate , 10% Assistant Professors and 48% are lecturers and 31% below in academic rank. Women comprise 11.5 % of the academic staff. The academic rank of Professor Staff is low compared to the academic staff.

Table 3. Academic and technical staff profile of RVU

Educational level	Academic staff			Technical Staff		
	Quantity		Total	Quantity		Total
	M	F		M	F	
Diploma	0	0	0	74	18	92
First degree	227	34	261			
Master's degree	341	61	402			
Doctorate degree	82	2	84			
Full Professor	1	0	1			
Others	0	0	0			
Total	651	97	748	74	18	92
Grand Total						840

2.4.2. Administrative and Support Staff

Only 50.6 % of the administrative staff have received higher education while the remaining are trained to diploma and lower levels.

Table 4. Rift Valley University Administrative staff profile

Educational level	Administrative staff			Hayat Hospital Staff		
	Quantity		Total	Quantity		Total
	M	F		M	F	
Diploma	163	268	431			
First degree	330	470	800			

Master's degree	116	48	164			
Doctorate degree	0		0			
Others	241	270	511			
Total	850	1056	1906			

Table 5. Summary of overall staff profile

Job categories	Quantity		Total
	M	F	
Academic Staff	650	97	
Administrative Staff	850	1056	
Technical Assistants	74	18	
Health Professionals			
Total	1574	1171	2745

Table 6. Academic staff by Academic Rank, Country of Origin and Gender

Academic Rank	Country of Origin			Gender			Proportion (%)	Cumulative (%)
	Ethiopian	Expatriate	Total	F	M	Total		
Professor	1		1		1		0.12	
Associate Professor	1		1		1		0.12	
Assistant Professor	83		83	2	81	83	10	
Lecturer	402		402	61	341	402	48	
Assistant Lecturer	261		261	34	227	261	31	
Technical Assistant	92		92	18	74	92	11	
Total	840		840	313	723	838	100	

First Degree 31 %, Master's Degree 48 %, PhD. 10.1 % others 10.9%

The human capital of RVU determines its success and the realization of its vision.

2.4.3. Financial Resources

Rift Valley University is a Private funded University. It has budgeted close to ----- billion Birr for 2025-2029 fiscal year from its income and ----- as recurrent and capital budget.

The University also raises additional ----- million as an internal revenue and research grants. The University has implemented Integrated Financial Management Information System (IFMIS) to support the management of budgetary, financial and accounting operations. This helps the university to produce timely, relevant, and reliable financial data to

Comment [E3]:

promote fiscal discipline, assist resource allocation, improve operational efficiency and transparency. The following are the main sources of funding for Rift Valley University.

- Private Funding: Even though there are private resource constraints every year, education is still the major priority area for private budget allocation.
- Internal Revenue: RVU generates substantial amount of revenue from internal sources. However, the effort needs much improvement.
- Grants: RVU gets substantial amount of grant funds from its strategic partners. However, utilization and reporting needs improvement to maintain the trust and the attention of donors as strategic partners.
- Property/Physical asset: The physical assets or investment in infrastructure is the result of effort made by Rift Valley University for more than Twenty years.

However, the buildings and the laboratory equipment are out of date and worn out which require serious maintenance or replacement.

Rift Valley University Five Years Budget Plan (From 2025 - 2030)

Table 7. Five Years Budget Plan (From 2025 - 2030)

S.NO	Budget Description		2025	2026	2027	2028	2029	Total	Remark
1	Recurrent Budget		746,776,147.47	821,453,762.22	903,599,138.44	993,959,052.28	1,093,354,957.51	4,559,143,057.92	
2	Capital Budget		8,321,675.00	9,153,842.50	10,069,226.75	11,076,149.43	12,183,764.37	50,804,658.04	
3	Teaching learning	Recurrent Budget	112,016,422.12	123,218,064.33	135,539,870.77	149,093,857.84	164,003,243.63	683,871,458.69	
		Capital Budget	0	0	0	0	0	-	
4	Research and Development	Recurrent Budget	37,338,807.37	41,072,688.11	45,179,956.92	49,697,952.61	54,667,747.88	227,957,152.90	
		Capital Budget	0	0	0	0	0	-	
5	Administrative	Recurrent Budget	582,485,395.03	640,733,934.53	704,807,327.98	775,288,060.78	852,816,866.86	3,556,131,585.18	
		Capital Budget	0	0	0	0	0	-	
6	Community Engagement	Recurrent Budget	14,935,522.95	16,429,075.24	18,071,982.77	19,879,181.05	21,867,099.15	91,182,861.16	
		Capital Budget	0	0	0	0	0	-	
	Total Grand		755,097,822.47	830,607,604.72	913,668,365.19	1,005,035,201.71	1,105,538,721.88	4,609,947,715.96	

2.4.4. Learning-teaching Resources

Learning-teaching is one of the core businesses of RVU. The University has been investing in building and renovating classrooms, libraries and digitization of the learning teaching environment. The University has more than 324 teaching classrooms across all its campuses and 150 smart classrooms. The University has about 47 campuses. Each campus has at list one library centre. The libraries have a total of 4700 seats, 500,000 in print books, 66,000 e-books and more than -----subscribed journals through Science Direct.

Comment [E4]:

2.4.5. Research Resources

The various colleges have modest teaching laboratories but not adequately equipped for research. Though not adequate, research institutes have better laboratory equipment where academic staff may conduct collaborative research. Most of the academic and other units in RVU do not have sufficient laptops, functionally connected to printers and photocopy machines.

RVU provides research fund to its staff through various scheme including Thematic Research, Adaptive Research and Women Research Grant (in collaboration with SIDA). Academic staff win competitive National and international research grant for collaborative research.

2.4.6. Image and trust

RVU has been operating at National standards with qualified academic staff since its establishment. In addition to its immense contribution to the socioeconomic development of the country, many learners have studied in RVU. Its positive image, both nationally and regions the country has been well positioned. The leadership of RVU is committed to work in maintaining this good image among stakeholders. Its location in Addis Ababa, the capital city of Ethiopia the third diplomatic center in the World, confers it a geographic advantage for its prominence and visibility as a national heritage and a flagship private university in Ethiopia. Recent ranking by many private university ranking ETA indicates that RVU in one of the top 10 Best private Universities in the country.

2.5. Rationale for the Strategic Plan

Rift Valley University, one of the largest private universities in the country, was founded 24 years back in 2000 GC, with a mandate to provide quality education, training, research and community service for the advancement of society and the nation. Since then the University has grown rapidly and has managed to open and run twenty six campuses and twenty TVET colleges located in almost all regional states and two administrative cities of the Country. Since its establishment, the University has been contributing immensely to the country's development in terms of producing trained manpower in various fields of specialization.

Furthermore, the University has produced numerous research outputs and development strategies to improve quality in higher education system of the country. Currently, the University has three Faculties, having different field of specialization. At present the University has an enrollment capacity of more than forty thousand Technical, Vocational Education and Training (TVET), undergraduate and graduate students in all its campuses. Hence, the University is envisioned to provide an environment of academic excellence, discovery and development for the next generation of global professionals and leaders.

The University has continuously been developing, reviewing and updating its five -year Strategic Plans. In other words, this refers to the previous two five-year strategic plans the first (2010-2014), the second (2015-2019), and the third (2020-2024) were guiding documents over its service years. As regards to the contribution of the strategic plans, the University achieved numerous strategic goals during the third period of strategic plan. To mention few among the success stories of the plan, the university has achieved enormous progresses in terms of quality education and expansion. Nevertheless, there were some challenges that the University faced: lack uniformity of system documents, intense competition in hiring professional personnel, and stiff competition of the market. Identifying challenges in executing the previous strategic plan, the strategic planning team recognized the need to address the dynamism in the sector by sustaining momentum on initiatives that deem advanced approaches to demonstrate success and resolve several urgent challenges, to fully realize the University's mission through the present strategic plan (2025-2029).

Accordingly, this strategic plan is prepared to align activities to the mission and vision of Rift Valley University. The plan enables the University keep track of the accomplishment of its planned activities, and systematically follow up on the processes and outcomes of the activities in the next five years (2025-2029). Implementation success of this strategic plan depends on the full participation and commitment of all University community and other stakeholders.

2.5.1. Review of Education and Training Policy

Higher education is undergoing an unprecedented period of development and change. Higher Education of Ethiopia is structured under the Ministry of Education. The new higher education proclamation no 650/2009 was proclaimed to lay down the legal system to enable institutions to effect institutional transformation to focus on critical issues of relevance and quality of education and research to contribute with efficacy to the Ethiopian peoples' aspirations of peace, democracy and development.

The Ethiopian training and education policy, devised in 1994, is aimed at developing potential and the problem-solving capacity of citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline by expanding education, changing curriculum, focusing on teachers development, and change of educational organization and management. In line with this

policy, four educational sector development program (ESDP) have been implemented so far and encouraging results have been achieved. In order to sustain and capitalize on the previous success, the country has introduced the fifth educational sector development program (ESDP V) to be implemented over the planning period of GTP II.

Higher Education (HE) is one of the priority program in ESDP V with the goal of “producing competent graduates who possess appropriate knowledge, skills and attitudes in diverse fields of study; to produce research which promotes knowledge and technology transfer based on national development and community needs; and to ensure that education and research promote the principles of freedom in exchange of views and opinions based on reason, and democratic and multicultural values”. The achievement of this goal contributes to socio-economic development and helps in reducing poverty, thereby contributing to the country’s effort to turn economically into a middle-income country by the coming decade. In order to ensure a quality, equitable and relevant service to students and to society, the MoE has identified five components for ESDP V: university expansion and consolidation, equity enhancement, relevance and quality enhancement, research, technology transfer and community engagement, institutional collaboration, leadership and governance.

As one of the private higher education institutions in Ethiopia, Rift Valley University has the responsibility to develop and implement demand-driven programs to satisfy the labor market of the country through producing competent and skilled manpower in diversified fields of studies. It is expected to contribute towards the realization of the national goal again through introducing new and adaptable technologies and by providing trainings that have practical relevance for the development of the country. Among the important strategies towards this noble goal enhancing the overall performance of instructors, boosting the implementation capacities of the surrounding educational sectors, undertaking policy related researches and increasing its intake capacity to address the country’s capacity building priorities are the major ones.

2.5.2. Education Roadmap

Ethiopia is a country that is on a journey to its renaissance targeting at achieving peace, unity- with-diversity, broad and rapid socio-economic growth, establishment of democratic systems and good governance. The Government has been engaged in a major effort to transform Ethiopian society and place the country on a trajectory to become a lower middle-income economy by the year, 2030. Over the last several years, the economy grew by nearly 10 per cent per annum, one of the fastest growth rates registered in the world. During this time, significant attention has been given to upgrading economic and social infrastructure and promoting pro-poor spending on education, health, and other services to benefit the poor and the marginalized.

Understanding this crucial role, education was given a special attention in the transformation of the economy from agriculture-led to industry-led activity and thereby supporting the manufacturing sector by supplying the required professionals and problem solving technological innovations. To achieve its vision of becoming a lower middle income by 2030,

Ethiopia has also developed the 2nd Growth and Transformation Plan (GTP II) built on sector policies, strategies and programs and the UN sustainable development goals. GTP II aims to achieve an annual average real GDP growth rate of 11 per cent, pursuing aggressive measures towards rapid industrialization and structural transformation such as increasing the productive capacity and efficiency of the economy by rapidly improving quality, productivity, and competitiveness of agriculture and manufacturing industries, and accelerate Human capital development and technological capacity building and ensure sustainability. Certainly, education is an instrumental to attaining these development goals through application of science, technology and innovations.

As emphasized in the roadmap, to reach a middle-income category by 2025, Ethiopia needs to achieve at least 22% gross enrollment, but the available resources and modalities of financing do not allow reaching this level of achievement. To assure this level of GER by 2025, it is recommended to strengthen universities established during GTPs I and II; opening new campuses and satellite campus on the existing universities; exploring other non-dormitory delivery mechanisms to expand higher education including opening Ethiopian Open University, expanding continuing and distance education and start providing online education. It is important to develop strong quality assurance and enactment mechanism to deal with quality of education for non-dormitory delivery of education like open, continuing, distance and online education. It is also important to encourage private provision of higher education with appropriate quality control in place. As stipulated in the education roadmap, the contribution of private higher education in countries like Malaysia and Vietnam is immense. In reference to this fact and real situation in Ethiopian context, the government stipulated private sector engagement in higher education. A number of private investors took this opportunity and began opening private higher education institutions that have opened opportunities for those who want to pursue their study at higher education level.

Furthermore, the education roadmap articulated that, there is a need to produce university graduates with balanced skills of cognitive and non-cognitive skills and having higher-order thinking skills such as critical, creative and problem-solving thinking, and a high degree of computer literacy. The education system aspires to create citizens that are holistic, balanced (between cognitive and non-cognitive skills includes value) and entrepreneurial. Thus, promoting internationalization of HEI to increase the quality of higher education and connecting it to world class universities and research institutions is a key to increase the quality of education.

2.6. Objectives of Strategic Plan

In order to achieve its pillars, Rift Valley University sets different strategic objectives: The Strategic objectives and results for each pillar are indicated in Table 3.

2.6.1. Summary of Strategic Themes, Goals, Objectives and Results

Table 8. Strategic themes, goals, objectives and results

S N	Themes of the Strategic Plan	Strategic Goals	Strategic Objectives	Strategic Results
1	Governance, Leadership and Accountability;	Develop effective and accountable organizational culture, structure and system.	<ol style="list-style-type: none"> 1. Attract and retain highly qualified and skilled leaders and managers commensurate with the requirements of a flag ship research university. 2. Overhaul the system, process, and structure of the university to uphold and sustain autonomy and ensure accountability. 3. Develop and implement comprehensive policies and systems for effective financial, budget, procurement, human resource and other administrative matters in line with strategic priorities and autonomy of RVU. 	Created good governance, influential & accountable leaders/staffs
2	Excellence in learning- Teaching;	Improve the effectiveness of the teaching-learning process and increase graduate employability.	<ol style="list-style-type: none"> 1. Design new demand-based and marketable programs that increase students' employability and global competencies. 2. Open demand driven graduate programs 3. Review current programs and curricula. 4. Develop professional capacities of the academic staff. 5. Attract industry professionals and visiting professors for graduate teaching and academic advising. 6. Improve the information/digital literacy of staff, researchers and learners 7. Expand learner-based tutorial programs and student services. 8. Introduce digital pedagogy and platform. 9. Provide evidence-based student academic progress to enhance retention and completion. 10. Expand skills and practice-centered teaching and continuous assessment. 11. Expand Library Collections that support the teaching learning 12. Providing easy access to library resources and Services 	Produced Competent and employable graduates.

			<ul style="list-style-type: none"> 13. Creating a strong and furnished Career Service Centre 14. Explore student career development planning 15. Develop and run programs that increase undergraduate students' global competencies and enhancing employability and global competencies. 16. Develop entrepreneurship soft skills 17. Develop staff attraction and retention methods. 	
3	Excellence in Research, Innovation and Community engagement;	Strengthen the excellence in knowledge creation and generating of adaptable scientific solutions to complex socio-economic and environmental challenges through research, innovation and technology transfer to the industry and community at large	<ul style="list-style-type: none"> 1. Attract , build the capacity of and diversify researchers 2. Increase and diversify impactful research /innovation and funding 3. Invest in cutting edge research and innovation facilities 4. Enhance the dissemination of research results through various scientific outlets and community engagement 5. Establish indigenous knowledge systems 6. Improve the number of reputable local journals. 7. Initiate research seed-grant scheme. 8. Strengthen the capacity of research institutes to integrate graduate studies. 	Produced problem based research outputs & reputable journals.
4	Resource Mobilization, diversification and Management;	Increase the amount and type of resources generated/mobilized for academic research and community	<ul style="list-style-type: none"> 1. Develop and plan a comprehensive plan to mobilize and diversify revenue sources. 2. Promote innovative and business enterprises. 3. Enhance and promote expanded alumni and Diasporas engagements. 4. Provide opportunities and resources to attract, recruit, develop and retain the highest caliber academic and administrative staff. 5. Open and expand further education and scholarship opportunities for the 	Developed effective & efficient resources utilization system.

		engagement activities.	<p>staff.</p> <p>6. Create conducive working conditions and office environment for employees.</p> <p>7. Strengthened higher education training, leadership development center and research</p> <p>8. Attract And Retain Qualified Staff and Leaders to Meet Customer Needs;</p>	
5	Integration, Partnership and Internationalization;	Advance strategic and impactful partnerships and sustainable International collaborations, enhancing academic networks and research and strengthening academic exchanges and global engagements.	<p>1. Promote a comprehensive and integrated internationalization effort and global partnerships.</p> <p>2. Develop an institutional policy and a plan for partnerships to co-create opportunities for research, education, outreach and Marketing.</p> <p>3. Enhance Collaboration with Relevant Stakeholders</p> <p>4. Create collaborative platforms and run joint programs with national and international universities/institutions</p>	Created smooth & strong collaboration.

2.7. Themes of the Strategic Plan

2.7.1. Governance, Leadership and Accountability;

2.7.2. Excellence in learning-Teaching;

2.7.3. Excellence in Research, Innovation and Community engagement;

2.7.4. Resource Mobilization, diversification and Management;

2.7.5. Integration, Partnership and Internationalization;

2.8. University Level Strategy

The basic University level strategy is that of growth strategy in the areas of teaching- learning with increasing focus on TVET, undergraduate and post graduate programs of RVU by increasing students and quality education, research, and community engagement.

The University and academic unit level strategies of RVU will be implemented in the coming five years with possible extension into the next five years described as follows.

2.8.1. Academic Units Level Strategies

The academic level strategies deal with how the different colleges and campuses in RVU can satisfy the specialized capabilities through service and product in their particular unit.

- ❖ For Campuses/colleges/institutes focusing on *teaching-learning* process, the basic strategic focus is to produce employable graduates who are fit for the national, regional and global market labor force demands. These Campuses/colleges/institutes shall consider the emerging demand in their respective contexts and disciplinary areas, local, national, regional and international dynamic needs.
- ❖ For Campuses/colleges/institutes focusing on graduate-level research and innovation, the strategic focus is to conduct need-based and problem-solving research aligning with the priority areas of the nation, and produce innovative services and products (research outputs and technology) that are marketable.
- ❖ For health services (Hayat and Rift Valley Hospitals), the best strategic focus will be providing effective health services to customers. Hayat and Rift Valley Hospitals will also develop into non-communicable disease hub for the region.
- ❖ For community engagement, the strategic focus will be facilitating scholarly and mutually beneficial engagement with community.
- ❖ For research institutes and centers, the strategic focus will be operational excellence and attracting collaborative research grant for problem solving research outputs.

2.8.2. Students Career Development Strategy

Rift Valley University has formulated Students Career Development plan aimed at increasing the employability of graduates- consistent with the direction of ETA and MoE. A prudent strategy would be to realize a 75% and more than 75% employability of the University's graduate by the Year 2029 by improving students' soft skills, entrepreneurial skills and career development through intensive trainings, career guidance, counseling, job fairs, career development and other related activities deemed relevant to enhance the employability of our graduates.

The Career Development Strategy will enable students to present and demonstrate their competency better, making themselves more attractive to employers and fill skill gaps on soft and entrepreneurial mind set up. They will also have more clarity on their career path and will be in the position to meet the knowledge, skills and attitude requirements of wage employment or self-employment.

Thus, RVU will organize the services into a formal and legitimate work center:

- ❖ Soft skill Development Center: RVU shall design strategies to enhance student's soft skill development (arranging and inviting guests from industry and cooperative Stakeholders).
- ❖ Entrepreneurship Skill Development Center: RVU shall design strategies to enhance student's entrepreneurship skill development (arranging and inviting guests from industry and entrepreneurship centers Stakeholders).
- ❖ Employability through Job-fair Center: RVU shall enhance student's employability linking students with industries through job fair.

2.8.3. Shared Functional Strategies.

The different Campuses /colleges and academic units of the University will develop their own business strategies cascading from the University level grand strategic plan for effective utilization of resources. There are certain centralized resources at the university level such as ICT to be shared among the various academic units.

2.8.4. ICT Strategy

The available ICT services in RVU are limited to very basic web browsing, e-mail, Registrar System, Integrated Financial Management Information system (IFMIS), e-learning, online entrance exam, research management, digital library and smart classrooms.

In the next five years there will be a need to build and expand the ICT infrastructure and services in terms of their service quality, coverage, and capacity. RVU shall encourage online learning systems, install institutional email-based communication, updating its ICT policies (e.g., for electronic communication and approval of soft transactions), harness open-source solutions and emerging technologies (like cloud computing), eventually move to a single point authentication, authorization and accounting system. Realizing the capital-intensive

ICT investment, RVU shall craft mechanisms to utilize its staff and students to come-up with homegrown innovative solutions. For that the ICT units shall work hand-in-hand with the academic units.

2.8.5. HRM Strategy

In spite of progress registered in past years in the university's overall growth, there is a high level of staff disengagement including high level of absenteeism from class, failure to strictly observe academic calendars, poor advising and low morale for a number of internal and external reasons. The performance appraisal is not properly designed with little objective for development. Some members of the teaching staff have even full- time employment in other organizations.

As a very important phase in developing an effective human resource management strategy, RVU will conduct an assessment of its current staff by immediate academic units using potential-performance matrix and the result of the assessment will be done. Once the report is consolidated at the University level, a series of actions will be taken at individual level to enhance performance and competence through need-based training, career development, coaching and mentoring. Staff incentive schemes will be developed based on capacity and legal requirements.

2.8.6. Innovation Strategy

RVU uses open innovation strategy to assist the academic community, the business community and the public offices to improve their teaching-learning, research, services, processes, transfer and incubation.

2.8.7. Research Strategy

Academic units running graduate programs and research institutes find it challenging to conduct impactful research due to resource and other infrastructure constraints imposed by low government budget earmarked for research. The following strategies shall be executed to improve the limitations.

- ❖ **Research capacity building strategy:** The duty of unit is to train and update staff on common research tools including grant winning proposal writing, mobilize the academic staff to develop collaborative research on the research priority areas of University, raise awareness and capacity of academic and technical staff on research ethics, data analysis techniques, research management, reference management tools, and research and academic writing skills. The unit/center will mobilize talented professional trainers from around the world including the Ethiopian Diaspora.
- ❖ **Funding strategy:** Research Grant Office will be established whose main duty would be acquiring international announcements /calls, disseminating calls to the RVU community using electronic outlets, coordinating proposals development, and support staff to apply. RVU will develop donor map

showing potential will be approached with detailed proposals for funding to complement and support its efforts.

- ❖ **Research laboratories and core labs:** Research laboratories will be strengthened established to support graduate research running in each academic unit. Core labs will be established in selected areas to avoid duplication of equipment and create a system of effective and efficient use of resources and generating revenue by offering analysis services to national and regional research institutions.
- ❖ **Project management strategy:** One of the critical problems of RVU is low level of fund utilization, poor reporting to donors and unclear engagement of major stakeholders. RVU will enhance its financial settlement mechanisms. To this effect, RVU will establish a project management office with clear mandates.
- ❖ **Social entrepreneurship research Center:** One of the most innovative approaches for solving social problems using business approach is the development of social entrepreneurs. To assist donors and social entrepreneurs in Ethiopia, RVU will establish research center for social entrepreneurship.

2.8.8. Financial Management Strategy

One of the problematic areas of the financial system in RVU is the unfriendly accounting process for research projects. In order to mitigate such a chronic problem and bring about efficient financial system, RVU will identify the major policy constraints and seek for appropriate research-based solutions for each constraint.

2.8.9. Procurement Strategy

One of the basic problems in RVU and in Ethiopia is the inefficiency of procurement processes. The capacity is extremely low and it is not responsive to the needs of the different academic units. Therefore, the following interventions will be made to improve procurement.

- ❖ **Decentralization of procurement except major purchasing:** One of the most serious problems in RVU is the inefficiency of procurement. Given the huge size of RVU, centralized procurement is unrealistic. RVU will need to decentralize its procurement system. The researcher must be allowed to purchase up to ETB 50,000 following government procurement procedures. For technical procurement, RVU can outsource its procurement tasks. Capacity building may also contribute for effective purchasing.
- ❖ **Sourcing strategy:** RVU may also develop a sourcing strategy by assisting

and capacitating the potential suppliers by focusing on critical and important inputs.

2.8.10. Community Engagement Strategy

2.8.10.1. Community Engagement

Community engagement, which comprises reciprocal scholarly activities designed to impart growth and development both for RVU and community partners, is a core mission of RVU and hence the responsibility of all academic units. RVU has issued a guideline for community engagement in 2019 to emphasize its importance and its vital role of RVU in advancing the public good and maintain its collaboration with communities across the city, region, country and world.

RVU will therefore: -

- ❖ put the necessary governance structure in place to ensure a sustained Community
- ❖ Engagement by the various academic units of the University; cultivate a culture of community engagement among university staff and student body;
- ❖ encourage academic units to identify priority areas and specific activities commensurate to their specific professional competence for community engagement;
- ❖ support academic units to assess core community needs and design, implement, monitor and evaluate projects that engage and serve the community;
- ❖ build a strong partnership that benefits both the university and the community;
- ❖ Ensure the availability, proper allocation and efficient utilization of resources necessary for effective Community Engagement.

2.8.10.2. Scholarly community engagement.

RVU has an excellent standing to furnish scholarly community engagement both to internal and external community.

2.8.11. Communication Strategy

RVU has obtrusive weakness in communication practices both with the internal and external stakeholders. Given the huge size of RVU, it had been difficult to swiftly communicate relevant information to staff students. Another serious problem is that RVU's staff appear on mass media such as television programs to participate in interviews, discussions and provide public speeches in areas outside of their specialization and expertise raising credibility issues to the university. Television and other media interviews need to be regulated. It may also develop database of its experts and provide the same to the media consumption for possible interviews and professional analysis. RVU will standardize its communication with stakeholders in the following manner:

- ❖ **Email communications:** email communications shall be standardized and supported by policies. Some considerations while drafting the policies may include that all formal email communications shall be done using the University's account. To keep the institutional memory, all appointees must use formal email address opened in the name of their unit, and shall handover the account upon completing their terms. All staff and students will have email accounts with predefined hierarchy to broadcast and multicast emails.
- ❖ **Professional dialogue:** RVU shall design strategies to enhance professional dialogue (arranging for academic presentations and ethical and moral dialogues).
- ❖ **Art:** RVU shall utilize art to publicize its works and create a leisure activity for its staff.
- ❖ **Blogging:** There must be a social media platform for University staff and students for writing certain articles subject to editorial processes and authorization. This opportunity may reduce the unregulated activism and engagement among university staff.
- ❖ **TV:** RVU will have its own TV programs where major trends and ideas will be discussed based on expertise.
- ❖ **Webinar on innovation and issues in trend:** periodic discussions on innovation or major trends may be organized by RVU.
- ❖ **Branding strategy:** RVU will invest in branding strategy with clear strategy and documented plan.
- ❖ **Website** – The external communication office will review the RVU website periodically to communicate the news and views of public interest and increase its visibility
- ❖ Effectively utilize the **museum** at the Ethnographic Museum at Institute of Ethiopian Studies and Natural History Museum and the National Herbarium at the College of Natural and Computational Sciences as showcase of the unique capacities of RVU and promote the importance of the rich museums for national identity and protecting biodiversity.

2.8.12. Quality Management and Assurance Strategy

As long as an organization sets its strategic plan for its corporate objectives and functions, it also needs to introduce a strategic quality planning in order for the corporate goals to be effectively realized. Even though Addis Ababa University has always had its strategic plan, those strategic plans have never been interfaced with effective quality strategic planning. RVU, will therefore, put in place viable quality management and assurance plans that align with and support the realization of those corporate strategies and goals mapped out in this strategic plan.

As a fundamental pathway, RVU's quality assurance strategy underlines strict compliance with at least the minimum standards and principles set by the Education and Training Authority (ETA) nationally and by the Bologna Process and Standards and Guidelines for

Quality Assurance in the European Higher Education Area (SGQAEHEA) internationally in order to achieve high quality in teaching and scientific work. Addis Ababa University will strive to gradually pass through rigorous steps of cyclic accreditations (national and international and by all modes of accreditation and accreditors) in order to keep abreast with time in terms of the high quality of its educational programs and services and thereby maximize its capabilities of being an internationally competitive and vibrant research university.

RVU will also follow both internal and external quality assurance mechanisms. The internal quality assurance in turn will focus, guiding and controlling members of the university community and the operation systems to strictly comply with the standards, regulations, legislations and operational and performance frameworks of the university while also continuously empowering the university community to develop a culture of quality. Delivering high quality products and services is not a choice but a survival issue to outcompete and satisfy the dynamic needs and aspiration of customers and stakeholders and exert high impact on the overall societal development of the country and beyond. In addition to the quality assurance mechanisms, effective internal quality enhancement initiatives and activities will be put in place by the different academic and research units of the university.

- ❖ In its efforts to assure quality, Addis Ababa University will strictly observe the following international standards in order to secure international accreditation and maintain strong internal quality assurance and enhancement system.
- ❖ Approval, monitoring and periodic review of programs and awards: RVU will continuously develop and improve formal mechanisms for the approval, periodic review, and monitoring of its programs and awards.
- ❖ Assessment of students: RVU's students will be assessed using published criteria, regulations, and procedures which are consistently applied.
- ❖ Quality assurance of teaching staff and continuous professional development: RVU will develop a system to make sure that members of the teaching staff are qualified and competent to teach.
- ❖ Learning resources and student support: RVU will ensure that the resources available for the support of student learning are adequate, appropriate, and technologically up-to-date for each program offered.
- ❖ Information systems: RVU will ensure that relevant information is collected and analyzed for effective quality management of its academic programs

Public information: RVU will regularly publish up-to-date, impartial and objective information about the programs and awards it offers in order to meet the standards of accountability to public quality demands.

2.8.13. Stakeholder Engagement Strategy

Table 4 provides the goals and/or interests of each stakeholder/customer and corresponding strategies to realize them.

Table 9. Stakeholder Engagement Strategy

S. No	Stakeholder/customer	Goal/interest	Strategies
1.	Federal government	Strengthening the university in all its mission areas	Allocating adequate budget and creating peaceful working environment
2.	Ministry of Education/ETA	Working collaboratively with the university	Providing appropriate policy guidance and helping to create international networks
3.	Ministry of Health	Working collaboratively with the College of Health Sciences of the university	Proving financial support as well as knowledge and skill sharing
4.	City Administration of Addis Ababa	Facilitating the university's effort to work with the local community and supporting the university as the need arises	Serving as a linkage between the university and the local community; working to solve staff housing-related problems
5.	University leadership	Enhancing the overall excellence and creating a conducive working environment	Providing timely and fair leadership
6.	Academic staff	Working towards ensuring quality in the all mission areas	Professionally developing and offering high quality teaching and transformative community engagement; and conducting problem-solving research
	Administrative staff	Proving/working skillfully with the leadership and academic staff	Developing administrative knowledge, skill, and integrity
7.	Students	Acquiring saleable knowledge, skill, and attitude	Working hard in every discipline
8.	Employers /businesses and industries/	Collaboratively working with university to enhance graduate employability	Creating appropriate environment for internship programs
9.	Public Higher education institutions	Working collaboratively with university	Creating relevant linkage as appropriate
10.	Local community	Working collaboratively with university	Creating relevant linkage as appropriate and identifying possible areas of support from

			the university
11.	Private Higher education institutions	Working collaboratively with university and benefiting from the huge experience of the university	Sharing human and material resources
12.	International community	Working collaboratively with university	Creating networks and sharing knowledge and skills
13.	Alumni	Working collaboratively with RVU alumni for resource mobilization, networking and image building	Create an alumni database for multiple alumni associations per academic unit or year of graduation.

CHAPTER THREE

3. IMPLEMENTATION PLAN

This strategic plan is implemented through annual plans to be designed by various offices and units at various levels across the university's constituencies. All implementing offices and units are expected to cascade and contextualize the plan according to the realities of time, environment and conditions. Hence, it is expected that implementation process immediately follows the endorsement of the plan by the Senate of RVU. The annual plan drawn from this strategic plan is developed and submitted to the respective offices and units to two months before end of academic year. The head quarter offices and campus/college compiles their annual plan and present to the Office of Director for Quality and Strategic Planning, one month before the call of the Senate for every new academic year. The Office reviews the submitted plans and present for the senate approval. Finally, the University Management at all levels are fully mandated to oversee the successful implementation as well as to take corrective measures in case there are irregularities in putting the plan into effect through the offices in charge of the responsibilities stipulated in the plan document. Regarding the monitoring and evaluation of the strategic plan, all concerning bodies are encouraged to cascade and internalize the essence of the plan to all units.

Rift Valley University Action plan for the next five years

Table 10. Action plan for the next five years

Objectives	Activities	Unit of Measure	Performance indicator	Owner	Base-line	Target					2025 - 2029
						2025	2026	2027	2028	2029	
Strategic Goal 1. Improve the effectiveness of the teaching-learning process and increase graduate employability											
Design new demand-based and marketable programs that increase students' employability and global competencies.	Conduct needs assessment and develop new programs	Number	New Regular programs opened (MSc/MA)	MC	10	2	2	2	2	2	10
		Number	New Extension programs opened (MSc/MA)	MC	0	2	2	2	2	2	10
		Number	New Distance Education programs opened (MSc/MA)	MC	5	2	2	2	2	2	10
	Develop and run an online graduate program	Number	Online programs run	MC	0	2	2	2	2	2	10
Open demand driven graduate programs	Assess and validate the appropriateness of proposed programs	Number	Programs opened	Mc	45	2	2	2	2	2	10
Review current programs and curricula.	Form program review committees	Number	Reviewed programs	AVP	10						10
	Organize stakeholder workshops and review	Number	Workshops	AVP	1	1	1	1	1	1	5

Comment [E5]: The table need to be filled with an appropriate data

	motion											
	Development of Staff Development Plan	Number	Programs opened									
Attract industry professionals and visiting professors for graduate teaching and academic advising.	Create global partnerships	Number	Partnerships created									
	Invite professors	Number	Professors invited									
	Sign Memoranda of understanding with relevant industries	Number	MoUs signed									
	Invite qualified professionals	Number	Professionals invited									
	Find out/attract financial supporters on inclusion of students with disabilities	Number	MoUs signed									
Improve the information/digital literacy of staff, researchers and learners	Prepare and update information/digital literacy training manuals	Number	Manuals prepared and updated									
	Conduct information/digital literacy and orientation to users	Number	Participants involved									
	Conduct training on identifying Predatory Journals	Number	Researchers trained									
	Publish research performance regularly to assess its rank	Number	Reports published									
	Conduct digital literacy training on the use of social networks sites	Number	Students trained									

	disabilities		developed								
	Develop inclusion policy for students with disabilities and survey its implementation	Number	Inclusion policy document and survey report,								
Expand skills and practice-centered teaching and continuous assessment.	Revisit modules for skills-centeredness	Percentage	Modules in different programs								
	Implement practicum/internship programs	Percentage	Practicum/Internship programs								
	Implement continuous assessment in all college curricula	Percentage	Modules within a program								
Expand Library Collections that support the teaching learning	Digitize E-books, local journals, dissertations and thesis	Number	E-books, Journals, thesis digitized								
	Subscribe E-books	Number	List of books and journals subscribed								
	Collect Multimedia resources	Number	Resources collected								
	Subscribe e-journals	Number	Journal titles subscribed								
	Increase open access Journals	Number	Accessible Open journals								
	Increase Raw Research Data	Number	Datasets increased								
Providing easy access to library resources and	Conduct user education about the library resources	Number	Staff and student trained								

Services	and services											
	Catalogue and classify the existing library resources	Number	Books classified and catalogued									
	Conduct training on research intelligence software and Plagiarism detection software	Number	Staff and student trained									
	Conduct training on Reference Management software, Data management tools, Journal indexing software	Number	Staff and student trained									
	Provide dedicate spaces for Collaborative Research	Number	Spaces provided									
	Equip the library with computers and laptops	Number	Computers and laptops set									
Creating a strong and furnished Career Service Centre	Organize and staffing the career office for career persons	Number	Office facilities and availability of professional career staff									
Explore student career development planning	Assist undergraduate students with all aspects of career development and planning.	Number	Graduate students assisted									
Develop and run programs that increase undergraduate students' global competencies and enhancing employability	Conduct needs assessment and develop soft skills training materials	Number	Materials developed									
	Introduce entrance exam	Number	Selecting best									

and global competencies.	for all under- graduate student admission		students for all undergraduate programs																
	Develop effective job search strategies for competitiveness and employment	Number	Strategies developed																
	Provide extra-curricular training on soft skills	Number	Trainings offered and Students trained																
	Provide Career Counseling and assessment for all under- graduate students	Number	Students counseled and assessed																
Develop entrepreneurship soft skills	Assess students need, interests and skill gaps	Number	Assessments conducted																
	Select highly qualified trainers	Number	Trainers selected																
	Prepare training materials	Number	Training materials prepared																
	Provide training to undergraduate students	Number	Students trained																
	Increase student participation in extra and co-curricular activities	number	Student union strengthen, sport, and other clubs expanded																
Develop staff attraction and retention methods.	Organize career week, expo and job fairs	Number	Organized events																
	Offer tailored services to employers including advertising and promotion of vacancies on and off	Number	Tailored services offered																

	campus recruitments and selections and advising												
	Prepare awareness creation environment with employers regarding career development service and benefits	Number	Awareness creation sessions conducted										
	Sign MoUs with collaborative organizations	Number	MOUs Signed										
	Create employment opportunities to students	Percentage	Graduates employed										
	Carry out a tracer study	Number	Study Report										
Strategic Goal. 2. Strengthen the excellence in knowledge creation and generating of adaptable scientific solutions to complex socio-economic and environmental challenges through research, innovation and technology transfer to the industry and community at large													
Attract , build the capacity of and diversify researchers	Facilitate affiliation request from college/ department	Number	Professors visited										
Increase and diversify impactful research /innovation and funding	Increase the annual research budget.	Ratio	Size of budget allocated										
Enhance the dissemination of research results through various scientific outlets and community engagement	Increase the number of research publications in reputable journals and conference proceedings.	Number	Researches articles published										
	Organize national and international seminars, conferences, and workshops to disseminate findings.	Number	Dissemination workshops/seminars organized										

Establish indigenous knowledge systems	Identify indigenous knowledge practitioners.	Number	Applications of Indigenous knowledge to solve practical problems																
Improve the number of reputable local journals.	Provide technical and financial support for existing journals	Number	Accredited and reputable local journals																
	Evaluate existing journals	Number	Assessment/year																
	Encourage launching of new journals	Number	New journals launched																
	Encourage local journals to be indexed in international data- base (e.g., Scopus)	Number	Journals registered																
Initiate research seed-grant scheme.	Open a call, review, and award	Number	Grants reviewed and awarded																
Strengthen the capacity of research institutes to integrate graduate studies.	Review research staff promotion scheme	Number	Promotion guideline reviewed																
	Provide resources for research	Number	Resources provided (in million Birr)																
	Integrate graduate programs in research institutes	Number	Programs started																
Strategic Goal. 3. Increase the amount and type of resources generated/mobilized for academic research and community engagement activities																			
Develop and plan a comprehensive to mobilize and diversify	Revitalize & re organize existing internal units to increase income generation.	Number	Diversified IGA																

revenue sources.	Organize need based & capacity building trainings	Number	Trainees										
	Offer consultancy	Number	Consultancy Service										
	Implement building rentals	Number	Rented building										
Promote innovative and business enterprises.	Establish a University Private Partnership to efficiently finance core processes of the university	Number	Joint Co-partners										
	Expand competency and skills testing centers that administer standard tests, job screening exams and competency certifications for companies and placement centers	Number	Students Certified										
Enhance and promote expanded alumni engagements.	Develop and adopt an institutional strategy for effective engagement of alumni	Number	Strategy document prepared										
Provide opportunities and resources to attract, recruit, develop and retain the highest caliber academic and administrative staff.	Collect and follow up staff development plan of colleges/institutes	Percentage	Performance of colleges as per their staff development plan										
	Encourage and follow-up staff enrolment in graduate by respective academic units	Number	Staff members enrolled in local PhD programs										
	Distribute and support	Number	Staff members on										

	units on PhD degree scholarship opportunities provided by collaborating countries and embassies		scholarship																
	Work with Ministries to acquire more scholarship for PhD and Post-Doc programs	Number	Staff members enrolled in PhD programs																
		Number	Staff members enrolled in Post-Doc programs																
Open and expand further education and scholarship opportunities for the staff.	Develop staff development plan	Number	Staff development plans prepared																
	Establish joint PhD programs	Number	Joint programs opened																
	Increase education opportunities for admin staff	Number	Staff trained and educated (both PG & UG)																
Create conducive working conditions and office environment for employees.	Standardize office furniture's	Number	Furnished offices																
	Avail sufficient toilets	Number	Clean and adequate restrooms																
Strengthened higher education training, leadership development center and research	Equip the center with human and other resources	Number	Resources adequate for the purpose																
	Conduct training needs assessment	Number	Packages set																
	Design packages	Number	Training manuals developed																

	Select trainers	Number	Qualified trainers available								
	Conduct training	Number	Sessions conducted								
	Evaluate training	Number	Effect of training assessment								
Strategic Goal 4. Develop effective and accountable organizational culture, Structure, and system											
Attract and retain highly qualified and skilled leaders and managers commensurate with the requirements of a flagship research university.	Develop competitive leadership selection, appointment, and reward policies to attract competent and enterprising leaders and administrators at all levels.	Number	Qualified Staff & Leaders								
	Develop effective performance management system and implement Key Performance Indicators (KPIs) and Critical Success Factor as quantifiable indicators of progress and performance of leaders and the institution.	Number	Effective assessment of staffs & leaders.								
Overhaul the system, process, and structure of the university to uphold and sustain autonomy and ensure accountability.	Review and revise the current organizational structure of RVU to align with the mission, values, and vision of a flagship university.	Number	Revised Structure								

	Develop a system that empowers academic, research, and administrative units to effectively execute their duties and mandate.	Number	Availing different systems								
Develop and implement comprehensive policies and systems for effective financial, budget, procurement, human resource and other administrative matters in line with strategic priorities.	Develop university-wide policies and systems for effective financial, budget, procurement, human resource and other administrative matters to effectively implement.	Number	Policies , Guidelines & Manuals								
	Establish efficiency standards and expectations across the various sections and functions of the university.	Number	Effective Standards & Criteria.								
Strategic Goal. 5. Advance strategic and impactful partnerships and sustainable International collaborations, enhancing academic networks and research and strengthening academic exchanges and global engagements											
Promote a comprehensive and integrated internationalization effort and global partnerships.	Design strategic direction and policy framework for comprehensive internationalization	Number	Strategy Developed								
	Establish an external oversea campus to enhance international partnerships.	Number	Organize Oversea Campus.								
Develop an institutional policy and a plan for partnerships to co-create opportunities for	Develop an institutional policy/Guideline for partnership/collaboration for education, research, and	Number	Developed Policies , Guidelines & Manuals								

research, education, outreach and Marketing.	innovation.											
	Develop a plan of implementation to enhance international strategic partnerships.	Number	Action Plan									
	Engage in and promote networking with local, African, and international universities.	Number	Created Strong Network									
Create collaborative platforms and run joint programs with national and international universities/institutions	Increase the number of joint publications and projects (re- search articles and research projects)	percent of publication	Joint research articles published and project works done									
	Open new national and international collaborative academic programs of studies	Number	Newly opened joint programs of studies									
	Increase the number of international student enrollments	Percentage	Increase in enrollment rate									

CHAPTER FOUR

4. MONITORING AND EVALUATION

4.1. Strategic Focus

The strategy at the University level answers the basic question of “How do we structure the overall University so that all of its parts create more value together than they would individually?”. On the other hand, Cost Center strategy is concerned with competing successfully in individual industry and it addresses the question “How do we win in the industry of operations”? This strategy needs to be linked to the strategic goals identified in the university level strategy.

The Campuses/Colleges, Centers and academic units should focus on making tactical decision such as improving curriculum design and executing teaching approaches based on the growth strategy of the university level. The Cost Centers must also work in ensuring quality of services through engagement of staff at all levels in continuous improvement of processes using selected tools such as benchmarking, Kaizen, root cause analysis.

Functional strategy is a team level strategy for achieving certain objectives based on critical success factors and key performance indicators. It deals with how individual and team actions contribute to performance in the areas identified as critical success factors. However, there must be key performance indicators for the CSFs to measure how all work units are contributing for overall performance of the university.

Identification of the CSFs is one method of developing KPs. Critical success factors are the few areas (from five to seven) where leadership and management must focus for significantly improving the performance of the university. Critical success factors (CSFs) and key performance indicators (KPIs) are used to determine measures of university level performance. CSFs are identified first, since they are the areas of performance that the university considers vital to its success, like a dashboard to a vehicle’ driver. They are typically broad-brush statements such as ‘customer service’ or ‘low costs’. Two types of CSF have been considered as general approach; namely, Industry Wide Critical Success, Factors and Organization specific ones.

4.2. Critical Success Factors (CSFs)

Since different organization manifest some degree of uniqueness in their mission and objectives, there is a need to identify organization specific critical success factors. Organization-specific CSFs are indicators for opportunities, activities or conditions required to achieve the objective within an organization in achieving the successful fulfillment of the value propositions of the stakeholders.

4.3. RVU Specific Critical Success Factor

The CSF of RVU are proxy indicators which show the efforts of the RVU community in all areas of its operations. It is essential that the courses of actions which the leadership takes are fully coordinated with the strategic goals that help RVU fulfill its mission. Strict adherence to CSFs will have a huge impact on the degree to which RVU is successful and effective in reaching strategic goals within the mission and is crucial in gaining a competitive advantage. Excellence may be achieved by 2029 given the journey towards Hub of excellence considers a holistic approach. Table 11 indicates the critical success factors, objectives and key performance indicators of RVU.

As measurement capacity of RVU and its performance management system improve in the years to come through capacity building, more PIs may be identified depending upon ability to generate information from the systems. RVU will be able to reach at knowledge management systems at the end of this strategic planning period with the concomitant capacity building in ICT. The CSFs which have been identified and KPIs developed will guide the performance of RVU due to the persistent efforts of leadership, management and employees at all levels.

Table 11. CSF, Objectives, KPIs and Performance Indicators

SN	Critical Success Factor	Objectives	KPI	Strategic Deployment Period					Remark
				2025	2026	2027	2028	2029	
1	Leadership and Governance	Provide sustainable and effective strategic leadership to the entire University and its organs for excellent performance by 2029.	Leadership quality improvement (thinking and acting) and solve the backlogs and current problems.	80%	85%	90%	95%	100%	
		Create effective leadership and management competences for execution of strategies in the entire University and its units by 2029	Effective strategy execution and performance improvement	80%	85%	90%	95%	100%	
		Diversify internal revenue scheme	Increase the revenue sources and collect 90% of its budget 90% by 2029	90%	91%	92%	93%	94%	
2	Human Resource Focus	Achieve a net promoter score of 50% or more from employees by 2025 as measured using Net Promoter Score (NPS). (Note that 75% is world class achievement).	Net Promoter score measured the satisfaction and loyalty of employees on a quarterly bases	0%	10%	25%	35%	50%	

3	Clients/Student Focus	Achieve a net promoter score of 40% or more from students and employers by 2029 as measured using NPS	Net Promoter score measured the satisfaction and loyalty of employees and employers on a semester bases	0%	10%	20%	30%	40%	
4	Teaching-Learning	Achieve 10% international student population ratio by 2029	International Student population (%) reaches 10% by 2029	2	4	6	8	10	
			Number of branches opened outside Ethiopia to neighboring countries	0	0	1	1	2	
		Transform RVU to a culture of student orientation by 2029	Average staff consultation hours per student per semester	5	7	9	12	15	
			Number of processes improved (related to student service)	10	15	20	25	30	
		Programs reviewed rigorously	Number of programs reviewed	5	10	15	20	25	
		Masters Students Programs increased	Number of and mission including home grown Masters	1000	1500	2000	2500	3000	
5	ICT	Achieve ICT transformation and its use for strategic role in driving innovation and transform learning by 2029.	Office Automation	1	1	1	1	1	
			Implementation of ERP for internal processes	1	1	1	1	1	
			ICT used for innovation	1	1	1	1	1	

			Establishment of Knowledge Management systems	1	1	1	1	1	
			Staff training on selected applications	1	1	1	1	1	
			Investment in ICT computing capacity	1	1	1	1	1	
6	Infrastructure	Achieve adequate investment in infrastructure building and maintenance for improving quality of teaching-learning process and research by 2029.	Amount of investment in infra- structure increased	1	1	1	1	1	
			Investment in maintenance increased	1	1	1	1	1	
			Additional space due to investment created	1	1	1	1	1	
7	Performance Result	Achieve 50% gender ratio in the student and 35% academic and research female staff population by 2029.	% female academic staff increased from 12% to 30% by 2029	12%	17%	22%	25%	30%	
			% female students proportion at (undergraduate, graduate and post graduate levels respectively) increase to 50% by 2029	5	5	5	5	5	
			Achieve publications of two peer-reviewed articles per academic staff per year by	% academic staff mix reaches 5:20:75 by 2029	5	5	5	5	5

		2029.	Publication of average peer-reviewed articles per academic staff per year	1	1	1	1	1	
		Increase internal revenue to 30 % of the recurrent budget through diversification of sources by 2029.	Revenue generated from internal sources reach 30% by 2029	10%	20%	20%	30%	30%	
8	Research	Increase the number of research and publication by 100% by 2029.	Research increased	20	40	60	80	100	
			Publication increased by 20% each year	20	40	60	80	100	
			Conference/workshop increased by 20% each year	20	40	60	80	100	
9	Community Engagement	Academic staff engaged in 3 credit hours scholarly community engagement activities per year	Number of accomplished community engagements	100%	100%	100%	100%	100%	
10	University Industry Linkage	University and Industry partnership	Number of joint projects initiated and accomplished	20	50	70	100	100	

4.4. Responsible Body for Monitoring and Evaluation

To advance the monitoring and evaluation work of the strategic plan, detailed annual implementation plan should be prepared at all levels of management including departments, faculties, colleges, campuses and Head offices. Flexible situation should be created for freedom of the inclusion of new ideas, thoughts and methods.

Monitoring and evaluating the plan is the responsibility of Rift Valley University administration. RVU, thus, office for Quality and Strategic planning Directorate is responsible to monitor plan and evaluate its implementation. The office will closely work with campuses and management council of the university. The office will be accountable to the University President and report its activities. The University Senate will receive on regular bases periodical monitoring and assessment report from the office on regular bases. Specific reporting dates shall be determined by the Senate as well as University management council, through directives developed by the university managing council and approved by Senate/Managing council. The Office of Director for Quality and Strategic Planning of the University in consultation with the president MC shall facilitate the date and venue to perform for its regular duty.

After setting up a central monitoring and evaluation committee at head quarter level, campuses can set up their own monitoring and evaluation team under the guidance and oversight of the Office of Director for Quality and Strategic Planning.

The team at campus level regularly assesses and reports findings to the campus management body which in turn reports to the Office of Director for Quality and Strategic Planning at the University. At campus level, the team is assisted by the respective campus/college Dean.

The campus/college monitoring and evaluation team ensures that key performance indicators are present at each unit, department, office or campus/colleges as such indicators help to achieve objectivity. The university will give recognition for bodies/individuals that excel in executing the strategic plan. The grading and evaluation criteria for recognition will be developed by the Committee and approved by the Senate.

4.5. Monitoring

The University shall undertake ongoing assessment that provides early indications of progress in meeting the themes set out in the plan. Periodic monitoring reports provided by the Committee will assist the Senate in timely decisionmaking, ensuring accountability and providing a basis for evaluation. Monitoring shall be done by means of a top down approach, across departments, units and campuses/colleges.

Thus, campuses, colleges, units, programs, and individuals are evaluated either vertically or horizontally in accordance with the directions set by the University. In undertaking monitoring, the following assessment tools shall be used.

Since these tools are not exhaustive, the Office of Director for Quality and Strategic Planning will periodically come up with it. Tools will be prepared, standardized and submitted to the Head Office Committee, campus level teams after approved by the senate. The tools will include:

- 1) Checklists;
- 2) Survey questionnaire;
- 3) Observations;
- 4) Periodic studies conducted by the Head Office committee based on reports from observation, survey questionnaires and checklists.

The Office of Director for Quality and Strategic Planning will set monitoring indicators based on the strategic plan themes and activity plans set by each implementing body. Reports and comments from monitoring should be timely given to the body monitored so that progress shall be checked, remedial actions will be taken and even if necessary plans will be revised.

4.6. Evaluation

Implementation of this strategic plan will be evaluated by the university senate on basis of reports of Head Office Committee at each senate meeting until the end of the strategic plan. The teams at campuses will undertake systematic measure of the achievement on semester basis. The main aims of assessment at each level are to determine the relevance and achievement of goals, effectiveness, impact and sustainability.

The University will use program, process and outcome evaluation. Program evaluation will be used to determine activities that have been carried out as intended.

Process evaluation will be applied to review activities and output components of the intended activities. Outcome evaluation will be employed to measure the effects intended to achieve. The committee shall determine specific types of evaluation to be applied for each activity.