



27th July 2018

**STATEMENT OF CONTINUED COMMITMENT TO THE PRINCIPLES FOR
RESPONSIBLE MANAGEMENT EDUCATION (PRME)**

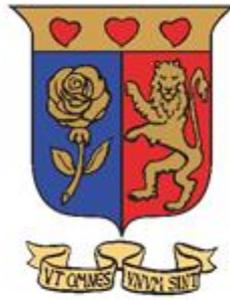
Strathmore University is committed to the implementation of the Principles for Responsible Management Education, starting with those that are more relevant to our capacities and mission. We are also committed to reporting frequently on our progress to all our stakeholders and to exchange effective practices related to these principles with other academic institutions.

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students. In this report, we describe the progress we have made in implementing the PRME in the way we carry out the business of training current and future managers over the last two years.

It is my hope that, reading this, other institutions may realise the importance of advancing the PRME values and commit themselves to the same vision.

Yours sincerely,


Prof. John Odhiambo
VICE CHANCELLOR



Strathmore
UNIVERSITY

STRATHMORE UNIVERSITY

PRME SHARING INFORMATION ON PROGRESS REPORT 2016-2017

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PRINCIPLE 1: PURPOSE

“We will develop capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.”

Strathmore University (SU) is currently implementing a ten-year strategic plan (2015 – 2025). The plan has three specific areas of focus:

- Transforming the Student Experience – the university is creating a learning environment where students learn to become global change agents.
- Research and Enterprise – the University is keen on becoming a reputable centre of excellence in research and enterprise as well as research-based teaching and learning
- Service to Society – the University is committed to improving the quality of life of the local community through ethical leadership and community projects.

This is at the services of the University’s vision, which is “to become a leading outcome-driven entrepreneurial research University by translating our excellence into a major contribution to culture, economic well-being and quality of life.” Its mission is “to provide all round quality education in an atmosphere of freedom and responsibility excellence in teaching, research and scholarship, ethical and social development and service to Society.”

Under this inspiration, the University has built a reputation for quality teaching and learning facilities. Optimum student-lecturer ratios are maintained. All facilities are kept crisp-clean and in good repair to instil an appreciation for clean environments in the students. Furthermore, class attendance and lecture delivery are closely and effectively regulated to ensure students receive all the classes they need for their programmes in a timely manner.

The University has also become an engine and innovation centre for environmental protection. In line with this, all the five new buildings constructed recently have incorporated eco-friendly technologies and designs. They are not only energy efficient but also generate their own lighting through solar, are cooled using water fountains and collect rain water for recycling and use.

The Strathmore Business School Building, one of the new buildings, was awarded the Best Green Building Development in Africa award by the African Real Estate and Housing Finance (AREHF) Awards.

Strathmore University will continue to develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Figure 1: The Atrium in Strathmore Business School. The building makes abundant use of natural lighting and solar panels to minimise its energy budget

PRINCIPLE 2: VALUES

“We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.”

Strathmore University is inspired by the following values:

- **Excellence through the sanctification of work** – the University strives for excellence in work; the highest quality output; and the joy of always giving good service.
- **Freedom and responsibility** – the University respects the freedom of the individual person, with the acknowledgement that with freedom comes responsibility for one’s actions.
- **Ethical practice** – the University honours the beliefs, morals and values of the academic profession and endeavours to help others to do the same.
- **Personalized attention** – the University actively provides an environment in which students and other stakeholders receive individual and customised service and support.
- **Subsidiarity** – the University seeks to provide solutions at the level most immediate to each need.
- **Collegiality** – the University is an environment where all players respect one another’s commitment to a common purpose and work together to meet the needs of its clients.
- **Lifelong learning** – the University develops programmes and adopts teaching methods that equip learners with skills and tools for innovation and adaptability, and contribute to their development of mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.
- **Service to society** – the University serves society through research, education and institutional citizenship. Through research, it advances knowledge, the foundation of improvements in human well-being. By educating students well, it strengthens society’s capacity to grow and innovate. Through institutional citizenship, it develops programmes that make a direct contribution to the improvement of society and inspires its students to do the same.

Strathmore University endeavours not just to produce learned people, but to train its students to become well-balanced all-rounded individuals. It is for this purpose that the University was started in the first place, to offer comprehensive formation to individuals of all backgrounds.

The most immediate means with which the University does this is to offer 11 extra units in the humanities which do not fall under the requirements of Commission of University Education in Kenya for undergraduate university education.

In 2013, the University introduced a Master of Educational Practice for Academics to develop the practice of teaching and learning among academic staff in institutions of higher learning. The programme was meant to offer academic staff an opportunity to take more effective ownership of their lives and work in higher education, and was to be mandatory for all teaching staff.

Over the last two years however, there has been an effort to replace the programme with a more accessible, though equally mandatory, certificate course, leading up to a diploma, bachelor's degree and ultimately a Master's degree. The development of this course has just been completed and it is to be launched shortly.

PRINCIPLE 3: METHOD

“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

Strathmore University has been putting its vision for sustainable and responsible management into practice in its daily routine in several ways. This section goes into detail about the main methods.

Community Based Attachment

All of Strathmore University’s undergraduate students are required to do a community-based attachment before graduating. The attachment may last anything from eight to twelve weeks, totalling at least 200 hours per student. It complements the lessons they receive in ethics and the principle of pursuit of the common good at the University.

The university partners with disadvantaged schools in the countryside, hospitals, orphanages, and prisons, among other institutions, where its students go to carry out their attachments. As part of the programme, each student on attachment is supervised and evaluated by a lecturer from the University.

The system has changed the lives of many students, who learn to appreciate what it means to give of themselves to others without expecting anything in return. Over the past two years, about 1200 students have given at least 240,000 hours to this activity, with immense benefits to them and those with whom they interact.

Student Academic Tours

The University’s undergraduate students take local and international academic trips. The purpose of these trips is to supplement their classroom experience and expose them to opportunities for further studies in their fields. The trips take place after students have covered most of their course content. This ensures they satisfactorily benefit from each trip.

The programmes offered by the University’s business school (both academic and executive education) also incorporate extensive exchange programmes with other institutions. For instance, the MBA programme benefits from exchange programmes with renowned universities like Stanford University, University of Saint Gallen and IESE Business School.

These trips and exchange programmes, apart from the aforementioned purposes, also serve to prepare students for cordial dealings with diverse people in their future professional lives.



Figure 2: Undergraduate students on an academic trip in Singapore

Student Industrial Attachments

Each undergraduate student has to undertake, in the third year of study, an industrial attachment for a minimum period of eight weeks. The main purpose of this is to introduce them to the world of work and offer them a chance to explore their career interests, apply knowledge taught in class, learn new skills, gain work experience, develop professional networks and get a clear understanding of workplace expectations.

During the attachment, the site supervisor and a faculty supervisor are responsible for maintaining academic quality. At the end of the attachment, academic credit is awarded for the experience. The University itself takes in a number of students to work in its various departments during the period.

Dress Code

All Strathmore University students are expected to dress and behave in a professional manner, as befits young adults. The dress code helps maintain an atmosphere of maturity on campus, which is conducive to study and work. It also makes the students ready to be well groomed in their future workplaces.

Community Outreach

The University, through its Community Outreach Programme (COP), aims to enhance the quality of life of the people around it. The COP does this by connecting the knowledge and resources of the University to the needs of the community. The COP then collaborates with students, staff, alumni, private sector and government to establish sustainable initiatives that meet these needs.

The participation of staff and students is key to the functioning of the COP. Not only does this make the COP effective, it also prepares these participants for a lifetime of outreach and volunteerism. This it does by exposing them to the realities of the community and making them agents of change in their communities.



Figure 3: Strathmore University students on a visit to the Naivasha Maximum Security Prison, a prison in Kenya

The activities undertaken by the COP include environmental conservation and improvement by planting trees, garbage collection in slum areas, refurbishing and renovating buildings in remote areas among others.

One of the most significant efforts of the COP has been the Macheo Achievement Programme, an after-school educational and mentorship programme for high school students resident in Kibera, one of the largest slums in Kenya, which is a short distance from the University.

So far, over 310 students have benefited from the programme. Of these, 45 have progressed into tertiary education, 38 of them being under scholarship at Strathmore University. 100 students of Strathmore University have participated in the programme as mentors. Recently, a number of former beneficiaries of the programme are also taking part in it as mentors.

Financial Aid for Students

Strathmore University, through its Financial Aid Office, financially facilitates, partially or fully, the education of students who need such aid. Currently, 1,435 diploma and degree students are on financial aid. These range from full scholarships to loans, raised from internal as well as external (corporate and non-profit) sources.

Sources of particular note are the "Staff Giving" and the "Elimisha Stratizen" initiatives, through which staff and students, respectively, contribute their own money to fund scholarships at the University. The University also offers various forms of work-study arrangements for students who use their remuneration to cover some costs of their stay at the University.

Incubation Centre

The University has a business incubation centre called @iBizAfrica. Its purpose is to nurture the entrepreneurial initiatives of young people in the quest to develop ICT solutions and businesses that work for the good of society. It does this by creating an environment for entrepreneurs to develop, nurture and exchange innovative ideas.

It also provides mentoring services to startup founders. Through linkages with other incubation centres in the country and around the world, it has also become a focal for investors who wish to engage potential technology entrepreneurs. So, far, four startups have been successfully cut loose and many more are undergoing incubation.



Figure 4: Young entrepreneurs working away at @iBizAfrica

PRINCIPLE 4: RESEARCH

“We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.”

Strathmore University, through its business school, has several research centres dedicated to working in the field of business ethics and sustainability. Key among these are the Centre for Research on Organisations, Work and Family (CROWF), which does research on employee engagement and its impacts; and the Centre for Sustainability Leadership, which does research into and offers executive programmes on sustainability leadership, especially in Africa.

Across the University in general, also, a lot of research is done by staff and students (including undergraduate students) that has bearing on sustainability. As a case in point, Strathmore University was one of three institutions in Kenya chosen to develop a plastic audit framework by UNEP in 2017. This work was carried out by undergraduate students affiliated to the University’s Environmental Club.

The University has developed a 5-year research strategy that seeks to enhance collaboration in research, both within the University and with other institutions and industry players. The implementation of this strategy will yield enormous benefits for research in sustainability.

PRINCIPLE 5: PARTNERSHIP

“We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

Strathmore University has, for the entire duration of its existence, been partnered with companies and other educational institutions both locally and internationally. The University is a member of global higher education associations such as the UK Chartered Institute of Marketing, ACCA, and ICAEW, among others. These partnerships have been instrumental in enhancing the reputation of the University and its ability to meet international education standards.

Other standout partnerships include Safaricom Academy, a facility co-developed with Safaricom, the leading integrated communications company in East Africa, and Vodafone. The Academy’s aim is spur the development of mobile applications to exploit opportunities created by the fast-growing telecommunication industry in the country. The first program in the Academy is the Master of Science in Mobile Telecommunications and Innovation. Students of the programme develop mature applications for the local market.

Strathmore University also has strong partnerships with the National Commission for Science, Technology and Innovation (NACOSTI), Arizona States University (through the USAID-funded Partnerships for Enhanced Engagement in Research (PEER) Science Program). The University’s partnership with the National Industrial Training Authority has resulted in the development of a national syllabus on Solar Photovoltaic and Energy Efficiency training and has helped NITA to develop the criteria to accredit institutions to provide this training.

Other partners include Fraunhofer ISE, GIZ, and the Energy Regulatory Commission (ERC), among many other organisations.

PRINCIPLE 6: DIALOGUE

“We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”

Strathmore University students participate in many clubs. The University takes this matter so seriously that Friday afternoons, from 2:00 pm onwards, are reserved for club activities. No classes take place during that time. This is in recognition of the role played by conversation and association in the development of the civic sense among both students and staff members.

The University also avails its facilities for various events carried out by multiple civil society organisations. This puts it at the centre of many conversations on critical issues related to global social responsibility and sustainability.

OBJECTIVES FOR THE NEXT TWO YEARS

The following are the key objectives of Strathmore University for the next 24 month period with regard to the implementation of the principles;

1. To make more public the effort to implement PRME principles amongst all our stakeholders especially students, staff and alumni.
2. To include upcoming PRME reports into the University's Annual Reports