



**ST. PAUL'S  
UNIVERSITY**



# **STRATEGIC PLAN 2025 – 2030**



The University of Choice

### Vision

The Transformative Christian University of Excellence for Global Service.

### Mission

We Develop Transformative Servant Leaders Through Innovative Teaching, Learning, Research, and Spiritual Formation.



Motto: SPU-We are servants of God and Humanity

### Strategic Theme

**Building Resilience through Innovation and Digitalization**

### Strategic Positioning Statement

**St. Paul's University positions itself as a Christ-centered, values-driven institution of higher learning that integrates academic excellence, ethical leadership, research, innovation, and a supportive and enriching student experience globally.**

### Bible Verse



Isaiah 43: 19 - Behold, I am doing a new thing; now it springs forth, do you not perceive it?



### **Our Core Values, abbreviated as “E-St. Paul’s”**

<b>Ecumenism</b>	As a Christian-based university, we uphold unity in Christ by embracing and respecting diverse Christian traditions, fostering mutual understanding, and promoting collaboration across denominations in pursuit of our shared mission.
<b>Service</b>	St. Paul’s University fosters a culture of integrity and selfless dedication, leveraging education, innovation, research, and community engagement to inspire compassion, social responsibility, and positive societal impact.
<b>Teamwork</b>	The University shall foster a culture of mutual respect, open communication, and shared responsibility that encourages synergy among students, faculty, staff, and other stakeholders.
<b>Professionalism</b>	The university upholds ethical conduct, academic integrity, and service excellence to promote merit, and continuous improvement.
<b>Accountability</b>	The University ensures transparency, integrity, and responsibility in all operations through ethical decision-making, prudent resource use, and a strong commitment to stakeholder trust.
<b>Unity</b>	The university shall create an environment where all stakeholders share in decision-making, and appreciate the benefits of synergy.
<b>Leadership</b>	The University promotes innovative, inclusive, and accountable leadership through strong governance and best practices that drive academic excellence and sustainable growth.
<b>Stewardship</b>	St. Paul’s University commits to ethical and sustainable management of financial, environmental, and human resources, ensuring accountability and operational excellence.

### **Motto: We are Servants of God and Humanity**

#### **Strategic Positioning Statement**

St. Paul’s University positions itself as a Christ-centered, values-driven institution of higher learning that integrates academic excellence, ethical leadership, research, innovation, and a supportive and enriching student experience globally.

## FOREWORD

It is with great pleasure that I present the St. Paul's University (SPU) 2025–2030 Strategic Plan, our roadmap to greater excellence, impact, and sustainability. As a premier institution of higher learning, SPU remains steadfast in its mission to provide quality, holistic, and transformative education anchored in Christian values.

Guided by our vision, “***The Transformative Christian University of Excellence for Global Service***,” this Strategic Plan reaffirms our commitment to academic distinction, innovation, research, and meaningful community engagement. It positions SPU as a leader in shaping servant leaders for Kenya and the world.

The higher education landscape is rapidly evolving, shaped by the transition to the Competency-Based Education (CBE) system, technological disruption, and shifting socio-economic and global dynamics. In response, SPU has undertaken a comprehensive and inclusive strategic planning process to align its goals with the emerging needs of students, faculty, industry partners, and the society at large.

This plan articulates bold priorities: enhancing financial sustainability; promoting student engagement and retention; embedding innovation and digitalization; ensuring effective delivery of STEM and CBE; and fostering ethical leadership and a high-performance culture. It is also anchored in national and global policy frameworks, including the Constitution of Kenya (2010), the Sustainable Development Goals (SDGs), Africa Agenda 2063, EAC Vision 2050, and Kenya Vision 2030.

I extend my sincere gratitude to all who contributed to this important process. I call upon our entire university community and partners to embrace this plan and work together to realize its vision. With unity of purpose and faith in God, we will build a stronger, more resilient St. Paul's University that continues to inspire and transform lives.

May God bless St. Paul's University as we embark on this exciting journey.

**The Most Rev. Dr. Jackson Ole Sapit**

**Chairman, University Governing Council**

## PREFACE

The St. Paul's University (SPU) 2025–2030 Strategic Plan is a product of deep reflection, rigorous analysis, and broad-based consultation. It affirms our unwavering commitment to academic excellence, research, innovation, ecumenism, and transformative service to society.

As we enter a new strategic period, we are acutely aware of the rapidly changing higher education environment—characterized by the shift from the 8-4-4 system to CBE, an increasingly knowledge-driven economy, and rising expectations from stakeholders. This Plan provides a clear framework to position SPU as a dynamic, globally competitive institution that nurtures servant leaders through innovative teaching, research, and spiritual formation.

The development of this Plan followed a participatory approach, engaging the governing council, the management, staff, faculty, students, alumni, industry leaders, government agencies, and other stakeholders. Their valuable insights shaped our strategic direction and helped identify priorities essential for the University's growth and resilience.

The Plan is anchored on five strategic pillars:

- 1) Promote customer attraction, development, engagement, loyalty, and retention.
- 2) Enhance financial sustainability and resource mobilization.
- 3) Optimize operational efficiency, innovation, digitalization, and infrastructure development.
- 4) Strengthen ecumenism, ethical leadership, institutional capacity, and performance culture.
- 5) Fortify ethical leadership and governance for posterity.

These pillars will guide our decision-making, resource allocation, and institutional development over the next five years. This Plan also outlines clear implementation, monitoring, and evaluation frameworks to ensure accountability, adaptability, and progress.

I extend heartfelt appreciation to everyone who contributed to this journey. Your dedication has laid a strong foundation for a future where SPU continues to thrive and lead. I invite the entire University community and our partners to embrace this Plan with commitment and collaboration as we work to fulfill our mission of transforming lives through education.

May God bless St. Paul's University as we move forward with purpose and hope.

**Rev. Canon Prof. James Kombo**

**Vice Chancellor**

## **ACKNOWLEDGEMENTS**

The successful development of the 2025-2030 Strategic Plan is the result of the collective efforts and dedication of numerous individuals and institutions. We express our deepest appreciation to all those who contributed their time, expertise, and insights in shaping this strategic roadmap. We extend our sincere gratitude to the University Council for their visionary leadership and unwavering support throughout this process. Their commitment to institutional growth and excellence has been instrumental in setting the strategic direction of SPU.

Special recognition goes to the Vice Chancellor and the University Management Board for their strategic guidance and stewardship in ensuring a well-structured and comprehensive planning process. Their leadership has been pivotal in aligning our institutional goals with the evolving higher education landscape and operational dynamics.

We are equally grateful to the Strategic Planning Committee, whose dedication and meticulous efforts in data collection, stakeholder engagement, and analysis provided the foundation for this plan. Their hard work and commitment have been invaluable in crafting forward-thinking and actionable strategies.

We acknowledge the contributions of our faculty, staff, students, alumni, industry partners, government agencies, and other key stakeholders who participated in consultations, workshops, and discussions. Their perspectives and insights have enriched the strategic plan, ensuring it is inclusive, practical, and responsive to both internal and external needs.

Finally, we extend our heartfelt thanks to the Stan Consulting Group Limited led by Dr. Stanley Karanja, for their impeccable facilitation and guidance through the development process.

May God continue to bless and guide St. Paul's University in its journey of transformation and excellence.

**Prof. A. K. Waithima, PhD**

**Deputy Vice Chancellor - Academic Affairs**

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## EXECUTIVE SUMMARY

The 2025-2030 Strategic Plan for St. Paul's University outlines a bold and transformative roadmap to enhance student experience, academic excellence and institutional growth. Rooted in the University's vision and mission, this plan is designed to position St. Paul's University as a leading institution in developing 'Transformative Servant Leaders through Innovative Teaching, Learning, Research, and Spiritual Formation'.

In developing this strategic plan, a participatory approach was adopted that entailed the involvement of the University Governing Council, University Management Board, Senate, and Academic and Non-Academic staff through various strategic planning workshops. A review of the University's vision, mission, and core values was undertaken. An analysis of past performance and the operating environment was carried out focusing both on the internal and external environment. Key stakeholders were also consulted to get their insights on the areas that needed improvement.

A variety of tools were used to understand the operating environment in detail including SWOT analysis, PESTEL analysis, competitor analysis using the Porter's Five Forces model and stakeholder analysis. The situational analysis culminated in the identification of Key Priority Areas (KPAs) for the next five years as outlined below;

### **1. Promoting Customer Attraction, Engagement, Loyalty and Retention**

St. Paul's University aims to enhance customer attraction, engagement, loyalty and retention by prioritizing student-centered services to improve academic and non-academic support, strengthening stakeholder engagement through responsive feedback mechanisms, and upgrading learning facilities to enhance service delivery for an enriched university experience.

### **2. Enhancing Financial Sustainability and Resource Mobilization**

The University seeks to strengthen financial sustainability by diversifying revenue streams, optimizing resources, and fostering strategic partnerships. Through innovative fundraising, grant acquisition, and efficient financial management, the university will enhance income generation while ensuring accountability and long-term stability to support its mission and growth.

### **3. Effective Implementation and Delivery of STEM Programmes and CBE, and the STEM Complex**

The Strategic Plan will be implemented at a critical time when Kenya's education sector is undergoing a significant transformation with the transition from the 8-4-4 education system to the Competency-Based Curriculum (CBC), which is part of the broader Curriculum-Based Education (CBE) system. The new system

introduces three distinct pathways, namely Arts and Sports, Social Sciences and Science, Technology, Engineering, and Mathematics (STEM).

The University is committed to the effective implementation and delivery of STEM and CBE by expanding STEM programmes to equip students with practical, industry-aligned skills, fully integrating the Competency-Based Education (CBE) to promote holistic education and lifelong learning, and strengthening faculty capacity and partnerships to support excellence in STEM and CBE. The development of the STEM Complex will provide a conducive environment for teaching, learning, and development.

#### **4. Innovation, Digitalization and Infrastructure Development**

St. Paul's University is committed to accelerating digitalization by leveraging technology to modernize teaching, research, and administration, expanding digital learning platforms to enhance accessibility and flexibility, and strengthening cyber security, data management, and automation of university processes.

#### **5. Promoting Ecumenism, Ethical Leadership and a High-Performance Culture**

The University is dedicated to promoting ethical leadership and a high-performance culture by embedding ethical leadership principles across all levels of governance and operations, fostering accountability, professionalism, and continuous improvement, and implementing performance-driven policies to enhance staff engagement and institutional effectiveness.

### **Strategic Goals**

With a focus on the identified Key Priority Areas, the following strategic goals have been established for the next five years:

1. Promote Customer attraction, development, engagement, loyalty and retention
2. Enhance Financial Sustainability and Resource Mobilization
3. Optimize Operational Efficiency, Digitalization and infrastructure development
4. Strengthen Ecumenism, Ethical leadership, Institutional Capacity and Performance Culture
5. Fortify Ethical Leadership and Governance for Posterity

These strategic goals are systematically translated into a comprehensive set of strategic objectives, aligned with the Balanced Scorecard model, to ensure a holistic and measurable approach to performance management and organizational success. Additionally, to achieve the desired objectives, the implementation matrix which outlines actionable strategies, expected outcomes, activities, implementation indicators, implementing actors, time frames, and related costs for each strategic objective was developed. A Monitoring and Evaluation (M&E)

framework that emphasizes periodic performance reviews was developed to act as a tool to enhance effective implementation of the strategic plan over the plan period.

To mitigate risks that could hinder the implementation of this Strategic Plan, a comprehensive risk analysis was conducted to identify potential threats and corresponding mitigation measures. The Risk Management Policy will be reviewed and implemented in alignment with the vision and mission of this Strategic Plan.

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>ACK</b>	:	Anglican Church of Kenya
<b>AMRJ</b>	:	African Multidisciplinary Journal of Research
<b>AU</b>	:	African Union
<b>BSC</b>	:	Balanced Scorecard
<b>CAM</b>	:	Corporate Affairs Manager
<b>CAT</b>	:	Continuous Assessment Test
<b>CBC</b>	:	Competency-Based Curriculum
<b>CBE</b>	:	Competency-Based Education
<b>CCTV</b>	:	Closed-Circuit Television
<b>CEO</b>	:	Chief Executive Officer
<b>Cert.</b>	:	Certificate
<b>CM</b>	:	Campus Managers
<b>CMS</b>	:	Church Mission Society
<b>CPC</b>	:	Coordinator Partnerships & Collaborations
<b>CRM</b>	:	Customer Relationship Management
<b>CSI</b>	:	Customer Satisfaction Index
<b>CSR</b>	:	Corporate Social Responsibilities
<b>CUE</b>	:	Commission for University Education
<b>DBPS</b>	:	Director, Board of Postgraduate Studies
<b>Dip</b>	:	Diploma
<b>DODEL</b>	:	Director, Open, Distance and E-learning
<b>DoS</b>	:	Dean of Students
<b>DQA</b>	:	Director, Quality Assurance
<b>DRes</b>	:	Director, Research
<b>DVCAA</b>	:	Deputy Vice Chancellor, Academic Affairs
<b>DVCFA</b>	:	Deputy Vice Chancellor, Finance and Administration
<b>EAC</b>	:	East Africa Community
<b>ECLAS</b>	:	Equipping Christian Leadership in an Age of Science
<b>EFA</b>	:	Education for All
<b>ERP</b>	:	Enterprise Resource Planning
<b>FM</b>	:	Finance Manager
<b>HELB</b>	:	Higher Education Loans Board
<b>HR</b>	:	Human Resource
<b>HRM</b>	:	Human Resource Manager
<b>HIA</b>	:	Head of Internal Auditor
<b>ICT</b>	:	Information Communication and Technology
<b>ICTD</b>	:	Information Communication and Technology Director
<b>IPO</b>	:	Industrial Placement Officer
<b>ISO</b>	:	International Standards Organizations
<b>IT</b>	:	Information Technology
<b>JTSOT</b>	:	Joshua & Timothy School of Theology
<b>MBF</b>	:	Medical Benevolent Fund
<b>M&amp;E</b>	:	Monitoring & Evaluation
<b>MCK</b>	:	Methodist Church in Kenya
<b>MOA</b>	:	Memorandum of Agreement

<b>MOU</b>	:	Memorandum of Understanding
<b>MSME</b>	:	Micro, Small and Medium Enterprise
<b>NACOSTI</b>	:	Kenya, National Commission for Science, Technology and Innovation
<b>NCKK</b>	:	National Council of Churches of Kenya
<b>ODEL</b>	:	Open, Distance & E-Learning
<b>OSHA</b>	:	Occupational Safety and Health Act
<b>PCEA</b>	:	Presbyterian Church of East Africa
<b>Pg Dip</b>	:	Postgraduate Diploma
<b>PhD</b>	:	Doctor of Philosophy
<b>QA</b>	:	Quality Assurance
<b>RAcad</b>	:	Registrar, Academics
<b>RAdmin</b>	:	Registrar, Administration
<b>RCEA</b>	:	Reformed Church of East Africa
<b>ROI</b>	:	Return on Investment
<b>SACCO</b>	:	Savings and Credit Co-operative Organization
<b>SDGs</b>	:	Sustainable Development Goals
<b>SEI</b>	:	Staff Engagement Index
<b>SEO</b>	:	Search Engine Optimization
<b>SMARTER</b>	:	Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated, Revised
<b>SOP</b>	:	Standard Operating Procedure
<b>SP</b>	:	Strategic Plan
<b>SPILL &amp; LDC</b>	:	St. Paul's Institute of Lifelong Learning and Leadership Development Centre
<b>SPU</b>	:	St. Paul's University
<b>SPUASA</b>	:	St. Paul's University Academic Staff Association
<b>SPUEU</b>	:	St. Paul's University Enterprise Unit
<b>SPUMF</b>	:	St. Paul's University Men Fellowship
<b>SPUSA</b>	:	St. Paul's University Students' Association
<b>SPUTC</b>	:	St. Paul's United Theological College
<b>SPUWF</b>	:	St. Paul's University Women Fellowship
<b>STEM</b>	:	Science, Technology, Engineering, and Mathematics
<b>SWOT</b>	:	Strengths, Weaknesses, Opportunities, and Threats
<b>TNA</b>	:	Training Needs Analysis
<b>TVET</b>	:	Technical and Vocational Education and Training
<b>UMB</b>	:	University Management Board
<b>VC</b>	:	Vice Chancellor
<b>VLE</b>	:	Virtual Learning Environment
<b>WEI</b>	:	Work Environment Index

## CHAPTER ONE: INTRODUCTION

### 1.0 Overview

This chapter highlights the critical role of strategic planning in achieving organizational success and sets the context for the Third St. Paul's University Strategic Plan (2025–2030). It also presents an overview of SPU's history and details the strategic planning process undertaken by the institution.

### 1.1 Strategy as an imperative for organizational success

Strategic planning is a significant component of the results-based management framework in an organization. It ensures that organizations deliberately and effectively define their strategic directions and make informed and appropriate decisions regarding resource allocation to implement priority policies and programmes. Strategic Planning is therefore imperative for the success of SPU during the Plan period.

This Strategic Plan, the third in its series, builds upon the achievements of the previous two plans. It considers the constantly evolving operating environment, ensuring that the University remains competitive and sustainable in its operations.

SPU places utmost importance on effective strategic planning as a cornerstone of guiding implementation of its projects and activities. SPU shall align activities with identified strategic themes, ensuring that every effort is directed towards achieving the strategic objectives. SPU shall prioritize data-driven decision-making to make informed strategic choices. Effective resource allocation shall be ensured to maximize efficiency and utilize available resources optimally. The plan adopts a risk-based approach as well as prioritizes organizational alignment to ensure all stakeholders embrace this strategic direction.

### 1.2 Setting the Context for the Third St. Paul's University Strategic Plan (2025 – 2030)

St. Paul's University (SPU) has been in existence for eighteen years since its accreditation. Upon accreditation, the university formulated a ten-year strategic plan (2007–2016) to steer its growth. This was succeeded by a second ten-year strategic plan (2016–2025), which is set to conclude in July 2025.

Since its accreditation in 2007, SPU has experienced significant growth in student enrolment, academic programmes, and both physical and human resources. However, the higher education landscape has evolved considerably, with new legislation and regulatory frameworks shaping the sector in Kenya. Additionally, the rapid expansion of universities, constituent colleges, and satellite campuses across the

country has intensified competition for students, necessitating adaptive strategies to remain competitive and sustainable.

### **1.2.1 Methodology of Developing the Plan**

A participatory approach was adopted in the development of this third Strategic Plan to promote stakeholder ownership, inclusivity, and effective implementation. The process involved the active participation of the Governing Council, Board of Trustees, Chancellor, University Management, staff, students, and other stakeholder groups throughout the planning stages.

It commenced with a reassessment of the University's strategic direction, including a review of its vision and mission. This was followed by a comprehensive situational analysis that evaluated the performance of the previous strategic plans, conducted environmental scanning using the SWOT and PESTEL frameworks, and incorporated a stakeholder analysis. Various stakeholder groups were engaged through customized online questionnaires, and face-to-face meetings to solicit their views and recommendations for inclusion in the new Strategic Plan.

The overarching goal of this process was to inform the formulation of strategic objectives and initiatives that will position St. Paul's University as a leading institution, producing highly competent graduates grounded in Christian values and committed to serving God and humanity in Kenya and beyond.

### **1.2.2 Statement of Strategic Intent**

To position St. Paul's University as a resilient, digitally empowered Christian institution that nurtures transformative servant leaders for impactful global service through innovation in teaching, learning, research, and spiritual formation.

### **1.2.3 Alignment of the 2025-2030 Strategic Plan with Key National, Regional, Global Development Agendas and the Fourth Industrial Revolution**

The 2025-2030 Strategic Plan is designed to contribute to national, regional, and global development priorities by fostering quality education, ethical leadership, research, and community engagement. The plan aligns with the following frameworks:

#### **a) United Nations 2030 Agenda for Sustainable Development Goals**

The Sustainable Development Goals (SDGs) are a set of seventeen (17) global goals established by the United Nations (UN) in 2015 as part of the 2030 Agenda for sustainable development. These goals aim to address various social, economic, and environmental challenges faced by the world, with the ultimate objective of achieving a more sustainable and equitable future for all. The table below presents an outline of how implementation of the Strategic Plan will contribute to attainment of each of the SDGs.

**Table 1: The Role of SPU in the attainment of SDGs**

Goal No.	SDG description	Contribution of SPU
<b>SDG 4</b>	Quality Education	Enhancing access to inclusive, equitable, and high-quality education and lifelong learning opportunities.
<b>SDG 8</b>	Decent Work and Economic Growth	Equipping graduates with industry-relevant skills.
<b>SDG 9</b>	Industry, Innovation, and Infrastructure	Promoting research, technological innovation, and partnerships with industry.
<b>SDG 16</b>	Peace, Justice, and Strong Institutions	Embedding ethical leadership, governance, and social justice in academic programmes and institutional policies.

**b) African Union (AU) Agenda 2063**

Agenda 2063 is a strategic framework for the socio-economic transformation of Africa over the next 50 years. It was adopted by the African Union (AU) in 2013 and serves as a roadmap to guide the continent's development aspirations. The vision of Agenda 2063 is to create "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena."

**Table 2: The Role of SPU in the African Union (AU) Agenda 2063**

Aspiration #	Description	Contribution of SPU
<b>Aspiration 1</b>	A Prosperous Africa Based on Inclusive Growth and Sustainable Development	Advancing human capital development through quality education and skills training.
<b>Aspiration 2</b>	An Integrated Continent, Politically United and Based on the Ideals of	Strengthening regional and global academic partnerships.

Aspiration #	Description	Contribution of SPU
	Pan-Africanism	
<b>Aspiration 6</b>	An Africa Whose Development is People-Driven	Promoting gender equality, youth empowerment, and community development programmes.

### c) East African Community (EAC) Vision 2050

The East African Community (EAC) Vision 2050 articulates the Community's desired future state. The Vision serves to provide an architecture around which EAC should concentrate its energies for economic and social development. Successful implementation of the goals and the achievement of Vision 2050 requires an enabling environment. Education, nutrition, health and safety nets, and the presence of effective institutions are inextricably linked with economic transformation and growth. It is therefore imperative to invest in human capital and establish the necessary institutions to uphold the Vision.

SPU aligns with the EAC Vision 2050 by:

- i. Enhancing Human Capital Development by strengthening higher education, research, and skills development to support economic transformation.
- ii. Fostering Innovation and Technology by encouraging digital transformation and innovation in teaching and learning.
- iii. Promoting Regional Integration by collaborating with universities and stakeholders across the EAC region to enhance knowledge sharing and research.

### d) Constitution of Kenya (2010)

SPU supports the implementation of the Constitution as outlined below:

**Table 3: The Role of SPU in the implementation of the Constitution of Kenya (2010)**

S/No #	Article of the Constitution	Role of SPU
1	<b>Article 2</b> on general rules of international law, treaties and convention that are ratified by Kenya	<ul style="list-style-type: none"> <li>● Internationalization and collaboration in university education, research, learning, innovation and enterprise through the application of international collaboration and partnerships under this Constitution.</li> </ul>

S/No #	Article of the Constitution	Role of SPU
2	<b>Article 10</b> on the national values and principles of governance	<ul style="list-style-type: none"> <li>● Promoting national cohesion through diverse, inclusive academic programmes and student interactions.</li> <li>● Training students on ethical leadership and social responsibility.</li> <li>● Providing equal access to education, scholarships, and mentorship programmes for marginalized communities.</li> <li>● Implementing policies that promote gender equality.</li> <li>● Embedding ethics and governance courses in academic programmes.</li> <li>● Promoting integrity through mentorship, leadership training, and anti-corruption advocacy.</li> <li>● Integrating sustainability principles in research, innovation, and environmental conservation initiatives.</li> </ul>
2	<b>Article 11</b> on Culture, indigenous technologies and promotion of Intellectual property rights.	<ul style="list-style-type: none"> <li>● SPU shall acknowledge the significance of science and indigenous technologies in national development and advocate for the protection of intellectual property rights for the people of Kenya.</li> <li>● Protect and enhance intellectual property and indigenous knowledge.</li> </ul>
3	<b>Article 55</b> on youth.	<ul style="list-style-type: none"> <li>● SPU shall endeavour to prepare and implement programmes for continuing education and training for the youth to access relevant education, training and employment.</li> </ul>

### e) Kenya's Vision 2030

Kenya's Vision 2030 emphasizes on making the country a globally competitive and prosperous nation with a high quality of life by 2030. The Vision is based on three "pillars": Economic, Social, and Political. SPU's strategic plan contributes to Kenya Vision 2030 through the following ways:

- i. Education and Training: Providing quality university education and research aligned with the knowledge economy.
- ii. Economic Pillar: Supporting innovation and entrepreneurship to drive job creation and industrial growth.
- iii. Social Pillar: Promoting social cohesion, national values, and sustainable environmental practices.

### f) The Fourth Industrial Revolution

The Fourth Industrial Revolution (4IR) is profoundly transforming higher education in Kenya, redefining how institutions teach, learn, conduct research, and engage with society. St. Paul's University's Strategic Plan is purposefully aligned with these emerging shifts, responding to the visible and multidimensional impacts of 4IR across several key areas, including:

- i. **Adoption of Digital Learning Platforms:** Integration of e-learning technologies and virtual platforms to enhance access, flexibility, and continuity in teaching and learning.
- ii. **Curriculum Reform and Alignment:** Incorporation of Science, Technology, Engineering, and Mathematics (STEM), as well as emerging fields such as Artificial Intelligence (AI), data science, robotics, and cyber security into academic programmes.
- iii. **Deployment of Digital Infrastructure:** Application of Internet of Things (IoT) and cloud-based solutions in academic and administrative functions—including smart ID cards, digital libraries, automated class scheduling, digitization of academic records, and AI-powered data analytics for decision-making.
- iv. **Research and Innovation:** Leveraging 4IR technologies to enhance research quality, foster interdisciplinary inquiry, and establish innovation hubs that drive locally relevant and globally impactful solutions.
- v. **Skills Development and Workforce Readiness:** Equipping students with digital competencies, critical thinking abilities, and adaptability required for success in a rapidly evolving global labor market.

### **1.3 Historical Background of St. Paul's University**

#### **1.3.1 An overview of Founding Principles**

SPU is a Private Christian University that trains and prepares effective leaders required to serve in various capacities in their societies and world in general. The University continues to receive students from various parts of the world, trains them and eventually releases them to serve in a rapidly changing global village and diversely populated world. Equally, religious professionals desiring specialized or continuing education and all people seeking greater theological and other professional competencies and skills are catered for at SPU. All curricula are designed to equip students with hallmarks of academic and professional excellence, character formation and responsibility of citizenry. Our vision and Mission are therefore drawn with a global view for affordable quality education.

The University has a prestigious history of over 120 years. The institution's reputation for outstanding academic achievement is known and reflects the intellectual achievement of its students, as well as the excellent original research carried out by the staff.

Progressively, and from a Divinity School, the institution developed into a university status leading to full accreditation in 2007. Since then, the University has continued to grow in all the necessary disciplines. The University has both undergraduate and postgraduate programmes, right up to doctoral level. It aims at advancing learning to the highest levels attainable through research, teaching and dissemination of knowledge for the benefits of its students and society. The University has progressively acquired the necessary infrastructure to support world-class learning, including a modern library, lecture halls, laboratories, studios and student recreation centres in all its four campuses (Limuru, Nairobi, Nakuru & Virtual). In addition, the University has its own health facility that serves the University and the neighbouring community. Since the acquisition of the University Charter eighteen years ago, SPU has been quite successful judging by student enrolment across the programmes.

As a result of the increasing number of students, the university continues to expand its facilities and human resources. The university will continue to introduce and develop more programmes to meet the high demand for quality university education in Africa and the world.

These programmes are carefully designed to not only meet the competitive needs of the market, but also help the university to retain its Christian mission. In doing so, the university continues to produce graduates

with a capacity to transform the world to become a better place, and still uphold the ethics upon which it was set. In response for the demand for diverse skills and knowledge by the market, SPU shall continue to develop and to offer a broad and diverse number of programmes that are relevant to the needs of the society and the world.

### **1.3.2 The Establishment of St. Paul's University**

The origin of the present-day St. Paul's University, is the early years of Church Missionary Society (CMS) mission work in East Africa. In 1875, the Church Missionary Society now Church Mission Society founded a settlement for freed slaves at Frere town, near Mombasa. In 1888, the Rev. E. A. Fitch began a Divinity class designed to offer some practical skills and Christian leadership training to the freed slaves. The class offered training to six teacher-evangelists who were ordained deacons. This was the beginning of training of Africans for the ordained ministry of the Christian church. To cope with the 20th century Missionary expansion, the CMS stepped up the training of Christian Converts for full-time ordained ministry of the Church. On 28th July 1903, the Rev. H. K. Binns laid the foundation stone of St. Paul's Divinity School at Frere Town, Mombasa. This stone is located at the front of the present Chapel at Limuru, as a testimony of where the original Divinity School relocated to in January 1930.

The Divinity School continued as an Anglican Institution until 1949 when the Presbyterian Church of East Africa (PCEA) and the Methodist Church in Kenya (MCK) joined and brought in their ministerial candidates. In 1954, the transitional union was accomplished when the three Churches formed a College Council to run the affairs of the College; and on 1<sup>st</sup> January 1955, the CMS St. Paul's Divinity School became St. Paul's United Theological College. In 1973, the Reformed Church of East Africa (RCEA) formally joined the other three Churches as the fourth participating partner.

In 1985, the Kenyan Parliament passed the Universities Act (Cap 210 B of 1985) which established the Commission for Higher Education (CHE) and began the process of regulating higher education in the country. In 1986, the development committee of the college proposed to upgrade the college into a university, or at least, a university theological college able to offer Masters and PhD degrees. The process to develop the college into a graduate institution was slow due to the standards that were set by the then CHE. CHE was also concerned with the seeming proliferation of so many Christian institutions that seemed to have no relationship with one another. In 1988, the then St. Paul's United Theological College (SPUTC) opened discussions with the denominational colleges of its sponsoring bodies to form St. Paul's University,

with affiliated colleges. This led to the launch of the St. Paul's diploma programme. In September 1989, SPUTC was granted provisional registration as a private university by CHE. On the 18th of March 1993, the National Council of Churches of Kenya (NCCK), in its corporate identity joined the Governing Council as the fifth participating partner in the sponsorship of SPUTC.

In 1995, the college council proposed diversification of programmes and the launching of three new programmes. These were Business Management and Administration, Social and Cultural Studies and a Masters in Theology. The University therefore launched a programme in Business Management and Administration in the year 2000. With time, other programmes followed, getting to a total of 40 accredited programmes and with a few others in the process of accreditation by 2025.

Right from its inception, the institution has always laid emphasis on ecumenical training. The University trains people from different ethnic groups, nationalities, and denominations. It has also taken a leading role in training and empowering women for church ministry. St. Paul's University has had an immense impact over the past 120 years, having trained most of the top church leaders in East Africa, and has contributed enormously to the economic sector, in education and in the political development of Kenya. The 2025-2030 Strategic Plan builds on the achievements of the first and second strategic plans. This strategic plan will focus on enhancing customer satisfaction and experience, STEM and CBE delivery, ethical leadership and performance culture, and digitalization for enhanced operational efficiency. This will ensure that the University continues to have a positive impact on the people and community it serves, both nationally and globally.

## **CHAPTER TWO: STRATEGIC DIRECTION**

### **2.0 Overview**

This chapter defines the strategic direction of St. Paul's University for the next five years, outlining its Vision, Mission, Core Values, and strategic focus. It also details the stakeholder-led review of the University's strategic direction, which resulted in the revision of the Vision and Mission while reaffirming the relevance of the Philosophy and Statement of Faith, which remain unchanged.

## 2.1 Vision

The Transformative Christian University of Excellence for Global Service.

## 2.2 Mission

To develop Transformative Servant Leaders through Innovative Teaching, Learning, Research, and Spiritual Formation.

## 2.3 Core Values

Core values serve as the foundation of an organization's identity, guiding its decisions, actions, and overall culture. They reflect the fundamental beliefs that shape interactions among stakeholders and drive the achievement of strategic objectives. At St. Paul's University, the core values define its commitment to being a Christ-centred institution with a desire to serve God and humanity. In addition, the core values encourage a culture of teamwork, professionalism, accountability, unity and collaborations, and ethical leadership, among others. These values not only reinforce the institution's mission but also foster a cohesive and purpose-driven community dedicated to transformative education and holistic development.

The guiding core values are abbreviated as "***E-St. Paul's***"

**E** – Ecumenism

**S** – Service

**T** – Teamwork

**P** – Professionalism

**A** – Accountability

**U** – Unity

**L** – Leadership

**S** Stewardship

### **2.3.1 Ecumenism**

As a Christian-based university, we uphold unity in Christ by embracing and respecting diverse Christian traditions, fostering mutual understanding, and promoting collaboration across denominations in pursuit of our shared mission.

### **2.3.2 Service**

St. Paul's University fosters a culture of integrity and selfless dedication, leveraging education, research, and community engagement to inspire compassion, social responsibility, and positive societal impact.

### **2.3.3 Teamwork**

The University shall foster a culture of mutual respect, open communication, and shared responsibility that encourages synergy among students, faculty, staff, and other stakeholders.

### **2.3.4 Professionalism**

The university upholds ethical conduct, academic integrity, and service excellence to promote merit, and continuous improvement.

### **2.3.5 Accountability**

The University ensures transparency, integrity, and responsibility in all operations through ethical decision-making, prudent resource use, and a strong commitment to stakeholder trust.

### **2.3.6 Unity**

The University shall create an environment where all stakeholders share in decision-making, and appreciate the benefits of synergy.

### **2.3.7 Leadership**

The University promotes innovative, inclusive, and accountable leadership through strong governance and best practices that drive academic excellence and sustainable growth.

### **2.8.8 Stewardship**

St. Paul's University commits to ethical and sustainable management of financial, environmental, and human resources, ensuring accountability and operational excellence.

## **2.4 Identity Statement**

St. Paul's University is a Christian ecumenical community dedicated to the promotion of knowledge and Christian spiritual formation for the good of humanity and the glory of God.

## **2.5 The Philosophy of the University**

The Philosophy of the University is: Commitment to Christian ecumenism, quality service and high academic standards as inspired by Christian faith and founded upon Christian values.

## **2.6 Statement of Faith**

The University believes in:

1. One, Living, Eternal, Almighty, Personal and True God who is equally God the Father, God the Son Jesus Christ, and God the Holy Spirit, who is one yet reveals Himself in these three persons. Knowing God thus, as Creator and Father, as Redeemer in Christ, and as Sanctifier in the Holy Spirit working in us, we confess our faith in the Holy Trinity;
2. The Bible as God's holy Word, uniquely inspired and supremely authoritative in all matters of faith and conduct. It is a complete and sufficient revelation of all matters concerning God's nature, His will for humanity and eternal salvation through Jesus Christ;
3. That the Church's faith is the unchanging Gospel of God's holy, redeeming love revealed in Jesus Christ. It is declared in Scripture, witnessed to in the creeds of the Universal Church, the articles of faith and in the Confessions of our Churches; and
4. That the Christian life is the life lived in fellowship with Christ and His Church. It begins with repentance and faith. The University believes in the fellowship of the Church, to maintain its peace and unity, and to give diligent heed to prayer, to the reading of Scripture, to common worship and the sacraments.

## **2.7 Core Functions**

The University shall perform the following core functions as an academic institution serving in the academic enterprise:

- a) Provide facilities for university education offered within the Christian context; to represent and integrate faith with work and ethics in all our teachings, and in all activities that affect our students and partner institutions.

- b) Provide human and financial resources for training, research and innovation.
- c) Provide for the establishment of schools, departments, and partner institutions as the University Council may determine.
- d) Assist in the increase, preservation, processing, dissemination and application of knowledge and in the stimulation of the intellectual life and cultural development of students for the benefit of society.
- e) Conduct examinations and grant degrees, diplomas, certificates and other awards as guided by the University Charter.
- f) Develop curricula, determine the mode of delivery, recruit staff and admit students.
- g) Conduct regular curricula reviews.
- h) Carry out any other functions as stipulated in the University Charter and Statutes.

## **2.8 Strategic Positioning Statement**

St. Paul's University positions itself as a Christ-centered, values-driven institution of higher learning that integrates academic excellence, ethical leadership, research, innovation, and a supportive and enriching student experience globally.

## **2.9 Strategic Goals**

Strategic goals define the key priorities that guide an organization towards achieving its vision and mission. They provide a clear roadmap for decision-making, resource allocation, and performance measurement over the strategic plan period. At St. Paul's University, these goals are designed to enhance academic excellence, institutional sustainability, research and innovation, student experience, and community engagement. By aligning with the University's core values and long-term aspirations, the strategic goals ensure a focused and coordinated approach to growth and development. The following are the strategic goals for the next five years:

1. Promote customer attraction, development, engagement, loyalty and retention.
2. Enhance financial sustainability and resource mobilization.
3. Optimize operational efficiency, innovation, digitalization and infrastructure development.
4. Strengthen ecumenism, ethical leadership, institutional capacity and performance culture.
5. Fortify ethical leadership and governance for posterity.

## CHAPTER THREE: SITUATIONAL AND STAKEHOLDERS' ANALYSES

### 3.0 Overview

Situational and stakeholder analyses are fundamental components of the strategic planning process, providing essential insights that guide an organization's decisions and actions. These analyses offer a comprehensive understanding of the organization's internal strengths and weaknesses, external opportunities and threats, and the various stakeholders who influence or are affected by its operations.

### 3.1 Past Performance Review of the 2016 – 2025 Strategic Plan

The Strategic Plan was structured around five key strategic objectives. This review provides a summary of the major achievements realized during the implementation period, as well as key initiatives that remain unaccomplished. The analysis categorizes these achievements according to the respective strategic objectives, offering a clear perspective on the progress made and areas requiring further attention.

**On Strategic Objective One:** To develop St. Paul's University to be a premier Christian university offering high quality academic and non-degree programmes with a balance between theory and practice and also addresses specific global and societal needs. Below is a summary of the students' numbers in the past five years.

**Table 4: Student Profile by Learning Mode**

Mode of Study	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Evening	1219	741	583	573	606	651
Regular/Day	3134	3008	3835	3742	3616	3164
Distance Learning	853	881	1010	1131	1313	1376
Weekend	237	141	88	59	47	36
Modular Bd	1	64	35	17	9	10
Modular Masters	0	14	6	3	0	0
School Based	4	4	122	102	122	128
<b>Total</b>	<b>5448</b>	<b>4853</b>	<b>5679</b>	<b>5627</b>	<b>5713</b>	<b>5365</b>

**Table 5: Distribution of Students by Campus**

Campus	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>LMR</b>	1887	2142	3152	3182	3140	2811

<b>NRB</b>	2014	1344	1098	1058	1019	922
<b>NKR</b>	484	403	311	250	246	256
<b>DIST</b>	800	835	975	1111	1308	1376
<b>MKS</b>	263	129	143	26	0	0
<b>Total</b>	<b>5448</b>	<b>4853</b>	<b>5679</b>	<b>5627</b>	<b>5713</b>	<b>5365</b>

To strengthen the provision of high-quality degree programmes, the university endeavors to increase the PHD programmes offered. In the recent past, the university has submitted curricula for the PHD in Communication and MSc. in Informatics to the Commission of University Education (CUE) for accreditation. To align with the National CBE standards, education programmes have been reviewed and resubmitted to CUE for accreditation. The programmes include BED Arts, BED-SNE and BED-ECDE.

Below is the summary of the students who have graduated in the past five years.

**Table 6: Trend of graduation numbers inclusive of collaborating colleges**

<b>Graduands Per Academic Level</b>						
<b>Category</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>PHD</b>	0	2	7	3	14	12
<b>Masters</b>	87	88	61	41	42	83
<b>Undergraduate</b>	906	867	1010	834	786	1067
<b>Postgraduate Diploma</b>	0	0	0	0	0	3
<b>Diploma</b>	1233	838	699	745	723	681
<b>Certificate</b>	500	219	163	188	180	144
<b>Total</b>	<b>2726</b>	<b>2014</b>	<b>1941</b>	<b>1811</b>	<b>1745</b>	<b>1990</b>

**Table 7: Trend of graduation numbers exclusive of collaborating colleges**

<b>Graduands Per Academic Level</b>						
<b>Category</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>PHD</b>	0	2	7	3	14	12
<b>Masters</b>	87	88	61	41	42	83

<b>Undergraduate</b>	906	867	1010	834	786	1067
<b>Post Graduate Diploma</b>	0	0	0	0	0	3
<b>Diploma</b>	993	680	535	520	538	465
<b>Certificate</b>	453	160	126	133	118	94
<b>Total</b>	<b>2439</b>	<b>1797</b>	<b>1739</b>	<b>1531</b>	<b>1498</b>	<b>1724</b>

The university has incorporated short language courses in German, Portuguese, and French (underway) with the aim of equipping the students for global service. The programmes are under the established Enterprise unit and will contribute to added streams of income for the university.

Further, the university has achieved the accreditation status as a TVET listed institution ready to offer non-degree programmes, and trade courses at the Nairobi, Limuru and Nakuru Campuses. The objectives of the TVET are to tap into the market share of students who do not qualify for degree programmes and secondly, to entice that market to transition to higher levels upon completion thus increasing the income base. Some of the unique non-degree programmes under the TVET accreditation include:

1. Certified Human Resource Management Professional
2. Certified Credit Professional
3. Certified Investment and Financial Analysts
4. Certified Public Accountants
5. Certified Secretaries

**On Strategic Objective Two: To develop St. Paul's University to be an institution characterized by a strong national and regional reputation for academic excellence with up to 8000 students by 2025. (6,000 regular students and 2000 Virtual campus).**

During the period under review, the world globally experienced the COVID-19 pandemic which set back the global economies, social fabric, and the education sector among others. However, the university achieved teaching and learning continuity through the already existing eLearning platform which was efficiently revamped and upgraded to accommodate online teaching and learning activities. St. Paul's University became one of the few institutions which continued seamless service delivery during the period. This was enabled by leveraging the infrastructure investments made in the prior years and the presence of an operational ODEL Centre.

The university has continued to make huge investments in equipping the virtual campus (ODEL Centre) to comply with the standards and facilitate quality online education. The ODEL Centre has now been revamped, remodeled and renamed the Virtual Campus and was fully accredited by the Commission for University Education in May 2024.

Currently, the university is involved in strategic partnerships aimed at providing global exposure, and international experience, and bench-marking to faculty and students in countries such as Malaysia, Dubai, Spain, Romania, Italy, Turkey and Rwanda. In addition, the university has benefitted from strategic visits from Ambassadors who have enriched several public lectures on topical issues.

To enhance collaboration and partnerships, the university has carried out exchange visits with Embassies with an aim of exploring opportunities for students' placements and support. Exchange visits have been made with the following embassies; Japan, Rwanda, South Africa, Italy, Turkey, and Canada.

During the period under appraisal, a group of students brought the university to the global limelight after winning the coveted Hult Prize Global Award in 2022 through their innovation ECOBANA. The award came with a 1 million dollar prize with which they established a local Bio-degradable Sanitary Pads plant in Kisii County with the support of local partners. The team later went on to become one of the three winners in the startups challenge of the year award by Total Energies.

**On Strategic Objective Three: To develop and strengthen the necessary resources and programmes that promote Christian spiritual living and character formation in all our campuses.**

The university has continued to provide an enabling atmosphere for spiritual nourishment through creative approaches resulting in the growth of the number of participants in the community services and other activities in the weekly programmes. The Chaplaincy Department has developed programmes involving staff and students such as Ombi, TEE, Mizizi and Fireplace. In addition, the department has been involved in gospel outreach campaigns in schools, hospitals and villages during this period. Through the use of innovative technologies, online chapel services, online counselling services and collaborative partnerships have been enhanced.

**On Strategic Objective Four: To establish and strengthen infrastructure, mobilize and manage resources to sustain the projected growth of the university.**

During the period under review, the university's human capital has grown in terms of academic pursuit with twelve (12) staff members graduating with PhDs. In the last five years of the planning period, the University has for the first time, carried out a staff satisfaction survey.

The University has carried out multiple trainings in the last five years to build internal capacity for improved performance; to enhance working relations and to enhance safety in working spaces. In addition, the University has undertaken for the first time, a comprehensive job evaluation exercise and workload analysis with the following key objectives;

- 1) To evaluate employee contracts for compliance with Kenyan employment and labour laws;
- 2) To evaluate current career progressions and make recommendations for improvements;
- 3) To conduct a job evaluation and determine the weight of each job;
- 4) To review University salary levels and develop steps for each job category;
- 5) To analyze workload to ensure fair distribution of the workload among employees to optimize productivity and prevent employee burnout.

To increase the university income base, the university is seeking to strengthen the Alumni Association which has registered an increase in number to 2000 members. A strategy to guide the Alumni activities, which aims at creating visibility of the association and involvement in fundraising activities for the university, has been developed.

The university has enhanced its sports facilities to attract national and international teams, aiming to increase revenue. SPUEU is automating operations and adopting a cashless system to improve efficiency and internal controls.

The management board has implemented austerity measures to optimize resource allocation, focusing on budget control, procurement, and internal audits.

**On Strategic Objective Five: To create an enabling environment for research and innovation.**

The SPU - Institutional Scientific & Ethics Review Committee, which was accredited by NACOSTI to conduct ethics review for proposals in Social and Health Sciences, has reviewed over 170 research protocols. The university's African Multidisciplinary Journal of Research (AMRJ) is now in Volume 9 Issue 1. The University has spearheaded numerous research conferences attracting both local and international participants to inculcate a culture of research and innovation.

The university's brand has been further strengthened by receiving the ISO 9001:2015 Certificate of Compliance in 2023.

Despite the achievements above, some activities/strategies have not been realized and will be reviewed for roll-over to the next planning period, these are namely:

1. Creation of a Chairman Scholarship programme for additional resources to support faculty and staff involved in scholarly activities.
2. Establishing mechanisms to work with alumni and friends of St. Paul's University to fundraise.
3. Strengthening the donor recognition programme to create increased awareness and motivate donors to commit to unrestricted annual giving.
4. Revamping the career and placement office.
5. Recommendation to build a chapel with a 2000 capacity.

**3.2 Lessons Learnt during Implementation of the 2016-2025 Strategic Plan**

- I. The need to set SMARTER goals.
- II. The need to include Baseline.
- III. Stakeholder involvement should be done.
- IV. Alignment of the objectives with the Balance Score Card is important.
- V. Cascading and sensitization of the strategic plan to all levels of the institution.
- VI. Clarity of roles/ responsibility should be properly outlined.
- VII. The need to cost the activities in the Strategic Plan for optimal resource allocation.

### **3.3 Challenges faced during implementation of the 2016-2025 Strategic Plan**

- I. Budgetary process not clear to the user departments: no guidance on vote-head allocation, communication of approved budget not done.
- II. Lack of clear metrics made it difficult to monitor performance.
- III. Insufficient communication and cascading of the strategic plan and SOPs.
- IV. Insufficient reference to the strategic plan day-to-day activities across departments.
- V. Overreliance on tuition as the source of income.
- VI. Government policies on higher learning/Stringent regulatory requirements
- VII. Inflation
- VIII. COVID-19 pandemic disruption
- IX. Competition from the industry
- X. Digital disruptions
- XI. Changing trends in higher education: Preference for digital education
- XII. Evolving market needs
- XIII. Limited chapel capacity

### 3.4 External Environmental Analysis

#### 3.4.1 Higher Education Sector Analysis

Kenya's higher education sector plays a crucial role in driving economic growth, innovation, and social transformation. The sector comprises universities, technical and vocational education and training (TVET) institutions, and research centres.

The university sub-sector in Kenya has expanded rapidly over the last three decades. From a single public university (the University of Nairobi) and a single private university (USIU) in 1970, the total number of fully-fledged universities has increased to 64 (37 public and 27 private) universities and 15 at various stages of accreditation (CUE, 2024). This comprises a total of 79 universities, making Kenya one of the countries in Africa with the largest number of higher education institutions in Africa<sup>1</sup>.

**Table 8: Number of Universities in Kenya**

<b>University Category</b>	<b>2024</b>
<b>Chartered Public Universities</b>	37
<b>Chartered Private universities</b>	27
<b>Private Universities with Letters of Interim Authority (LIA)</b>	7
<b>Public University Constituent Colleges</b>	6
<b>Private University Constituent Colleges</b>	6
<b>Total</b>	<b>79</b>

The growth in the number of public and private universities in Kenya has been accompanied by a corresponding growth in student enrolments (CUE, 2018). The rise in new courses offered by universities, the upgrading of public university constituent colleges to fully-fledged universities, the establishment of more constituent colleges and the expansion of private universities has boosted access to university education.

Student enrolment in the five progressive accreditation status of universities in Kenyan universities, namely Public Chartered, Private Chartered, Public Constituent University Colleges: Private Constituent University

<sup>1</sup> CUE University Statistics 2022/2023 Report

Colleges and those Operating with Letters of Interim Authority (LIA) is shown below. In addition, student enrolment at different education levels has been presented. These include bachelors, masters, doctorate and post-graduate diploma.

**Table 9: Student Enrolment by University Accreditation Status/Category (CUE University Statistics 2022/2023 Report)**

Accreditation status/Category	Male	Female	Total
Public Chartered University	243,586	167,732	411,349
Private Chartered University	71,666	63,422	135,709
Operating with Letters of Interim Authority	2,629	2,978	5,608
Public University Constituent College	2,242	2,430	4,673
Private Constituent College	978	1,303	2,281
<b>Total</b>	<b>321,778</b>	<b>237,191</b>	<b>559,620</b>

**Table 10: Accreditation Status and Enrolment at Different Academic Levels (CUE University Statistics 2022/2023 Report)**

Accreditation Status/ Category	Bachelors	Masters	PhD	Post-Gr	Total
Public Chartered University	388,383	18,621	3,840	504	411,349
Private Chartered University	120,713	10,649	3,655	692	135,709
With Letter of Interim Authority	3,323	2,259	26	-	5,608
Public University Constituent C	4,526	146	-	-	4,673
<b>Total</b>	<b>520,767</b>	<b>30,075</b>	<b>7,581</b>	<b>1,196</b>	<b>559,620</b>

The Policy and Regulatory Framework governing the sector is shown below:

- i. The Universities Act No. 42 (2012): Governs university education and establishes CUE.
- ii. TVET Act (2013): Regulates technical and vocational training institutions.
- iii. Higher Education Loans Board (HELB) Act: Provides student funding.
- iv. The Universities Standards and Guidelines, 2014.

### **3.4.2 National, Regional and Global Challenges**

Higher education institutions worldwide face a range of challenges that impact their ability to deliver quality education, conduct research, and contribute to national development. These challenges manifest at different levels—national, regional, and global, requiring coordinated policy responses and institutional reforms.

#### **a) National Challenges**

##### **i. Transition from 8-4-4 Education System to the Curriculum-Based Education (CBE) System**

Kenya's education sector is undergoing a significant transformation with the transition from the 8-4-4 education system to the Competency-Based Curriculum (CBC), which is part of the broader Curriculum-Based Education (CBE) system. This shift is driven by the need for a more skills-oriented, learner centred, and flexible education system that aligns with the country's socio-economic and technological advancements.

Despite its benefits, the transition from the 8-4-4 system to the Competency-Based Education (CBE) system at the university level presents several implementation challenges. Universities require enhanced infrastructure, including modern learning facilities, digital tools, and well-equipped laboratories, to support competency-based learning. Faculty training and capacity building are also critical, as educators must adopt new pedagogical approaches aligned with CBE methodologies.

##### **ii. Funding and Financial Sustainability**

Universities face financial deficits due to declining government subsidies, over-reliance on tuition fees that make education costly and limit access, and delays in HELB disbursements that impact students. Private universities rely primarily on student fees, which can be unstable due to fluctuations in enrollment rates, economic downturns, and competition from public universities.

##### **iii. Quality Assurance and Accreditation**

The Commission for University Education (CUE) is mandated to regulate and assure the quality of university education in Kenya. It fulfills this role through a structured framework of standards, guidelines, and periodic evaluations aimed at promoting excellence in teaching, research, innovation, and institutional governance. While significant progress has been made, several challenges remain. These include the rapid proliferation of universities and academic programmes, which has placed considerable strain on quality

assurance oversight. Additionally, the growing adoption of online and blended learning models has created an urgent need for updated quality assurance guidelines tailored to digital education delivery.

**iv. Skills Mismatch and Employability**

Graduates often lack the practical skills demanded by employers due to a mismatch between university curricula and labor market needs, compounded by limited collaboration between universities and industries in curriculum development.

**v. Governance and Leadership Issues**

Political interference in university management undermines decision-making, while mismanagement, corruption, and lack of accountability, along with poor policies on faculty recruitment, promotions, and tenure, further weaken the sector.

**vi. Research and Innovation Gaps**

Insufficient government and private sector investment in research and development has led to limited research output, weak commercialization of innovations, and inadequate funding and mentorship for scholars.

**vii. Equity and Access to Higher Education**

The high cost of education restricts access for disadvantaged students, while regional disparities in university and TVET distribution and gender imbalances in STEM enrolment further hinder equity in higher education.

**viii. Internationalization and globalization**

The lack of a local framework to align to Joint/ Dual degree needs to prepare graduates for the global market.

**b) Regional Challenges (East Africa and Africa)**

**i. Limited Cross-Border Collaboration**

Weak regional integration of higher education systems within the East African Community (EAC) and the African Union (AU), along with the absence of standardized accreditation systems, restricts student mobility across countries.

**ii. Brain Drain and Talent Flight**

The migration of African academics and skilled graduates to developed nations is driven by inadequate salaries and poor working conditions, making it difficult for universities to retain top professors and researchers.

### **iii. Insufficient Higher Education Infrastructure**

Limited access to modern libraries, laboratories, and digital learning resources, combined with overcrowded lecture halls from rapid student enrollment growth, hampers the quality of education.

### **iv. ICT and Digital Divide**

Unequal access to digital learning tools and broadband connectivity, along with the slow adoption of online education and EdTech solutions, hinders technological advancement in institutions.

### **v. Political Instability and Policy Inconsistencies**

Political instability in some African countries disrupts higher education institutions, while frequent policy changes hinder the sector's long-term growth.

## **c) Global Challenges**

### **i. Rising Cost of Higher Education**

Rising tuition fees and living costs worldwide are making education less affordable, while student debt crises, particularly in Western countries, hinder economic mobility.

### **ii. Technological Disruptions**

Artificial Intelligence (AI) and automation are reshaping skill demands, requiring universities to adapt their curricula to equip students for future job markets.

### **iii. Internationalization and Global Competition**

Universities face increasing competition for international students, faculty, and research funding, while the dominance of Western institutions in global rankings limits the visibility of African universities.

### **iv. Academic Integrity and Misinformation**

The proliferation of fake degrees and unethical research practices necessitates stronger university policies against plagiarism and fraud.

### **v. Climate Change and Sustainability**

Universities are expected to lead research and innovation in sustainability while adopting eco-friendly campus initiatives and integrating sustainability into their curricula.

### 3.5 PESTEL Analysis

SPU conducted a Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis to describe and appreciate the environment under which the University operates. This will allow SPU to identify and take advantage of opportunities and prepare plans to guard against the possible threats. The PESTEL analysis is summarized in the table below:

**Table 11: Pestel Analysis**

Factor	Issues	Strategic Impact	Strategic Response
<b>Political</b>	<ul style="list-style-type: none"> <li>Government policies on higher education, accreditation, and regulation by the Commission for University Education (CUE).</li> <li>Political stability and its impact on university operations and funding.</li> <li>Government funding for research and student loans through the Higher Education Loans Board (HELB).</li> <li>Influence of national and county governments in policy-making affecting private universities.</li> <li>Regional integration initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Low enrolment</li> </ul>	<ul style="list-style-type: none"> <li>Need for compliance with government regulations to maintain accreditation.</li> <li>Advocacy for better government support and funding opportunities.</li> <li>Strategic partnerships with government bodies for research and policy influence.</li> <li>Adapting to changing government policies affecting private universities.</li> <li>Need for international recognition of SPU graduates by enhancing collaboration.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>Economic growth and its impact on student enrollment and tuition affordability.</li> <li>Inflation and exchange rate fluctuations affecting operational costs and international collaborations.</li> <li>Availability of scholarships, financial aid, and HELB loans for students.</li> <li>Employment rates influencing demand for</li> </ul>	<ul style="list-style-type: none"> <li>Low enrolment</li> <li>High cost of doing business</li> </ul>	<ul style="list-style-type: none"> <li>Diversification of revenue streams to reduce reliance on tuition fees.</li> <li>Cost-cutting measures and financial planning to mitigate economic fluctuations.</li> <li>Strengthening industry partnerships to enhance graduate employability.</li> <li>Expanding scholarship and financial aid programmes to attract more students.</li> </ul>

Factor	Issues	Strategic Impact	Strategic Response
	university education and graduate employability.		
<b>Social</b>	<ul style="list-style-type: none"> <li>Increasing demand for higher education and professional courses.</li> <li>Population growth and a rising youth demographic increasing university enrollments.</li> <li>Changing societal expectations for quality and market-driven courses.</li> <li>Influence of religious values, given St. Paul's University's Christian foundation.</li> </ul>	<ul style="list-style-type: none"> <li>Need to adapt to new trends</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review to align with market demands and emerging trends.</li> <li>Enhancing student support services to cater to diverse student needs.</li> <li>Strengthening the university's Christian identity while ensuring inclusivity.</li> <li>Community engagement and corporate social responsibility (CSR) initiatives to enhance the university's social impact.</li> </ul>
<b>Technological</b>	<ul style="list-style-type: none"> <li>Adoption of e-learning, online courses, and digital teaching tools.</li> <li>Artificial Intelligence (AI)</li> <li>Need for investment in IT infrastructure and cyber security.</li> <li>Competition from online education platforms and global universities offering virtual programmes.</li> <li>Research and innovation in technology-enhanced learning methods.</li> </ul>	<ul style="list-style-type: none"> <li>Business disruption risk</li> <li>High cost of doing business</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of digital learning platforms and blended learning models.</li> <li>Embrace AI responsibly, ensuring it complements human capabilities and improves education quality in Kenya and beyond.</li> <li>Investment in modern IT infrastructure and cyber security measures.</li> <li>Development of competitive online programmes to attract local and international students.</li> <li>Strengthening research and innovation in technology-driven education.</li> </ul>
<b>Environmental</b>	<ul style="list-style-type: none"> <li>Compliance with environmental regulations on campus sustainability and waste management.</li> <li>Green initiatives and eco-friendly policies to reduce carbon footprint.</li> <li>Climate change effects on university infrastructure and operations.</li> </ul>	<ul style="list-style-type: none"> <li>Business disruption risk</li> <li>High cost of doing business</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of sustainable campus practices (e.g., renewable energy, waste management).</li> <li>Adoption of green building standards in university expansion projects.</li> <li>Integration of environmental sustainability in the curriculum.</li> <li>Partnerships with environmental organizations</li> </ul>

Factor	Issues	Strategic Impact	Strategic Response
	<ul style="list-style-type: none"> <li>Integration of environmental education and sustainability programmes.</li> </ul>		to promote sustainability initiatives.
<b>Legal</b>	<ul style="list-style-type: none"> <li>Compliance with the Commission for University Education (CUE) and Ministry of Education regulations.</li> <li>Adherence to labor laws governing staff and faculty employment.</li> <li>Protection of intellectual property in research and innovation.</li> <li>Data protection and privacy laws affecting student and staff records.</li> </ul>	<ul style="list-style-type: none"> <li>Reputational risk</li> <li>High cost of doing business</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening compliance mechanisms to avoid legal penalties and ensure institutional credibility.</li> <li>Ensuring fair employment practices to maintain good staff relations.</li> <li>Development of policies to protect intellectual property and research output.</li> <li>Enhancement of data security measures to comply with privacy laws.</li> </ul>

### 3.6 SWOT Analysis

SWOT analysis provides a tool to explore internal and external factors that may influence the organization's environment. It allows an organization to examine its situation to establish any changes that may have occurred, consequently planning and acting effectively. From the SWOT analysis that was carried out, the University has identified the following factors that may influence its performance:

**Table 12: Strengths**

S.No.	Strength	Strategic Impact	Strategic Response
<b>Customer Perspective</b>			
1.	Broad Customer Base	Increased enrollment	Enhance marketing
2.	A fully Chartered Christian University	Growth in Customer numbers	Leverage on the brand for marketability.
3.	Ecumenical university committed to holistic education	Growth in Customer numbers	Leverage on the brand for marketability.
4.	Rich heritage	Growth in Customer numbers	Leverage on the brand for marketability.
5.	Customer centric culture	Satisfied customer	Improve service excellence
6.	Market oriented programmes	Growth in Customer numbers	Improve service excellence
7.	Well placed alumni	Growth in Customer numbers	Leverage the alumni for marketability.
8.	Conducive learning Environment	Enhance student satisfaction and experience	Create a conducive learning environment
9.	Strong student support system e.g. mentorship, counseling, clubs, sport, and physical and online chaplaincy services and programmes	Enhance student satisfaction and experience	Enhance student wellness
<b>Financial Perspective</b>			
1.	Effective Cost management	Improved sustainability	Continuous monitoring and improvement
2.	Partnership engagements	Resource mobilization	Enhance resource mobilization

S.No.	Strength	Strategic Impact	Strategic Response
		opportunities	
3.	Affordable fees/flexible fees payment model	Increase in student enrolment	Leverage model to increase student numbers
4.	Relative financial stability	Potential to expand infrastructure	Investment in programmes/projects with high return
5.	Available land for expansion and growth	Potential for revenue generation through alternative use	Optimize the resource to generate income
<b>Internal Business Processes Perspective</b>			
1.	Well-developed structure, policies and procedures, internal controls	Reduced wastage of resources	Continuous monitoring and improvement
2.	ISO certification and emphasis on Quality	Efficiency	Enhance implementation and monitoring
3.	Diverse programmes and flexible modes of studies	Increased student enrollment	Enhance marketing
4.	Accredited virtual campus	Increased student enrollment	Expand the virtual campus
5.	Strong Church Partnership	Resource mobilization opportunities and increase in student enrollment	Enhance resource mobilization
6.	Renowned theological education	Growth in customer numbers	Improve marketing of the programmes
7.	Easily accessible physical campuses	Growth in customer numbers	Leverage location to market the programmes
8.	Facilitative technologies e.g. ERP System	Improved efficiency	Continuous monitoring and improvement
9.	Diverse students and staff bodies e.g. SPUSA, SPUASA, SPUWF, SPUMF, SACCO	Enhance students and staff engagements, experience and satisfaction	Enhance interactions
<b>Learning &amp; Growth/HR Perspective</b>			
1.	Committed staff		
2.	Qualified Staff		

S.No.	Strength	Strategic Impact	Strategic Response
3.	Transparent hiring process		Continuous monitoring and improvement
4.	Staff Benefits such as medical and Pension scheme	Enhanced performance and productivity	Diversify staff benefits
5.	Highly reputable council and management	Sustainability	Enhance monitoring and evaluation to sustain positive outcomes.
6.	Strong networking and collaboration initiatives nationally and internationally	Enhance reputation	Continuous monitoring and improvement
7.	Competent governing council and board of trustees	Enhanced sustainability	Effective monitoring and evaluation

**Table 13: Weaknesses**

No.	Weakness	Strategic Impact	Mitigation measures
<b>Customer Perspective</b>			
1	Customer management gaps	Low retention and satisfaction rates	Implement CRM systems and customer service training to all staff members
2	Inadequate focus on customer retention	Low revenue	Implement incentives and loyalty programmes
3	Limited marketing	Low enrollment and slow growth in student numbers	Involve staff in active marketing and setting recruitment targets
4	Inadequate support to existing customers	Fewer referrals and brand tarnishing	Implement incentives and loyalty programmes
5	Low enrolment in some programmes	Low revenue/programme viability	Enhance marketing
6	SPU brand perceived as a theological school	Low enrollment	Enhance branding
7	Untapped resources within our stakeholders	Low resource base	Strengthen resource mobilization
<b>Financial Perspective</b>			

No.	Weakness	Strategic Impact	Mitigation measures
1	Limited financial resources	Delayed or failure to undertake key activities and projects	<ul style="list-style-type: none"> <li>Enhance Resource mobilization</li> <li>Optimize resource utilization</li> </ul>
2	Long process of funds release	Delay in execution of tasks and projects	Streamline operations through adherence to SOPs
3	Over-reliance of tuition as a source of income	Sustainability threat	Diversify revenue streams
4	Misplaced priorities on matters investment/ Failure to stick to budget	Wastage and low ROI	Enhance budgeting process
5	Inadequate optimization of funds	Financial gaps	Strengthen internal controls
<b>Internal Business Process</b>			
1	Aging ICT infrastructure	Inefficient processes	Prioritize investment of ICT infrastructure
2	Few science-oriented programmes	Low enrolment	Develop and market science-oriented programmes
3	Inadequate ISO Implementation	Inefficient processes	<ul style="list-style-type: none"> <li>Define clear ISO responsibilities and accountability at all levels</li> <li>Enhance capacity building &amp; awareness</li> <li>Align ISO implementation with the university's strategic objectives</li> </ul>
4	Inadequate awareness of processes	Low efficiency	
5	Overlapping of processes and non-centralizations		
6	Low optimization of the University ERP	Inefficient processes	<ul style="list-style-type: none"> <li>Review implementation framework</li> <li>Enhance capacity building</li> </ul>
7	Lack of full automation	Inefficient service delivery leading to customer dissatisfaction	Prioritize investment of ICT infrastructure

No.	Weakness	Strategic Impact	Mitigation measures
8	Inadequate physical facilities and equipment to support teaching and learning	Inefficient service delivery	<ul style="list-style-type: none"> <li>Implement an infrastructure development masterplan</li> <li>Enhance resource mobilization to support flagship projects</li> </ul>
9	Low research output and visibility	Low visibility of the institution	Enhance research and innovation
HR/ People Perspective			
1	Low staffing in some departments	Overburdened staff and reduced service quality	Conduct workforce planning and recruit based on needs analysis
2	Low faculty/ student ratio	Overburdened staff and reduced service quality	
3	Internal politics	Affects motivation	Adherence to HR policies
4	Demotivated staff	Low productivity	Job enrichment
5	Inadequate remuneration	Low productivity	Enhance performance-based reward system
6	Inadequate capacity building/ staff development /upskilling and retooling	Low productivity	Prioritize staff development during budget allocation
7	High staff turnover	Low staff morale and ultimately the quality of service	Staff retention and engagement initiatives
8	No workforce planning	Low productivity	Enhance HR planning

**Table 14: Opportunities**

No.	Opportunities	Strategic Impact	Strategic Response
Customer Perspective			
1	Church based marketing	<ul style="list-style-type: none"> <li>Increased enrollment</li> <li>Enhanced visibility and reputation</li> <li>Value alignment</li> </ul>	<ul style="list-style-type: none"> <li>Identify the niche in the church community</li> <li>Develop targeted programmes tailored to church-based niche</li> </ul>
2	Competitive culture	<ul style="list-style-type: none"> <li>Improved ranking</li> <li>Increased enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarking against leading institutions</li> </ul>

No.	Opportunities	Strategic Impact	Strategic Response
		<ul style="list-style-type: none"> <li>Timely review of curricula</li> <li>Development of staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop programmes that promote innovation</li> <li>Collaborate with institutions for shared learning</li> <li>Monitor the market trends</li> </ul>
3	Young population	<ul style="list-style-type: none"> <li>Increased enrollment and retention of young students</li> <li>Increased number of attractive programmes</li> <li>Enhanced institutional relevance and visibility</li> </ul>	<ul style="list-style-type: none"> <li>Identify our niche</li> <li>Develop youth-centric programmes</li> <li>Leverage technology and social media for engagement/ marketing</li> <li>Develop flexible programmes for the youth e.g. micro-credentials</li> </ul>
<b>Financial Perspective</b>			
1	External funding/ sponsorship	<ul style="list-style-type: none"> <li>Increased financial stability</li> <li>Enhanced capacity for internal growth and expansion</li> <li>Strengthened credibility and reputation</li> </ul>	<ul style="list-style-type: none"> <li>Identify financiers</li> <li>Develop funding proposals</li> <li>Create a fundraising team</li> </ul>
2	Enhance business entities to generate more income	<ul style="list-style-type: none"> <li>Reduced dependence on tuition</li> <li>Increased financial stability</li> </ul>	<ul style="list-style-type: none"> <li>Invest in income-generating programmes e.g. SPUEU, clinic, innovation hub, consultancies, TVET etc.</li> <li>Build partnerships with industries for mutually beneficial initiatives</li> </ul>
3	Enhance grants and scholarships	<ul style="list-style-type: none"> <li>Increased enrollment</li> <li>Financial Stability</li> <li>Strengthened research capabilities for faculty</li> </ul>	<ul style="list-style-type: none"> <li>Actively pursue and secure grants, strategic partnerships and scholarships</li> <li>Create a transparent framework for grant management</li> </ul>

No.	Opportunities	Strategic Impact	Strategic Response
		<ul style="list-style-type: none"> <li>Increased retention of staff</li> </ul>	
<b>Internal Business Process</b>			
1	Online programmes	<ul style="list-style-type: none"> <li>Increased revenue streams</li> <li>Increased visibility</li> <li>Growth in students numbers</li> </ul>	<ul style="list-style-type: none"> <li>Expand E-learning offerings</li> <li>Market online programmes to prospective students</li> <li>Partner with industry leaders for micro-credentials</li> </ul>
2	Use of AI	<ul style="list-style-type: none"> <li>Create efficiency in academic and administrative processes</li> </ul>	<ul style="list-style-type: none"> <li>Integrate AI tools in university activities</li> </ul>
3	Good conference facility	<ul style="list-style-type: none"> <li>Increased access, reach and promote flexibility</li> </ul>	<ul style="list-style-type: none"> <li>Optimum usage of the facility</li> <li>Market the facilities</li> </ul>
4	Conducive environment	<ul style="list-style-type: none"> <li>Increased enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Enhance marketing</li> </ul>
5	Social impact programmes e.g. TVET	<ul style="list-style-type: none"> <li>Increased enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Enhance programmes/product offering</li> </ul>
<b>HR/ People Perspective</b>			
1	Upskilling and retooling of staff	<ul style="list-style-type: none"> <li>Increased productivity</li> </ul>	<ul style="list-style-type: none"> <li>Enhance staff development</li> </ul>
2	Strategic partnerships for staff development	<ul style="list-style-type: none"> <li>Increased productivity</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with other institutions for staff training, exchange programmes, and capacity building</li> </ul>
3	Adoption of HR Technology Systems	<ul style="list-style-type: none"> <li>Increased efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Implement modern HR information systems (HRIS) to streamline processes.</li> </ul>

**Table 15: Threats**

No	Threats	Strategic Impact	Mitigation measures
<b>Customer Perspective</b>			
1	High cost of education	<ul style="list-style-type: none"> <li>Low student numbers</li> </ul>	<ul style="list-style-type: none"> <li>Flexible fee payment model</li> </ul>

No	Threats	Strategic Impact	Mitigation measures
2	Market competition	<ul style="list-style-type: none"> <li>• Low student numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Use innovative marketing strategies</li> </ul>
3	Emerging lifestyle/ trends (preference of online learning, the influence of Open society)	<ul style="list-style-type: none"> <li>• Low quality of education</li> <li>• Compromised morals</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous staff development on digital pedagogy</li> <li>• Develop and enforce standards for online course design, delivery, and assessment.</li> </ul>
<b>Financial Perspective</b>			
1	High taxation	<ul style="list-style-type: none"> <li>• High cost of doing business</li> </ul>	<ul style="list-style-type: none"> <li>• Prudent budget management</li> </ul>
2	Unstable tuition revenue	<ul style="list-style-type: none"> <li>• Decreased student enrollment leading to lower tuition income</li> </ul>	<ul style="list-style-type: none"> <li>• Diversify income streams</li> </ul>
3	Economic downturns	<ul style="list-style-type: none"> <li>• Recessions affecting students' ability to afford education</li> <li>• Adversely affect university operations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexible payment models to sustain revenue and student enrolment</li> <li>• Diversify revenue streams</li> </ul>
4	High Operational Costs	<ul style="list-style-type: none"> <li>• Rising costs of utilities, maintenance, and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Cost optimization</li> <li>• Infrastructure optimization and preventive maintenance</li> </ul>
5	Competition for research grants	<ul style="list-style-type: none"> <li>• Increasing competition for limited funding from research institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with industries and stakeholders to fund infrastructure and research projects</li> </ul>
6	Unpaid Student Fees	<ul style="list-style-type: none"> <li>• Accumulated student debts reducing financial liquidity</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexible fee payment models</li> <li>• Enhance credit control</li> </ul>
<b>Internal Business Process</b>			
1	Government policy changes	<ul style="list-style-type: none"> <li>• Unstable operating environment</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Government lobbying</li> </ul>
2	Cyber security risk	<ul style="list-style-type: none"> <li>• Reputation risk</li> </ul>	<ul style="list-style-type: none"> <li>• Invest in Information systems security</li> </ul>
3	Technological changes	<ul style="list-style-type: none"> <li>• Obsolete technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Invest/explore use of emerging</li> </ul>

No	Threats	Strategic Impact	Mitigation measures
			technologies
<b>HR/ People Perspective</b>			
1	Brain drain	<ul style="list-style-type: none"> <li>Loss of top faculty and researchers to better-paying institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Offer competitive compensation and benefits</li> </ul>
2	High staff turnover	<ul style="list-style-type: none"> <li>Negative impact on quality of certain programmes</li> </ul>	Conduct regular staff surveys and act on feedback to improve work culture.
3	Shortage of highly specialized faculty in emerging fields	<ul style="list-style-type: none"> <li>Affects quality of academic programmes</li> </ul>	<ul style="list-style-type: none"> <li>Implement training sponsorships</li> </ul>
4	Labor disputes	<ul style="list-style-type: none"> <li>Frequent strikes and salary disputes affecting academic programmes</li> </ul>	<ul style="list-style-type: none"> <li>Engage faculty unions and staff associations in structured discussions.</li> </ul>
5	Resistance to Change	<ul style="list-style-type: none"> <li>Difficulty in adapting to new educational technologies and methodologies affect performance</li> </ul>	<ul style="list-style-type: none"> <li>Change management training.</li> <li>Pilot programmes before full rollout.</li> <li>Offer technical support and resources</li> </ul>
6	Increasing competition from online learning platforms	<ul style="list-style-type: none"> <li>Shift to digital education reducing the demand for traditional faculty roles</li> <li>Reduced student enrollment in traditional university programmes</li> </ul>	<ul style="list-style-type: none"> <li>Build faculty capacity in online pedagogy</li> <li>Develop competitive online and blended programmes</li> </ul>

### 3.7 Stakeholder Analysis

A stakeholder is any person or institution that has an interest in the activity of the university and who influences or is influenced by the activities of St. Paul's University. Stakeholder analysis is a vital tool for managing relationships and ensuring successful of various programmes. By proactively identifying and addressing stakeholder concerns, the University can foster positive engagement, reduce risks, and enhance the overall Strategic Plan's outcome.

**Table 16: Stakeholder Analysis**

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
<b>1. Students</b>	<ul style="list-style-type: none"> <li>● Dissemination of knowledge</li> <li>● Clear communication channels</li> <li>● Clear communication strategy, feedback, proper documentation e.g. predictable roadmaps/course codes</li> <li>● Prompt action to students' requests</li> <li>● Process of credit transfers</li> <li>● Conducive learning environment</li> <li>● Proper maintenance of facilities e.g. washrooms</li> <li>● Efficient/facilitative working process e.g. issuance of transcripts</li> <li>● Health insurance coverage</li> <li>● Consultations with students in decision-making</li> <li>● Stable ICT infrastructure</li> <li>● Safety and security in our campuses</li> <li>● More opportunities for volunteer students</li> </ul>	<ul style="list-style-type: none"> <li>● Comply with university rules and regulations e.g. paying fees.</li> <li>● Ethical conduct and adherence to the University's core values.</li> <li>● Engage in research.</li> <li>● Active participation in academic and extracurricular activities.</li> <li>● Commitment to academic excellence and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>● Involvement in governance and decision-making.</li> <li>● Consult and engage regularly.</li> </ul>

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
	<ul style="list-style-type: none"> <li>● Promotion of courses</li> <li>● High quality and low-cost cafeteria services</li> <li>● Consistency in students' affairs and polices</li> <li>● Coordinated effort and team spirit amongst staff</li> <li>● Issuance of exam cards not to be pegged on course evaluation but on the registration for the following semester.</li> <li>● Accessibility of students to the university facilities e.g. lifts</li> <li>● Provision of health facilities e.g. nurses/sick room</li> <li>● Facilitation for attachment e.g. Log books for attachment</li> <li>● Flexible modes of study</li> <li>● Quality education and skill development</li> <li>● Affordable tuition fees and access to scholarships</li> <li>● Conducive learning environment and modern facilities</li> <li>● Employment and internship opportunities after graduation</li> <li>● Strong moral and ethical foundation based on Christian values</li> </ul>		
<b>2. Staff (Academic, adjunct, administration &amp; support staff)</b>	<ul style="list-style-type: none"> <li>● High quality and low-cost cafeteria services</li> <li>● Competitive terms and conditions of service</li> <li>● Staff development</li> <li>● Clear job description</li> <li>● Clear communication</li> </ul>	<ul style="list-style-type: none"> <li>● Efficient and effective execution of work</li> <li>● Adherence to university policies</li> <li>● Adherence to the core values</li> <li>● Communication and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Engage and consult regularly</li> <li>● Manage closely</li> <li>● Keep informed</li> </ul>

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
	<ul style="list-style-type: none"> <li>● Conducive working environment</li> <li>● Clear policies, guidelines, and communication</li> <li>● Clear career progression guidelines</li> <li>● Job security and fair employment policies</li> <li>● Job skills match</li> <li>● Personal objectives are aligned to organizational objectives</li> <li>● Fairness and equity in all aspects</li> <li>● Competitive medical package</li> <li>● Fair disciplinary processes in case of sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>● Contribute to the realization of the vision and mission of the university</li> <li>● Commitment to teaching excellence and research</li> <li>● Support for student mentorship and moral guidance</li> </ul>	
<p><b>3. Council and Trustees</b></p>	<ul style="list-style-type: none"> <li>● Transparency and accountability</li> <li>● Fairness and equity</li> <li>● Proper governance</li> <li>● Compliance to statutory requirements</li> <li>● Expect the university to be competitive</li> <li>● Good reputation for the university</li> <li>● Growth and development</li> </ul>	<ul style="list-style-type: none"> <li>● Fundraising and resource mobilization</li> <li>● Timely decision-making</li> <li>● Prompt guidance on policy</li> <li>● Participation in University activities</li> </ul>	<ul style="list-style-type: none"> <li>● Involvement in governance</li> <li>● Manage closely.</li> <li>● Consult regularly</li> </ul>
<p><b>4. Parents &amp; Guardians</b></p>	<ul style="list-style-type: none"> <li>● Affordable and high-quality education for their children</li> <li>● Assurance of student safety and well-being</li> <li>● Transparent communication on academic progress and financial matters</li> <li>● Development of employable and responsible graduates</li> </ul>	<ul style="list-style-type: none"> <li>● Timely payment of tuition fees</li> <li>● Support for students' academic and personal growth</li> <li>● Engagement in university activities and decision-making forums</li> </ul>	<ul style="list-style-type: none"> <li>● Engage and consult regularly</li> <li>● Keep informed particularly of the students' progress</li> </ul>

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
		<ul style="list-style-type: none"> <li>● Advocacy for the university in the community</li> </ul>	
<b>5. Community &amp; General Public</b>	<ul style="list-style-type: none"> <li>● Employment and business opportunities</li> <li>● Corporate Social Responsibility</li> <li>● Relevant/community needs courses</li> <li>● Good reputation</li> <li>● Participation in the developmental agenda</li> <li>● Affordable access to university services (e.g., library, medical services, training)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide students</li> <li>● Partnerships</li> <li>● Quality services</li> <li>● Support for university initiatives and projects</li> <li>● Peaceful coexistence and collaboration in community development</li> <li>● Participation in outreach programmes and public lectures</li> <li>● Promotion of the university's image in society</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor</li> <li>● Keep informed</li> </ul>
<b>6. Suppliers</b>	<ul style="list-style-type: none"> <li>● Fairness during tendering process</li> <li>● Professionalism</li> <li>● Prompt payment</li> </ul>	<ul style="list-style-type: none"> <li>● Quality and timely services.</li> <li>● Competitive prices</li> </ul>	<ul style="list-style-type: none"> <li>● Keep informed through supplier forums</li> </ul>
<b>7. Competitors</b>	<ul style="list-style-type: none"> <li>● Fairness</li> <li>● Integrity</li> <li>● Capacity building</li> <li>● Benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>● Fairness</li> <li>● Integrity</li> <li>● Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor</li> </ul>
<b>8. Alumni</b>	<ul style="list-style-type: none"> <li>● Good reputation</li> <li>● Sustainability</li> <li>● Partnership and involvement</li> <li>● Continued association and networking opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Partnerships</li> <li>● Champions/goodwill ambassadors</li> <li>● Resource mobilization</li> </ul>	<ul style="list-style-type: none"> <li>● Keep informed</li> <li>● Show consideration</li> </ul>

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
	<ul style="list-style-type: none"> <li>● Recognition of achievements and career support</li> <li>● Opportunities to give back to the university through mentorship and scholarships</li> </ul>	<ul style="list-style-type: none"> <li>● Active participation in alumni activities</li> <li>● Financial and moral support for university development projects</li> <li>● Engagement in mentorship and internship programmes for students</li> </ul>	
<b>9. Government &amp; Regulatory Bodies (CUE, MoE, HELB, etc.)</b>	<ul style="list-style-type: none"> <li>● Compliance with all statutory requirements</li> <li>● Quality graduates</li> <li>● Stability and development of the sector</li> <li>● Promote security</li> <li>● Adhere to labour law and regulations</li> <li>● Good employers</li> <li>● Research and development</li> <li>● Contribute to sustainable development growth</li> <li>● Contribute to the 2030 vision</li> <li>● Compliance with education regulations and standards</li> <li>● Contribution to national education goals and policies</li> <li>● Transparent financial and academic reporting</li> <li>● Collaboration in research and policy formulation</li> </ul>	<ul style="list-style-type: none"> <li>● Setting regulatory standards</li> <li>● Fairness</li> <li>● Enabling environment</li> <li>● Scholarships</li> <li>● Economic growth</li> <li>● Timely accreditation and approval of programmes</li> <li>● Provision of student loans and financial aid</li> <li>● Support for university funding and research grants</li> <li>● Recognition and support for private universities</li> </ul>	<ul style="list-style-type: none"> <li>● Comply</li> <li>● Engage closely</li> </ul>
<b>10. Religious Organizations</b>	<ul style="list-style-type: none"> <li>● Upholding Christian values in education and student life</li> <li>● Contribution to moral and spiritual development of students</li> <li>● Collaboration in community outreach and service</li> </ul>	<ul style="list-style-type: none"> <li>● Continued spiritual guidance and support</li> <li>● Financial and infrastructural support for university projects</li> <li>● Promotion of the university within</li> </ul>	<ul style="list-style-type: none"> <li>● Engage closely</li> </ul>

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
	<ul style="list-style-type: none"> <li>programmes</li> <li>● Preservation of the university's Christian heritage</li> </ul>	<ul style="list-style-type: none"> <li>Christian communities</li> <li>● Partnership in social and religious initiatives</li> </ul>	
<b>11. Industry &amp; Employers</b>	<ul style="list-style-type: none"> <li>● Quality graduates</li> <li>● Good Reputation</li> <li>● Market driven programmes</li> <li>● Research and innovation partnerships</li> <li>● Collaboration in internships and job placements</li> </ul>	<ul style="list-style-type: none"> <li>● Employment and internship opportunities</li> <li>● Fairness and equity</li> <li>● Partnership in programme development</li> <li>● Input in curriculum development to ensure relevance</li> <li>● Support for research, innovation, and funding opportunities</li> <li>● Long-term strategic partnerships for university growth</li> </ul>	<ul style="list-style-type: none"> <li>● Meet needs</li> <li>● Monitor</li> </ul>
<b>12. Sponsors, Donors &amp; Development Partners</b>	<ul style="list-style-type: none"> <li>● Proper utilization of funds and resources</li> <li>● Transparent reporting and accountability</li> <li>● Mutual collaboration</li> <li>● Quality training</li> <li>● Partnership and involvement</li> <li>● Sustainable impact of funded projects</li> </ul>	<ul style="list-style-type: none"> <li>● Continued financial and technical support</li> <li>● Relevant ideas</li> <li>● Support in governance</li> <li>● Resource mobilization</li> <li>● Engagement in university research and community projects</li> <li>● Support for scholarships and infrastructural development</li> </ul>	<ul style="list-style-type: none"> <li>● Keep informed</li> <li>● Show consideration</li> </ul>
<b>13. Lobby groups</b>	<ul style="list-style-type: none"> <li>● Compliance with statutory regulations</li> <li>● Enabling environment</li> </ul>	<ul style="list-style-type: none"> <li>● Fairness and Mutual support</li> <li>● Take up their obligations</li> </ul>	<ul style="list-style-type: none"> <li>● Keep informed</li> </ul>
<b>14. Media</b>	<ul style="list-style-type: none"> <li>● Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● Objectivity and fairness in their</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor</li> </ul>

Stakeholder	Stakeholder's expectations of SPU	SPU's expectations of the Stakeholder	How SPU relate with stakeholders
	<ul style="list-style-type: none"> <li>● Accurate and timely information</li> <li>● Quality graduates</li> </ul>	<ul style="list-style-type: none"> <li>reporting</li> <li>● Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● Keep informed</li> </ul>

### 3.8 Competitor Analysis

In an effort to inform its strategies and gain a competitive edge, SPU performed competitor analysis utilizing Porter's Five Forces model to evaluate its market competitiveness.

#### 3.8.1 Porter's Five Forces Model

Porter's Five Forces model is a valuable tool for strategic analysis, providing a structured framework for assessing the competitive forces that shape an industry's attractiveness and competitive dynamics. The tool was used to provide insights to SPU on the appropriate strategies to adopt to retain a competitive edge in the education sector.

**Table 17: Porter's Five Forces Analysis**

Forces	Competitor	Strategic Response
<b>Threat of New Entrants</b>	<ul style="list-style-type: none"> <li>● Superior models of delivery</li> <li>● Market research</li> <li>● Strong entry strategies</li> <li>● New superior quality programmes</li> <li>● Foreign universities</li> <li>● High capital investment</li> <li>● Accreditation requirements</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen brand identity through academic excellence and research.</li> <li>● Develop unique and in-demand academic programmes.</li> <li>● Invest in digital transformation and modern infrastructure.</li> <li>● Enhance student experience to improve retention.</li> </ul>
<b>Bargaining Power of Suppliers</b>	<ul style="list-style-type: none"> <li>● Faculty</li> <li>● IT vendors</li> <li>● Staff</li> <li>● Alumni</li> <li>● CUE (Government policies on education funding and regulatory frameworks)</li> <li>● Equipment and service suppliers</li> </ul>	<ul style="list-style-type: none"> <li>● Establish long-term partnerships with key suppliers to ensure stable resource availability.</li> <li>● Invest in capacity building for faculty to enhance research capabilities.</li> <li>● Diversify suppliers for competitive pricing and innovation.</li> </ul>

Forces	Competitor	Strategic Response
<p><b>Bargaining Power of Buyers (Students and Parents)</b></p>	<ul style="list-style-type: none"> <li>● Increased opportunities in higher education</li> <li>● Market responsive programmes</li> <li>● Guardian interference in programme Selection</li> <li>● High power due to increased competition among universities</li> <li>● Students and parents demand quality education, flexible payment plans, and career-oriented programmes.</li> <li>● Availability of scholarships and government-funded programmes gives students more choices.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer flexible fee payment structures and financial aid options.</li> <li>● Enhance career placement services and industry partnerships to improve graduate employability.</li> <li>● Continuously update curricula to align with industry needs and emerging trends.</li> <li>● Strengthen marketing and student engagement initiatives.</li> </ul>
<p><b>Threat of Substitute Products or Services</b></p>	<ul style="list-style-type: none"> <li>● High threat due to the rise of online education platforms, technical institutions, and foreign universities offering remote learning</li> <li>● Short courses, professional certifications, and vocational training present alternative pathways to employment.</li> <li>● Strategic collaborations</li> </ul>	<ul style="list-style-type: none"> <li>● Expand online learning programmes and integrate hybrid learning models.</li> <li>● Develop industry-recognized professional certification courses.</li> <li>● Embrace differentiation through research, faculty expertise, and value-based education.</li> <li>● Offer lifelong learning opportunities and alumni engagement programmes.</li> <li>● Embrace innovative initiatives</li> </ul>

Forces	Competitor	Strategic Response
<p><b>Competitive Rivalry</b></p>	<ul style="list-style-type: none"> <li>● Intense competition from institutions of higher learning</li> <li>● Strong branding</li> <li>● Perceived notion of public universities</li> <li>● Better networking</li> <li>● Key strategic alliances</li> <li>● Strong governance structures</li> <li>● Strong alumni networks</li> <li>● Uptake of income generating activities</li> <li>● Enhanced capacity and well developed infrastructure</li> <li>● Differentiation through unique programmes, research</li> <li>● Price competition</li> <li>● Quality of education</li> </ul>	<ul style="list-style-type: none"> <li>● Leverage institutional reputation and Christian-based education for differentiation.</li> <li>● Form strategic alliances with global universities for exchange programmes and collaborations.</li> <li>● Invest in faculty excellence and student mentorship programmes.</li> <li>● Enhance digital marketing and outreach to attract more students.</li> <li>● Enhance our value proposition</li> </ul>

## CHAPTER FOUR: STRATEGIC ISSUES, GOALS AND OBJECTIVES

### 4.0 Overview

This chapter presents the strategic model that SPU will adopt for the next plan period. In designing the strategic objectives and strategies, the Balance Scorecard (BSC) model which categorizes the strategies into five perspectives was adopted. The five perspectives are: Customer Perspective, Financial Perspective, Internal Business Process Perspective, Learning and Growth/HR and Leadership, Governance and Risk.

### 4.1 Strategic Issues

The strategic issues are the fundamental policy choices, critical challenges, gaps and opportunities to be addressed in a plan period. To identify the strategic issues, St. Paul's University undertook a comprehensive review of its situational analysis, through which it identified key foundational elements that subsequently informed the strategic issues outlined below:

- i. Student growth (Increase enrolment and access)
- ii. Student experience
- iii. Increased competition
- iv. Curricula review and CBE alignment
- v. Developing STEM programmes
- vi. Financial sustainability and resource mobilization
- vii. Infrastructure development
- viii. Digitalization
- ix. Strengthening Human Resource Capacity, Ethical Leadership and Performance Culture
- x. Quality Assurance and Academic excellence (Curriculum Relevance)
- xi. Research
- xii. Innovation
- xiii. Fortify Leadership, Governance and Risk management
- xiv. Regulatory changes and compliance

## 4.2 Strategic Goals and Strategic Themes/Key Result Areas

Strategic themes are high-level areas of focus that guide SPU's strategic direction. They provide a framework for setting specific, measurable, and time-bound strategic goals. Together, strategic themes and goals form the foundation of SPU's strategic plan, helping define its purpose and guide its efforts to achieve its long-term vision. The strategic themes and goals identified by SPU for the plan period are displayed in the following table.

**Table 18: Strategic Goals and Key Result Areas**

Sno	BSC Perspective	Strategic Goals	Key Thematic Areas
1.	Customer	1. Promote customer attraction, development, engagement, loyalty and retention	<ul style="list-style-type: none"> <li>● Growth in customer numbers, experience and satisfaction</li> </ul>
2.	Financial	2. Enhance Financial Sustainability and Resource Mobilization	<ul style="list-style-type: none"> <li>● Revenue growth and sustainability</li> </ul>
3.	Internal Business Processes	3. Optimize Operational Efficiency, Innovation, Digitalization, and Infrastructure Development	<ul style="list-style-type: none"> <li>● Operational efficiency, innovation and digitalization</li> </ul>
4.	People/HR/ Learning and Growth	4. Strengthen Ecumenism, Ethical leadership, Institutional Capacity and Performance Culture	<ul style="list-style-type: none"> <li>● Promotion of ecumenism, ethical leadership development and performance-driven culture</li> </ul>
5.	Leadership, Governance and Risk Management	5. Fortify ethical leadership and governance for posterity	<ul style="list-style-type: none"> <li>● Strategic leadership and engagement</li> </ul>

## 4.3 Strategic Objectives and Actionable Strategies

The strategic objectives and strategies have been categorized under the BSC perspectives as shown below.

**Table 19: Strategic Objectives and Actionable Strategies**

BSC Perspective & Strategic Goal	Strategic Objectives	Actionable Strategies
<b>Customer perspective</b>  <b>Strategic Goal:</b> <b>Promote Customer attraction, development, engagement, loyalty and retention</b>	1) Strengthen institutional brand visibility and reputation to attract customers	1) Enhance marketing and outreach
		2) Enhance effective internal and external communication
		3) Enhance digital presence and engagement
		4) Strengthen reputation management
		5) Leverage stakeholder engagement
		6) Reinforce strategic sustainability and Corporate Social Responsibility (CSR) Initiatives
		7) Enhance public relations and media engagement
	2) Expand and diversify academic programmes	1) Alignment of programmes with market needs
		2) Introduction of STEM/CBE integration
		3) Online Curricula design and development
		4) Continuous benchmarking for best practices
		5) Strengthen online and blended learning capacity
	3) Enhance student experience and satisfaction	1) Improve student support services
		2) Strengthen industry linkages
		3) Enhance customer centricism
		4) Strengthen online assessments
		5) Strengthen Alumni engagement
		6) Strengthen Counselling support services
	4) Promote equitable, quality education.	1) Enhance support for underprivileged students
		2) Create a supportive campus culture.
3) Expand international student enrolment		

BSC Perspective & Strategic Goal	Strategic Objectives	Actionable Strategies
		4) Celebrate special days for inclusivity e.g. disability awareness
<b>Financial Perspective</b>	1) Establish and implement targeted measures to achieve University financial sustainability	1) Enhance Revenue generation and diversification
<b>Strategic Goal: Enhance Financial Sustainability and Resource Mobilization</b>		2) Optimize resource utilization
	2) Enhance Resource mobilization to support University activities	1) Strengthen donor funding
		2) Establish an SPU Endowment Fund
<b>Internal Business Processes Perspective</b>	1) Drive digital transformation in the university through innovative and secure ICT solutions	1) Implement institutional-wide digital transformation
<b>Strategic Goal: Optimize Operational Efficiency, Innovation, Digitalization and Infrastructure Development</b>		2) Enhance information systems to support academic and administrative functions
		3) Modernize ICT infrastructure to enhance institutional operational efficiency
		4) Strengthen information security and compliance
		5) Optimize ICT service delivery and support
	2) Optimize campus space utilization and resource allocation	1) Design and develop the STEM Complex
		2) Implement systems that optimize space usage
		3) Implement predictive and preventive maintenance practices
		4) Modernize campus facilities
	3) Ensure compliance with legal, health and safety standards	1) Conduct regular legal, health and safety audits of the university
		2) Improve physical accessibility for all students and staff.
		3) Improve safety in the work environment and build a culture of safety
	4) Enhance research capacity and output	1) Enhance research capacity
	2) Enhance research funding	
	3) Strengthen publications output, dissemination of	

BSC Perspective & Strategic Goal	Strategic Objectives	Actionable Strategies	
		publications output, and visibility of the university	
		4) Enhance stakeholder research experience	
		5) Enhance postgraduate student research output	
		6) Strengthen postgraduate students' supervision	
		7) Enrich postgraduate students and faculty research capabilities	
		5) Enhance capacity for innovation and technology transfer, and commercialization	1) Establish Innovation Hubs
			2) Strengthen capacity for entrepreneurship and innovations
	6) Enhance good governance practices and risk management	1) Formulate and implement a five-year internal audit plan	
		2) Undertake an Internal Audit quality assurance improvement programme for SPU	
		3) Modernize audit processes and initiate the use of data analytics tools	
		4) Provide assurance on risk management framework	
	7) Enhance library resources and services	1) Leverage ICT to enhance the discoverability, accessibility, and visibility of SPU e-library	
		2) Strengthen information Literacy programmes	
		3) Focus collection development efforts and resources to support academic programmes and research	
		4) Sustain and extend innovative library spaces and services	
		5) Enrich library users' intellectual and cultural experiences	
		6) Enhance library outreach, partnerships and collaborations	
		7) Uphold and guard the good memories and rich history of the university	
	8) Integrate Open Science principles into SPU's academic and research ecosystem	1) Open Science Formal Curriculum inclusion	
		2) Open Science Informal Curriculum inclusion	
3) Establishment of an Open Science Hub			
4) Develop the Open Science infrastructure			
5) Develop an Open Science research and publication culture			

BSC Perspective & Strategic Goal	Strategic Objectives	Actionable Strategies
	9) Promote and uphold quality standards in all operations	1) Adherence to all customer, financial, legal, statutory and regulatory requirements
		2) Ensure sustainability of Quality Management System to align with ISO 9001:2015, national and international benchmarks
		3) Ensure effective monitoring of programme quality to attract new students while retaining existing ones
		4) Strengthen collaboration and feedback mechanism with stakeholders/customers
		5) Develop and deploy an Integrated Quality Management Information System (QMIS)
		6) Develop and implement monitoring tools for evaluating QA activities
		7) Maintain the university's accreditation status
	10) Strengthen security to foster a safe and supportive environment	1) Strengthen access control measures
		2) Collaboration with stakeholders
		3) Enhance security awareness to stakeholders
		4) Modernization of security systems and facilities
5) Strengthen security systems and response mechanisms to prevent and address emerging threats		
11) Optimize procurement processes	1) Prepare consolidated annual procurement plan that aligns with the budget	
	2) Strengthen procurement policies and procedures	
	3) Enhance supplier relationship management	
<b>Learning and Growth/People Perspective</b>	1) Motivate students and staff to appreciate and adopt a Christian faith/lifestyle and value system	1) Create Chaplaincy programmes across the campuses
		2) Conduct ecumenical ministry
		3) Recognize and nurture spiritual gifts
		4) Invite a variety of Christian speakers
	2) Attract, develop, engage, and retain	1) Regular review of HR Policies and Procedures
		2) Strengthen organization structure
<b>Strategic Goal: Strengthen Ecumenism, Ethical leadership, Institutional Capacity and</b>		

BSC Perspective & Strategic Goal	Strategic Objectives	Actionable Strategies
<b>Performance Culture</b>	competent, motivated staff complement	3) Continually develop and enhance staff skills
		4) Establish STEM & CBE Manpower Plan
		5) Enhance staff productivity and retention
		6) Entrench Succession Planning and Knowledge Management
		7) Enhance staff well-being programmes
	3) Develop, embed and transform leaders and staff into culture of performance and ethical leadership	1) Undertake and implement a culture audit 2) Enhance performance management processes
<b>Leadership, Governance and Risk Perspective</b>  <b>Strategic Goal:</b> <b>Fortify ethical leadership and governance for posterity</b>	1) Strengthen leadership	1) Enhance Strategic Planning oversight
		2) Entrench Succession Planning
	2) Strengthen Governance	1) Enhance Transparency and Accountability
		2) Enhance Board/Council/Trustees capacity Development
		3) Enhance strategic partnerships and stakeholder engagements
	3) Strengthen Risk Management and Compliance	1) Enhance Risk Management oversight
2) Strengthen Audit and Compliance		

## 4.4 Strategy Map

Vision: The Transformative Christian University of Excellence for Global Service

Mission: We Develop Transformative Servant Leaders Through Innovative Teaching, Learning, Research & Spiritual Formation

### Customer Perspective

Strengthen institutional brand visibility and reputation to attract customers

Expand and diversify academic programs

Enhance student experience and satisfaction

Promote equitable, quality education

### Financial Perspective

Establish and implement targeted measures to achieve University financial sustainability

Enhance Resource mobilization to support University activities

### Internal Business Processes Perspective

Drive digital transformation in the university through innovative and secure ICT solutions

Optimize campus space utilization and resource allocation

Ensure compliance with legal, health and safety standards

Enhance research capacity and output

Enhance capacity for innovation and technology transfer, and commercialization

Enhance good governance practices and risk

Enhance library resources and services

Integrate open science principles into SPU's academic and research ecosystem

Promote and uphold quality standards in all operations

Strengthen security to foster a safe and supportive

Optimize procurement processes

### Learning & Growth/People Perspective

Motivate students and staff to appreciate and adopt a Christian faith/lifestyle and value system

Attract, Develop, Engage, and Retain competent, motivated staff complement

Develop, embed and transform leaders and staff into culture of performance and ethical leadership

### Leadership Governance & Risk Perspective

Strengthen leadership

Strengthen Governance

Strengthen Risk Management and Compliance

## CHAPTER FIVE: IMPLEMENTATION AND COORDINATION FRAMEWORK

### 5.0 Overview

This chapter highlights how the strategic plan will be realized through the operationalization of the implementation plan, action plan, annual work plans, budgeting, performance management and evaluation. It also highlights the principles of the organization structure, staff establishment, and risk analysis & mitigation measures.

### 5.1 Implementation, Evaluation and Monitoring of the Plan

#### 5.1.1 Implementation, Evaluation and Monitoring Matrix

The University has developed an Implementation, Evaluation and Monitoring matrix outlining the strategic objectives, strategies, key activities, expected outputs, performance indicators, annual targets, budgets, and responsible parties for executing the Plan. The implementation matrices aligned to each Balanced Scorecard (BSC) perspective are presented below:

**Table 20: Implementation, Evaluation and Monitoring Matrix - Customer Perspective**

STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
<b>Objective 1</b> Strengthen Institutional Brand Visibility and Reputation to attract customers	1. Enhance marketing and outreach	1. Organize career open days	Increase in student enrollment per semester	2,100 per Year	3,500	3,808	3,842	3,337	2,854	3,423	15.5	17.1	18.8	20.6	22.7	94.7	CAM & DoS
			Total student enrolment	5365	<b>11000</b>	6873	7852	8,677	9,593	11000							
			Prospective Graduands	1724	<b>11629</b>	2300	2863	2512	1938	2016	-	-	-	-	-	-	
			Completion rate of students	82%	<b>100%</b>	100%	100%	100%	100%	100%	-	-	-	-	-	-	
			No. of applications and	2700	<b>20578</b>	5077	4802	3925	3171	3603	-	-	-	-	-	-	CAM

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total		
			admissions received per semester.															
			% of conversions from applications to admission	70%	<b>95%</b>	75%	80%	85%	90%	95%	-	-	-	-	-	-		
		2. Conduct brand awareness & recognition surveys	Brand awareness and customer satisfaction index	65%	<b>90%</b>	70%	75%	80%	85%	90%	-	0.5	1.0	1.5	1.0	4.0		
		3. Church and institutional engagements	No. of exhibitions and engagements	270 expos	<b>360</b>	280	300	320	340	360	1.86	2.0	2.3	2.5	2.7	11.4		
			% of programmes targeted to member churches	30%	<b>80%</b>	10%	10%	10%	10%	10%	10%	0.5	1	1	1	1	4.5	CAM, Dean-JTSON & SPUEU
			% of student referral from member churches	3%	<b>15%</b>	5%	5%	5%	-	-	-	-	-	-	-	-	-	VC & CAM
		4. Invest in a merchandise branded shop with online delivery option	Branded shop with merchandise	0	<b>3</b>	1	1	1	0	0	1.86	2.0	2.3	2.5	2.7	11.4	SPUEU & CAM	
		5. Involve student's body in marketing activities	Number of marketing activities	240	<b>480</b>	48	48	48	48	48	-	-	-	-	-	-	DoS & CAM	
		6. Revamped career and placement office	Fully functional office	0	<b>1</b>	0	1	0	0	0	-	-	-	-	-	-		
	2.Enhance effective internal and external communication	Develop communication policy and customer service	Approved communication policy and customer		<b>1</b>	Develop	1	Review	-	-	-	0.7	0.5	-	-	1.2	CAM	

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total		
		charter	service charter															
			Response time on stakeholder enquiries	72hrs	48 hrs	48 hrs	48 hrs	48 hrs	48 hrs	48 hrs	-	-	-	-	-		CAM	
3.Enhance digital presence and engagement	1. Website optimization	Number of subscribers on SPU's social media platforms	Face Book – 45K		50K	46F	47KF	48KF	50KF	50KF	1.2	1.4	1.5	1.7	1.8	7.6	CAM	
			X-8900	15000	10KF	12KF	13KF	14KF	15KF									
			Linked in 13k	20000	14KF	16K	17KF	18KF	20KF									
			Instagram Youtube – 4400	10,000	5KF	7KF	8KF	9KF	10KF									
				Number of backlinks to the website	2	90	30	50	70	80	90	0.062	0.07	0.08	0.08	0.09	0.38	
				Reduced Bounce Rate	27%	20%	25%	24%	23%	22%	20%	-	-	-	-	-		
				2. Regularly update content on SPU's websites and social media platforms	Improved conversion rate of the website visits	700	2000	800	1000	1300	1500	2000	0.062	0.07	0.08	0.08	0.09	0.38
		3. Develop and monitor a content development schedule with a competent team	No. of content created	2400	10,000	3000	5000	7000	9000	10k	0.012	0.14	0.15	0.17	0.18	0.65	CAM	
		4. Optimize website for SEO	Key words ranking	2	20	10	13	15	17	20	-	-	-	-	-		CAM	
			Conversion from organic traffic	700	2000	800	1000	1300	1500	2000	-	-	-	-	-			
4. Strengthen reputation management	1. Monitoring public & stakeholders' perception	Percentage of media impression	60%	100%	70%	80%	90%	100%	100%	100%	0.31	0.34	0.38	0.41	0.45	1.89	CAM	
		2. Regular	Frequency of	36	96	44	54	66	84	96	0.012	0.14	0.15	0.17	0.18	0.65	VC &	

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
		engagement with stakeholders	engagement with stakeholders														CAM
		3. Review and update crisis communication plan	Updated crisis communication plan	1	1	1	0	0	0	0	-	-	-	-	-		CAM
		4. Train staff on how to handle media enquiries and social media during a crisis	No. of trainings conducted	1	5	1	1	1	1	1	0.012	0.14	0.15	0.17	0.18	0.65	CAM
5.Leverage alumni engagement	1. Highlight Alumni achievements	Number of alumni engaged in a year	30	200	40	80	120	150	200	0.012	0.14	0.15	0.17	0.18	0.65	0.65	DoS & CAM
	2. Enhance career services and support	Career services and support semi-annual report	1	10	2	2	2	2	2	2	0.012	0.14	0.15	0.17	0.18	0.65	IPO
6.Reinforce strategic sustainability and Corporate Social Responsibility (CSR) initiatives	1.Outreach programmes in local communities	Number of CSR activities organized	6	15	6	9	12	15	15	15	1.0	1.10	1.21	1.33	1.46	6.10	CAM
	2.University partnerships with ethical companies for visibility	No. of partnerships formalized	50	100	60	70	80	90	100	100	-	1	1	1	1	4	CPC
7.Enhance public relations and media engagement	1.Cultivate relationships with the media, journalists and influencers	No. of documentaries produced per semester	3	9	3	5	7	9	9	9	0.62	0.68	0.75	0.83	0.91	3.79	CAM
	2. Participate in industry events and conferences and share relevant news and press	No. of university events covered in a year	10	30	15	20	25	30	30	30	0.62	0.68	0.75	0.83	0.91	3.79	CAM

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total		
		releases																
<b>Objective 2</b> Expand and diversify academic programmes	1. Alignment of programmes with market needs	Review, update and develop Curricula	Number of curricula reviewed and developed	61 PhD=3 Master s=10 Pg Dip =1 Bachel ors=20 Dip=17 Cert=1	31 new curricula PhD 5 Master 4  Pg Dip 1  Bachel ors 14 Dip 3 Cert 4	7 PhD 1  Master  Pg Dip 0 Bachel ors 3 Dip 0 Cert 3	7 PhD 0  Master 1  Pg Dip 0 Bachel ors 4 Dip 2 Cert 0	5 PhD 0  Master 0  Pg Dip 1 Bachel ors 3 Dip 0 Cert 1	12 PhD 4  Master 3  Pg Dip 0 Bachel ors 4 Dip 1 Cert 0	0 PhD 0  Master 0  Pg Dip 0 Bachel ors 0 Dip 0 Cert 0	0	1	1	1	1	4	DVCA A, Dean s of Scho ols & DVCF A	
	2. Introduction of STEM/CBE integration	1.Design curriculum for STEM	Science oriented curriculum	Nil-Bio, Chem, Physics	3	-	3	-	-	-	-	-	1	1	-	-	2	DVCA A & Dean s of Scho ols
			Technology oriented curriculum	3	3	-	1	1	1	-	-	-	1	1	1	-	3	
			Engineering oriented curriculum (Computer)	0	2	-	-	2	-	-	-	-	1	-	-	-	1	
			Mathematics oriented curriculum	0	1	-	1	-	-	-	-	-	-	1	-	-	1	
2.CBE implementation roadmap	Approved CBE modules	-	5	1	1	1	1	1	1	1	1	1	1	1	5			
3. Online Curricula design and development	1.Review and development of curricula that appeals to online needs	No. of curricula reviewed and developed	16	19	3	3	4	4	4	5	0	0	1.5	1.5	1.5	4.5	DVCA A, Dean s of Scho ols & DOD EL	
	2.Accreditation of online curricula	No. of curricula accredited	0	19	3	3	4	4	4	5	1.5	1.5	1.5	1.5	1.5	7.5		

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total		
		3. Conduct industry need assessment	No. of need assessments done	68	12	0	3	3	3	3	-	3	3	3	3	12	DVCA A & Deans of Schools	
		4. Carry out tracer studies	No. of tracer studies carried out per programme	3	25 one per year per school	5	5	5	5	5	-	-	-	-	-	-		-
	4.Continuous benchmarking for best practices	Identify performing institutions for benchmarking	No. of benchmarking exercises carried out	2	10 two per school	0	2	2	2	2	2	-	1	1	1	1	4	DVCA A, Deans of Schools & DVCF A
			University ranking (Kenya)	43 out of 63	Top 10	-	Top 20	-	Top 10	-	-	-	-	-	-	-	-	
		University ranking (Global)	10,620 Out of 14131	Top 1000		Top 5000		Top 1000										
		5.Strengthen online and blended learning capacity	Continually train lecturers in blended learning pedagogy	Number of trainings conducted	20	100	20	20	20	20	20	0.3	0.5	0.5	0.5	0.5	0.5	2.5
<b>Objective 3</b> Enhance Student Experience and Satisfaction	1. Improve student support services.	1.Expand academic mentorship and patronage	Student satisfaction index	60%	85%	65%	70%	75%	80%	85%	-	-	-	-	-		DVCA A, DoS, DQA & CAM	
		2.Conduct customer satisfaction surveys annually and implement	No. of Internship opportunities offered to best performing students	0.1%	2%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	-	-	-	-	-		

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
		recommendations	Net Promoter Score	-	-	50%	50%	50%	50%	50%	-	-	-	-	-		
			No. of mentored students	350 (Post graduate)	600	50	50	50	50	50	-	-	-	-	-		
			Transition rates. (From one level to another)	32%	60%	5%	5%	5%	5%	8%	-	-	-	-	-		
			Review and update the Mentorship Policy	0	1	1	-	-	-	-	-	-	-	-	-	-	
	3.Strengthen students' club activities and events	Number of clubs	35	50	3	3	3	3	3	3	1.5	1.65	1.82	2.0	2.20	9.17	DoS
		Club membership	2500	4000	150	200	300	400	450	-	-	-	-	-	-	-	
	4.Develop and enhance sports facility	No. of fields developed/ Repaired	1	6	1	1	2	1	1	1	2.5	3	3	3	3	14.5	RAdm in & DoS
		No. of sporting facilities (indoor and outdoor)	6	11	1	1	1	1	1	1	1	1	1	1	1	5	
	5. Strengthen internationalization initiatives	No. of staff mobility programmes	10	20	4	4	4	4	4	4	2	4	6	4	4	20	CPC
		No. of student mobility programmes	10	20	4	4	4	4	4	4	2	4	6	4	4	20	
		No. of MOUs for mobility	15	25	2	2	2	2	2	2	-	-	-	-	-	-	
	6. Strengthen collaborative teaching and learning initiatives	No. of co-created courses	0	15	3	3	3	3	3	3	-	-	-	-	-	-	DVCA A & Deans of Schools
		No. of co-taught courses	2	10	2	2	2	2	2	2	-	-	-	-	-	-	
		No. of professional courses	10	15	1	1	1	1	1	1	-	-	-	-	-	-	
		No. of dual/joint/nano-degrees	0	2	-	-	1	1	-	-	-	-	1	1	-	-	

**STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
			No. of micro credential courses	0	15	-	3	3	3	6	-	3	3	3	6	15	
2. Strengthen industry linkages	1. Industrial placements	No. of students placed for attachments	931	5150	950	1000	1200	1400	1600	-	-	-	-	-	-	-	IPO & Deans of Schools
		No. of industry linkages	730	1200	750	850	1000	1100	1200	-	-	-	-	-	-	-	
		Number of Internship programmes.	20	50	10	10	10	10	10	10	-	1	1	1	1	4	
	2. Career services	% of students absorbed	30%	70%	5%	5%	10%	10%	10%	10%	-	-	-	-	-	-	
		No. of organizations	20	50	6	6	6	6	6	6	-	-	-	-	-	-	
3. Enhance customer centrisism	1. Promote culture of service delivery and customer centrisism	Students/ stakeholders' Satisfaction Index	60%	85%	65%	70%	75%	80%	85%	2	2.5	2.5	2.5	2.5	12.0	CAM	
	2.Implementation of service charters																
4.Strengthen online assessments	Promote uptake of the online examinations proctoring tool	No. students using the tool	0	3960	1376	2053	2524	3104	3960	3	3.6	4	4.5	5	20.1	DOD EL & ICT Director	
5. Strengthen Alumni engagement	1. Conduct Alumni tracer and market intelligence survey	No. of surveys done	1	4	1	1	1	0	0	-	-	-	-	-	-	VC & DoS	
	2.Establish an office for Alumni and international students	Alumni/ international office established	0	1	-	1	-	-	-	-	0.5	0.5	0.5	0.5	2		

STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
		3.Create and maintain an updated database for Alumni	Number of students in the Alumni association (Database)	200	2000	400	400	400	400	400	-	-	-	-	-	-	
		4. Organize alumni activities	No. of activities, events and engagements conducted by alumni	0	10	-	2	2	2	2	2	-	0.5	0.5	0.5	0.5	
6 Strengthen Counselling support services		1.Strengthen Service Delivery and Professionalism	No. of Counselors hired	4	8	1	1	1	1	-	-	-	-	-	-	-	DoS
		2.Increase Access and Awareness	No. of sessions held and number of materials developed to create awareness	50	350	50	60	80	80	80	0.1	0.15	0.15	0.15	0.2	0.75	
		3.Enhance Peer Counselling and Support Structures	No. of peer counselors trained	70	500	70	100	100	110	120	0.4	0.5	0.5	0.5	0.5	2.4	
		4. Integrate Counselling with Academic and Spiritual Support	No. of Academic Staff trained	0	100	20	20	20	20	20	0.02	0.02	0.02	0.02	0.02	0.1	
		5.Leverage Technology for Counselling and Self-help	Integration of Counseling in the ERP	0	100%	100%	100%	100%	100%	100%	-	-	-	-	-	-	
4. Promote equitable, quality education	1. Enhance support for underprivileged students	Develop scholarship programmes for marginalized students	Increase in student enrolment	350	750	350	450	550	650	750	3	3	3	3	3	15	DVCA A
	2. Create a supportive campus culture	Strengthen culture awareness programmes	No. of awareness programmes	1	5	1	2	3	4	5	1	2	2	3	3	11	DVCA A, DVCF A

STRATEGIC GOAL: Enhance Customer attraction, development, engagement, loyalty and retention																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
	3. Expand international student enrollment	Promote cultural exchange programmes	Growth in international student population	20	100	30	30	30	30	30	0.5	0.5	0.5	0.5	0.5	2.5	CAM
			Number of countries represented	19	34	3	3	3	3	3	-	-	-	-	-	-	
	4 Celebrate special days for inclusivity e.g. disability awareness	Celebrate special days	Number of special celebrations observed	3	10	3	5	7	9	10	-	-	-	-	-	-	CAM

**Table 21: Implementation, Evaluation and Monitoring Matrix - Financial Perspective**

STRATEGIC GOAL: Enhance Financial Sustainability and Resource Mobilization																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
<b>Objective 1</b> Establish and implement targeted measures to achieve University financial sustainability	1.Enhance Revenue generation and diversification	1. Fees income	Revenue in Kshs M	1,083	8,886	1401	1594	1756	1935	2200	-	-	-	-	-	-	DVFA & FM
		2.Develop and implement SPUEU, TVET and Health Centre Strategic Plans	Net Income from SPUEU in Kshs M	3	95.8	2.2	4.4	14.3	30.7	44.3	-	-	-	-	-	-	
			TVET income in Kshs M	-	46.7	2.0	15.6	7.5	9.9	11.7	-	-	-	-	-		
			Health Centre Net Income in Kshs M	0.4	13.1	0.4	0.7	1.4	0.5	10.2	-	-	-	-	-		
			Net Income from SPILL in Kshs M	-	17.8	1.3	1.2	5.3	5.1	4.9	-	-	-	-	-		
		3. Investments Income	Revenue in Kshs M	17.3	128	20	22.5	25	28	32.5	-	-	-	-	-	-	
		4. Alumni activities	Revenue in (Kshs)	-	-	-	-	-	-	-	-	-	-	-	-	-	VC & DoS
		5.Consultancies and research grants	Revenue in (Kshs)	-	-	-	-	-	-	-	-	-	-	-	-	-	DRes & Deans

**STRATEGIC GOAL: Enhance Financial Sustainability and Resource Mobilization**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
																	of Schools
	2. Optimize resource utilization	1. Effective budgeting and monitoring	Operational costs as a % of total revenue	90%	85%	90%	90%	88%	85%	85%	-	-	-	-	-	-	DVCF A & FM
2. Implement approved cost structure by Council		Net Surplus in Kshs M	76	1,255	273	67	131	283	502								
3. Implement cost centres accounting model so that all courses are properly costed		Frequency of Cost benefit analysis per programme	0	5	1	1	1	1	1	1	-	-	-	-	-	-	
<b>Objective 2</b> Enhance Resource mobilization to support University activities	1. Strengthen donor funding	1. Establish a resource mobilization office	Established resourced office	0	1	1	-	-	-	-	-	-	-	-	-	-	DVCF A, HR
		2. Develop a resource mobilization policy	Approved resource mobilization policy	0	1	-	1	-	-	-	-	-	-	-	-	-	DVCF A
		3. Build relationships with local and international donors	Donor Funds (Kshs M)	0.25	5.25	0.25	0.5	1	1.5	2.0	0.25	-	-	-	-	-	0.25
	Scholarships (Kshs)		0	20	3	3.5	4	4.5	5	-	-	-	-	-	-	-	
	Number of Donors		17	115	19	21	23	25	27	-	-	-	-	-	-	-	
	2. Establish an SPU Endowment Fund	1. Develop an Endowment fund policy	Approved endowment fund policy	0	1	1	-	-	-	-	-	-	-	-	-	-	VC, DVCF A, DVCA A
		2. Mobilize resources to contribute to endowment fund	Endowment Fund (Kshs M)	0	165	15	25	35	45	55	-	-	-	-	-	-	

**Table 22: Implementation, Evaluation and Monitoring Matrix - Internal Business Processes Perspective**

STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
<b>Objective 1</b> Drive digital transformation in the university through innovative and secure ICT solutions	1. Implement institutional-wide digital transformation	1. Review, design the ICT roadmap, innovation and digitalization	Approved ICT Roadmap	60%	100%	70%	80%	90%	95%	100%	3	-	-	-	-	3	DVCF A & ICT Director
		2. Digitize existing paper-based records and processes	Percentage of digitized records and processes	70%	95%	75%	80%	85%	90%	95%	-	-	-	-	-	-	
		3. Digitalize key operational processes through workflow automation	End-to-end digitalized processes	60%	95%	70%	75%	85%	90%	95%	-	-	-	-	-	-	
		4. Implement data-driven decision-making framework	Percentage of key decisions supported by data analytics	15%	80%	30%	45%	60%	70%	80%	0.5	0.5	0.5	0.5	0.5	2.5	
		5. Develop digital transformation performance metrics	Digital maturity index score (scale 1-5)	2.0	4.5	2.8	3.5	4.0	4.3	4.5	-	-	-	-	-	-	
2. Enhance information systems to support academic and administrative functions	1. Optimize and extend Enterprise Resource Planning (ERP) system	1. Optimize and extend Enterprise Resource Planning (ERP) system	Percentage of business processes integrated into ERP	70%	90%	75%	80%	85%	90%	-	1	2	2	2	2	9.0	DVCF A & ICT Director
		2. Implement additional ERP modules for specialized functions	Number of new ERP modules deployed and adopted	4	8	4	5	6	7	8	-	2	2	2	2	8.0	
		3. Improve and upgrade library management systems.	Library systems functionality score (out of 100)	55%	95%	75%	80%	85%	90%	95%	1.5	0.5	0.5	0.5	0.5	3.5	
		4. Enhance virtual learning environments	VLE features utilization rate	60%	90%	70%	75%	80%	85%	90%	4	0.5	0.5	0.5	0.5	6.0	

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
		5. Implement cross-system data integration platform	Percentage of systems connected to central data hub	50%	95%	60%	70%	80%	90%	95%	-	-	-	-	-	-	DVCF A & ICT Director
		6. Enhance research infrastructure and innovation support systems	Percentage of research processes automated	30%	95%	40%	60%	80%	90%	95%	-	3	3	3	3	12	DVCF A, ICT Director & Dres
			Percentage of computation-intensive research supported internally	10%	60%	20%	30%	40%	50%	60%	-	-	5	5	5	15	
			AI integrations and Innovations	10%	90%	20%	50%	60%	80%	90%	-	5	10	10	10	35	
			Digital Teaching & Learning Equipment	20%	90%	25%	30%	50%	80%	90%	4	5	5	10	10	34	
	3. Modernize ICT infrastructure to enhance institutional operational efficiency	1. Conduct assessment and develop upgrade plan	Assessment report and implementation roadmap completed	0	1	1	-	-	-	-	-	-	-	-	-	-	DVCF A & ICT Director
		2. Enhance network infrastructure and bandwidth	Percentage of campus buildings connected to fiber backbone	15%	30%	18%	20%	25%	30%	30%	-	-	-	-	-	-	
			Network Upgrade Plan	20%	100%	40%	80%	80%	100%	100%	2.5	-	-	-	-	2.5	
			Internet bandwidth per user	100 mbps per 1000 users	500 mbps Per 1000 users	100 mbps per 1000 users	200 mbps per 1000 users	300 mbps per 1000 users	400 mbps per 1000 users	500 mbps Per 1000 users	24	24	28	28	32	136	
		3. Strengthen server computing infrastructure	Server virtualization and	0	2	1	2	2	2	2	2	0	10	-	10	-	

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
			consolidated Hyper Converged architectures														Direct or	
			Increased Computing and Storage Capacity	70%	95%	10%	5%	5%	5%	-	-	-	5	-	5	<b>10</b>		
			System reliability and Uptime	70%	99%	10%	10%	9%	-	-	0.5	0.5	0.5	0.5	0.5	<b>2.5</b>		
		4. Upgrade data center to Tier III standards	Data Centre Standard Status	Tier I	Tier III	Tier I	Tier II	Tier III	Tier III	-	-	4	4	4	4	<b>16.0</b>	DVCF A & ICT Direct or	
		5. Improve disaster recovery solutions	Recovery Time Objective (RTO)	72 hrs	Realtime	48hrs	24hrs	12hrs	4hrs	Realtime	3	6	7	8	10	<b>34</b>		
4. Strengthen information security and compliance		1. Review and update information security policies	Approved security policy	2	2	2	2	2	2	2	-	-	-	-	-	-	DVCF A & ICT Direct or	
		2. Implement comprehensive cyber security framework	Percentage of security controls implemented from a recognized framework	60%	100%	60%	75%	80%	85%	100%	-	2	4	2	5	13		
		3. Implement security monitoring systems and upgrade current systems	Security incident detection and response (IDR)	100%	100%	100%	100%	100%	100%	100%	100%	-	-	-	-	-		-
			Deployment of highly versatile firewall and intrusion detection systems	1	1	1	1	1	1	1	1	-	2	-	2	-		<b>4</b>
			Strengthen endpoint security and controls	70%	100%	80%	80%	100%	100%	100%	100%	1	2	2.5	2.5	3.5		<b>11.5</b>
			Closed Circuit	50%	100%	60%	70%	80%	90%	100%	100%	0	1.5	1.5	1.5	1.5		<b>6.0</b>

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
		surveillance coverage of critical infrastructure															
		Automated access controls for buildings, access points across campuses.	1%	100%	20%	40%	60%	80%	90%	-	-	2	2	2	6.0		
		4. Conduct regular security audits and penetration testing	Number of audits completed annually	1	19	3	4	4	4	4	0.5	1.5	2	2	2	8.0	
		5. Ensure regulatory compliance	Compliance with data protection regulations	100%	100%	100%	100%	100%	100%	100%	0	1	1	1	1	4.0	
		6. Develop and implement data governance framework	Data governance maturity level (scale 1-5)	2	4.5	2.5	3.0	3.5	4.0	4.5	-	-	-	-	-	-	
5.Optimize ICT service delivery and support		1. Increase computer-to-student ratio	Computer-to-student ratio	1:30	1:20	1:25	1:20	1:20	1:20	1:20	5	5	5	5	10	30	DVCF A & ICT Director
		2. Achieve one-to-one computer access for all staff	Percentage of staff with dedicated endpoint devices	70%	98%	75%	90%	92%	95%	98%	5	5	5	5	5	25	
		3. Establish ICT training programme for end users	User satisfaction rate, digital literacy and digital skills enhancements	65%	90%	70%	75%	80%	85%	90%	-	1	1	1	1	4	
		4. Establish specialized computer labs, innovation hubs and facilities for different academic	Number of specialized computer labs, Innovation Hubs and facilities	3	8	4	5	8	9	10	1.5	5	-	5	5	16.5	

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
		disciplines															
		5. Implement self-service portal	Percentage of tickets resolved through self-service	40%	70%	50%	55%	60%	65%	70%	-	-	-	-	-	-	-
		6. Ensure appropriate software resources are available for business operations and specialized training	Acquire and maintain specialized academic software	40%	100%	45%	55%	75%	90%	100%	2.5	5	5	5	5	22.5	
		7. Implement a sustainable device refresh programme	Percentage of devices less than 4 years old	5.79% %	90%	20%	50%	70%	70%	90%	-	5	5	-	10	20	
		8. Implement a centralized system for ICT Support related issues and enquiries through the implementation of a ticketing system	Number of issues and reports received and resolved every month	10%	80%	30%	50%	60%	70%	80%	-	-	-	-	-	-	
		9. Define and document service level agreements	SLA compliance rate	90%	99.9%	95%	98%	99%	99.5%	99.9%	-	-	-	-	-	-	
<b>Objective 2</b> Optimize campus space utilization and resource allocation	1.Design and develop the STEM Complex	Develop a multipurpose STEM complex	% of implementation	-	100%	25%	25%	25%	25%	25%	-	20	20	20	-	60	VC, DVCA A & DVCF A
	2. Implement systems that optimize space usage, reducing waste and ensuring that facilities are	1. Develop a space management system to track usage of classrooms, labs, offices and event	Space utilization rate: percentage of available spaces used effectively	80%	90%	82%	84%	86%	88%	90%	-	-	-	-	-	-	RAdmin

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
	usable when needed.	spaces.																
		2. Implement a room booking system that allows users to schedule spaces and equipment efficiently.	Booking system adoption rate:	0	100%	20%	20%	20%	20%	20%	20%	-	-	-	-	-	-	ICT Direct or & RAdm in
		3. Collect data on space utilization to identify underused areas or reallocate resources as needed.	Percentage of users booking spaces	94%	99%	95%	96%	97%	98%	99%	-	-	-	-	-	-	-	RAdm in
	Customer satisfaction		90%	100%	92%	94%	96%	98%	100%	-	-	-	-	-	-	-		
	3.Implement predictive and preventive maintenance practices	1. Implement preventive maintenance schedules for all campus facilities. 2. Regularly assess campus infrastructure and prioritize upgrades based on usage and condition.	Maintenance cost savings:	40%	65%	45%	50%	55%	60%	65%	-	-	-	-	-	-	RAdm in	
			Downtime for repairs:	40%	15%	35%	30%	25%	20%	15%	-	-	-	-	-	-		
			Customer satisfaction with facility conditions	88%	98%	90%	92%	94%	96%	98%	-	-	-	-	-	-		
			Response time to maintenance requests	72hrs	12hrs	60hrs	48hrs	36hrs	34hrs	12hrs	-	-	-	-	-	-		
	4.Modernize campus facilities	Develop and enforce policies for asset lifecycle management and disposal	Asset lifecycle and management & disposal policy	-	1	1	-	-	-	-	-	-	-	-	-	-	DVCF A & RAdm in	
	<b>Objective 3</b> Ensure Compliance with legal, health and Safety Standards	1. Conduct regular legal, health and safety audits of the university	1. Regular audits to ensure compliance with legal health & safety standards	Compliance with legal health & safety standards	90%	100%	92%	94%	96%	98%	100%	-	0.5	0.5	0.5	0.5	2	RAdm in
2. Conduct risk assessments to ensure that safety equipment is available and functioning			Number of accidents or safety-related incidents on campus.	12	2	10	8	6	4	2	-	-	-	-	-	-	RAdm in	

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
		3. Implement safety training for staff to handle emergencies effectively e.g. first aid, evacuation procedures.	Percentage of staff and students trained in safety procedures	50%	100%	60%	70%	80%	90%	100%	-	-	-	-	-	-	RAdm in & HRM	
			Percentage of fully functional safety equipment	40%	90%	50%	60%	70%	80%	90%	-	-	-	-	-	-		
2. Improve physical accessibility for all students and staff	1. Conduct audits to identify accessibility gaps in campus infrastructure.	2. Renovate existing buildings to meet universal design standards.	Percentage of campus buildings compliant with universal design standards.	60%	85%	65%	70%	75%	80%	85%	0.5	0	0.5	0	0.5	1.5	DVCF A & RAdm in	
			Number of accessibility complaints or issues.	35%	5%	30%	25%	20%	15%	5%	-	-	-	-	-	-		
3. Improve safety in the work environment and build a culture of safety	1. Establish a health and safety section in the General administration	2. Review and update health and safety policy	A health and safety section	0	1	-	1	-	-	-	-	-	-	-	-	-	RAdm in & HRM	
			Approved Health and Safety policy	1	2	0	1	0	0	1	0	0.15	0	0	0	0.15		
			Reviewed policy on fire safety	1	2	0	1	0	0	1	0	0.15	0	0	0	0.15		
			Number of risk assessments done	4	20	4	4	4	4	4	4	0.07	0.08	0.08	0.1	0.1		0.43
			Number of trainings & sensitization	2	4	2	2	2	3	4	4	2.5	2.5	2.5	2.5	2.5		12.5

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
		programmes																
		6. Put in place measures to lower workplace accidents, injuries and occupational illnesses	Percentage of employees using appropriate personal protective clothing and equipment	60%	90%	70%	75%	80%	85%	90%	0.3	0.3	0.3	0.3	0.3	1.5	RAdm in & HRM	
<b>Objective 4</b> Enhance research capacity and output	1. Enhance Research Capacity	Organize research-related webinars or training	Number of trainings organized	2	24	3	4	5	6	6	-	0.3	0.3	0.3	0.3	1.2	DVCA A & DRes	
			Number of Publications (Books & Journals)	40	660	50	100	150	160	200	-	0.6	0.75	0.75	0.9	3.0		
	2. Enhance research funding	1.Create an internal research grants scheme	Amount of money budgeted for internal research grant (Ksh M)	1.4	12.4	1.4	2	2	2	5	1.4	2	2	2	5	12.4		
			2.Submit proposals - respond to calls for small and large grants, consultancies	Number of grant proposals submitted including consultancies	3	24	3	4	5	5	7	0.5	0.6	0.75	0.75	1.1		3.7
	3. Strengthen publications outputs, dissemination of publications outputs, and visibility of the university	1.Strengthen publication outputs	Number of conferences organized	1	16	1	3	4	4	4	4	0.5	1	1.5	1.5	1.5		6
			Number of public Lectures	24	120	24	24	24	24	24	24	0.3	0.3	0.3	0.3	0.3		1.5
			Number of Policy briefs	0	4	-	1	1	1	1	1	0.1	0.3	0.3	0.3	0.3		1.3
		2.Establish University Press	Functional University Press unit	0	1	-	-	1	-	-	-	-	1.0	1.0	0.5	2.5		
		3. Improve visibility and impact of the university	% of publications available on the university	0	100%	20%	40%	60%	80%	100%	-	-	-	-	-	-		

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
			repository															
			Approved Research Service Charter	1	1	-	1	-	-	-	-	0.05	-	0.05	-	0.1	DRes	
			Number of protocols received and reviewed	120	160	125	130	140	150	160	-	-	-	-	-	-		
5. Enhance postgraduate student research output	Build postgraduate - multi-disciplinary research centre		Postgraduate research centre	0	1	1	-	-	-	-	-	-	-	-	-	-	DVCA A, DBPS & DRes	
			Number of trainings conducted	5	60	12	12	12	12	12	12	-	1.2	1.2	1.2	1.2	4.8	DBPS & DRes
			Number of students participating in research and mentorship	0	95	10	15	20	25	25	25	0.6	0.8	1	1.2	1.2	4.8	
			Postgraduate students and supervisors research awards – 2 per school	0	50	10	10	10	10	10	10	0.1	0.1	0.1	0.1	0.1	0.5	DVCA A, DBPS & Deans of Schools
6. Strengthen Postgraduate Students Supervision	1. Enhance/ review the postgraduate research policy		Approved postgraduate research policy	0	1	1	-	-	-	-	0.5	-	-	0.5		1	DBPS	
	2. Build capacity for the internal and external supervisors'		Number of supervisors training conducted	1	15	3	3	3	3	3	-	0.6	0.6	0.6	0.6	2.4		

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
		knowledge on quality supervision	Enhance/ review the postgraduate research policy	0	1	1	-	-	-	-	0.5	-	-	0.5		1		
		3. Graduation and publication rate	40%	65%	45%	50%	55%	60%	65%	0.2	0.2	0.2	0.2	0.2	1		DBPS & Deans of Schools	
		4. Acquisition and roll out of Theses Management System	0	1	1	-	-	-	-	1	-	-	-	-	1		DVCF A, ICT Director & DBPS	
	7. Enrich postgraduate students and faculty research capabilities	1. Support selected postgraduate students research	Number of students supported	0	6	-	-	2	4	-	-	-	-	1	2	3	DBPS	
		2. International academic trips/exchanges	Number of trips undertaken	0	4	-	-	2	2	-	-	-	-	1	1	2	CPC & DBPS	
		3. International research conferences	No. of students and supervisors research supported	0	8	-	-	4	4	-	-	-	-	2	2	4	DRes & DBPS	
<b>Objective 5</b> Enhance capacity for innovation and technology transfer, and commercialization	1. Establish innovation hubs	1. Develop an innovations unit	Established innovations office	0	1	1	-	-	-	-	0.5	0.5	0.5	0.5	0.5	2.5	DVCA A	
		2. Develop an innovations and reward policy	Approved innovations and reward policy	0	1	1	-	-	-	-	-	-	-	-	-	-		
		3. Operationalize innovation hubs	Number of operational innovations hubs	0	4	-	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	2.5	Innovations coordinator
			Number of innovations	1	10	2	2	2	2	2	2	2	2	2	2	2	10	

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
	2. Strengthen capacity for entrepreneurship and innovations	1. Organize entrepreneurship conferences/innovation open days	Number of entrepreneurship conferences/innovation open days	0	8	1	1	1	2	3	0.5	0.5	0.5	0.5	0.5	2.5	Innovations coordinator	
			Number of awards in competitive/recognitions	0	45	3	6	9	12	15	0.5	0.5	0.5	0.5	0.5	2.5		
		2. Establish industry-partner links to catalyze innovations	Number of industry-partner links	-	15	1	2	3	4	5	0.5	0.5	0.5	0.5	0.5	2.5		
		3. Develop incubation programmes for students and school startups	Number of IP applications	-	3	0	0	1	1	1	0	0.5	0.5	0.5	0.5	2		
		4. Organize regular workshops and innovation and entrepreneurship	Number of startups launched	-	3	0	0	1	1	1	0	0.2	0.3	0.35	0.4	1.25		
<b>Objective 6</b> Enhance good governance practices and risk management	1. Formulate and implement a five-year internal audit plan	1. Develop an Internal audit plan	Approved IA plan	1	1	1	0	0	0	0	-	-	-	-	-	HIA		
		2. Prepare Internal audit plan implementation reports	Number of IA plan implementation reports	-	20	4	4	4	4	4	-	-	-	-	-		-	
	2. Undertake an IA quality assurance improvement programme for SPU	External assessment undertaken	External assessment reports	0	1	1	0	0	0	0	0.2	-	-	-	-	0.2	HIA	
		3. Modernize audit processes and initiate the use of Data Analytics tools	1. Use of data analytics in audit	Internal audit management system & risk management system	0	1	1	0	0	0	0	6.2	-	-	-	-	6.2	HIA
			2. Combined assurance framework developed	No. of frameworks	0	1	0	1	0	0	0	0	0.4	-	-	-	0.4	

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
	4. Provide assurance on risk management framework	1. Quarterly assurance assignments conducted	No. of assurance reports prepared	1	15	3	3	3	3	3	-	-	-	-	-	-	HIA
		2. Improve awareness of risk management	No. of trainings organized	10		2	2	2	2	2	-	-	-	-	-	-	
		3. Embed risk accountability at all management levels	Percentage of executives including risk management in decision-making	100%	40%	70%	80%	90%	100%	100%	-	-	-	-	-	-	
<b>Objective 7</b> Enhance library resources and services	1. Leverage ICT to enhance the discoverability, accessibility, and visibility of library information resources and services.	1. Develop an E-library Strategy	Approved E-library strategy	0	1	-	-	-	-	-	-	-	-	-	-	-	University Librarian
		2. Acquire relevant and up-to-date library information systems and infrastructure	Percentage No. of Information systems installed / updated and hardware acquired.	60%	85%	65%	70%	75%	80%	85%	-	6	-	-	-	6	
		3. Integrate Perlego and Moodle LMS	Percentage of successful integration	0%	100%	100%	0	0	0	0	-	-	-	-	-	-	
	2. Strengthen information literacy programmes	1. Participate creatively in orientation programmes	No. of users oriented	60%	85%	65%	70%	75%	80%	85%	-	-	-	-	-	-	University Librarian
		2. Create a series of training for users on research and scholarly communication	Percentage (%) of users trained	40%	75%	45%	50%	55%	60%	75%	-	-	-	-	-	-	
		3. Establish a formal library instruction role in both undergraduate and post graduate programmes	Percentage (%) of users trained in formal classes	70%	95%	75%	80%	85%	90%	95%	-	-	-	-	-	-	
	3. Focus collection	1. Acquire up-to-date print and	No. of items acquired	1040	7030	1042	2044	1846	1048	1050	16	17.2	17.4	17.6	17.8	86	University

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Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
development efforts and resources to support academic programmes and research		electronic resources															Librarian	
		2. Process library materials	No. of items processed	1000	6800	1000	2000	1800	1000	1000	-	0.03	0.03	0.03	0	0.09		
		3. Populating the Institutional Repository (SPUIR)	No. of items added to the SPUIR	900	7500	1100	1300	1500	1700	1900	0	0	0	0	0	-		
4. Sustain and extend Innovative library spaces and services		1. Improve on open study library spaces and study rooms	No. of library spaces and study rooms modeled	0	3	1	1	1	0	0	0	0.03	0.03	0.03	0	0.09	University Librarian	
		2. Apply exterior landscaping to expand our library space and support user experience	Landscaped exterior, 2 gazebos and supporting facilities	0	2	0	2	0	0	0	0	0	1	0	0	0		1
		3. Acquire a coffee dispenser that offers a range of beverages	Acquired coffee dispenser	0	1	1	0	0	0	0	0	0.5	-	-	-	-		0.5
		4. Purchase a variety of comfortable contemporary furniture and 40 ft storage container	Acquired modern furniture and 40 ft storage container	0	1	1	0	0	0	0	0	2.4	0.6	0.5	0.4	0.3		4.2
		5. Acquire and install library lift	Acquired and installed library lift	0	1	0	0	0	0	1	0	0	0	0	3	0		3
5. Enrich library users intellectual and cultural experiences		1. Increase library service quality	No. of library users' satisfaction surveys	2	10	2	2	2	2	2	-	-	-	-	-	-	University Librarian	
		2. Enhance Subject Librarianship	No. of interactions offered by Subject Librarians	0	750	150	150	150	150	150	-	-	-	-	-	-		
		3. Hold library exhibitions, art shows and displays that showcase	No. of library exhibitions/shows and displays	0	10	2	2	2	2	2	0.1	0.11	0.12	0.13	0.14	0.6		

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
		educational and cultural diversity															
	6. Enhance library outreach, partnerships and collaborations	1. Partner with other libraries and participate in library consortiums and professional organizations	No. of new library partnerships and engagements.	0	10	2	2	2	2	2	0.045	0.05	0.055	0.06	0.065	0.275	University Librarian
		2. Enhance Library participation in the university's community	No. of community engagement activities	2	10	2	2	2	2	0.05	0.06	0.07	0.08	0.09	0.35		
	7. Uphold and guard the good memories and rich history of the university	1. Establish an archive centre in the university.	A functional university archives	0	1	0	1	0	0	0	0	0.1	0.03	0.03	0.03	0.19	University Librarian
		2. Establish a programme to preserve SPU history through digitization	An established digitization project	0	1	0	1	0	0	0	0	0.3	0.06	0.07	0.08	0.51	
<b>Objective 8</b> Integrate Open Science principles into SPU's academic and research ecosystem <sup>2</sup>	1. Open Science Formal Curriculum inclusion	Develop a course on Open Science for the Master and PHD programmes	Fully approved course	0	1	0	1	0	0	0	0	-	-	-	-	-	DVC AA, DODE L & University Librarian
	2. Open Science Informal Curriculum inclusion	Develop online courses on Open Science	Fully online micro credential courses	0	9	1	3	5	0	0	0	-	-	-	-	-	
	3. Establishment of an Open Science Hub	1. Conduct a needs analysis	Fully equipped Open Science shop	0	1	1	-	-	-	-	-	-	-	-	-	-	
		2. Engage in study visits	Benchmarking report	0	4	3	0	1	0	0	0	-	-	-	-	-	
		3. Document case studies	Approved case studies on best practices	0	2	2	-	-	-	-	-	-	-	-	-	-	
	4. Develop the Open Science	Conduct a needs analysis	Concept note with	30%	80%	80%	-	-	-	-	-	-	-	-	-	-	DVCF A,

<sup>2</sup> The establishment of an Open Science Hub is estimated to cost € 40,000 while benchmarking visits € 25,350 all donor funded

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
	infrastructure		appropriate hardware and software for Open Science implementation														DVC AA, DODE L & University Librarian
	5. Develop an Open Science research and publication culture	1. Develop an Open Science research and publication culture	Policy document on Open Science publications and practices	0	1	1	-	-	-	-	-	-	-	-	-	-	DVC AA, DODE L & University Librarian
2. Conduct Capacity-Building Workshops		Capacity building workshops	0	2	1	1	-	-	-	-	-	-	-	-	-	-	
3. Develop platforms for knowledge exchange between academics and communities		Community engagement workshops	0	3	1	2	-	-	-	-	-	-	-	-	-	-	
4. Encourage multidisciplinary and cross-institutional research projects		Multi/interdisciplinary research projects	0	6	2	4	-	-	-	-	-	-	-	-	-	-	
<b>Objective 9</b> Promote and uphold quality standards in all operations	1. Adherence to all customer, financial, legal, statutory and regulatory requirements	Ensure compliance with all customer, financial, legal, statutory and regulatory requirements	Compliance level	100%	100%	100%	100%	100%	100%	100%	-	-	-	-	-	-	RAdm in & DQA
	2. Ensure sustainability of Quality Management System to align with ISO 9001:2015, national and international benchmarks	1. Map all processes and identify gaps 2. Implement process improvements 3. Conduct staff training on quality assurance and ISO related	% of optimized processes	70%	90%	74%	78%	82%	86%	90%	1.0	1.4	1.5	1.8	1.8	7.5	DQA
% of trained staff			80%	100%	84%	88%	92%	96%	100%	-	-	-	-	-	-		

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
		matters																
	3.Ensure effective monitoring of programme quality to attract new students while retaining existing ones	1. Conduct quality audits of academic programmes' requirements	% of quality audit programmes compliant to statutory requirement	50%	99%	80%	85%	90%	95%	99%	0.1	1	1	1	1	4.1	DQA& Deans of Schools	
		2. Compile and share quality assurance reports annually	Annual quality reports shared	1	5	1	1	1	1	1	1	-	-	-	-	-	-	DQA
	4.Strengthen collaboration and feedback mechanism with stakeholders/ students	1. Conduct stakeholders surveys and share reports	Number of stakeholders surveys carried out & reports shared	2	25	3	4	5	6	7	0.2	0.4	0.4	0.5	0.4	1.9	DQA& CAM	
		2. Collect feedback on students 3. Regularly review feedback and implement improvements	The number of reports generated and shared	2	10	2	2	2	2	2	2	0.1	0.9	1.3	1.5	1.6	5.4	DQA & CAM
	5.Develop and deploy an Integrated Quality Management Information system (QMIS)	1. Procure and deploy the QMIS	Procured and deployed the QMIS	0	1	-	1	-	-	-	-	1	-	-	-	1.0	DQA	
		2. Train staff on using the system	% of number of staff trained	30%	80%	40%	50%	60%	70%	80%	-	-	-	-	-	-	-	
		3. Identify key QA processes for automation	% of automated processes	30%	80%	40% automat ed	50% automat ed	60% automat ed	70% automa ted	80% automat ed	0.1	1	-	-	-	1.1	DQA & ICT Direct or DQA	
	6.Develop and implement monitoring tools for evaluating QA activities	1. Implement monitoring dashboards	% of monitored processes	50% monito red.	100% monitore d	60% monitor ed.	70% monitore d.	80% monitore d.	90% monitor ed.	100% monitore d.	-	-	-	-	-	-	-	DQA
		2. Conduct semi-annual process audits and generate actionable reports	Number of actionable reports generated	-	10	2	2	2	2	2	2	0.1	0.5	0.5	0.5	0.5	2.1	
	7.Maintain the	Coordinate the	Period of	2020	-	2025	-	-	-	2030	-	0.8	0.8	0.8	0.8	3.2	DQA	

**STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
	university's accreditation status	accreditation activities	Accreditation inspection status															
<b>Objective 10</b> Strengthen security to foster a safe and supportive environment	1. Strengthen access control measures	Introduction of Biometric systems	Reduction in number of unauthorized access	70%	100%	70%	100%	100%	100%	100%	0.3	-	-	-	-	0.3	Security Office r	
	2. Collaboration with stakeholders	Inviting relevant stakeholders	Decrease in security incidents	60%	5%	20%	5%	5%	5%	5%	0.25	0.25	0.25	0.25	0.25	1.25		
	3. Enhance security awareness to stakeholders	Holding regular awareness and trainings	Number of training sessions conducted per year	1	15	3	3	3	3	3	0.1	0.1	0.1	0.1	0.1	0.5		
	4. Modernization of security systems and facilities	1. Develop a security modernization plan	Approved Security Plan		1	1	1	1	1	1	1	1.5	-	1.5	-	-		3
		2. Erect a permanent wall around the main campus	Erected Perimeter wall		-	1	1	-	-	-	-	-	10	10	-	-		20
5. Strengthen security systems and response mechanisms to prevent and address emerging threats	Undertake periodic evaluations	M&E reports		12	60	12	12	12	12	12	-	-	-	-	-	-		
<b>Objective 11</b> Optimize procurement processes	1. Prepare consolidated annual procurement plan that aligns with the budget	Consolidate all user needs into one annual procurement plan	Approved procurement plan	1	1	1	1	1	1	1	-	-	-	-	-	-	Procurement Office r	
	2. Strengthen procurement policies and procedures	1. Review and update procurement policies to align with best practices and legal	Approved procurement polices	1	1	1	1	1	1	1	-	-	-	-	-	-		

STRATEGIC GOAL: OPTIMIZE OPERATIONAL EFFICIENCY, INNOVATION, DIGITALIZATION & INFRASTRUCTURE DEVELOPMENT																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
		requirements															
		2. Conduct regular sensitizations	No. of stakeholder sensitizations	-	5	1	1	1	1	1	-	-	-	-	-	-	-
	3. Enhance Supplier Relationship management	1. Conduct regular supplier & user sensitizations	No. of supplier & user sensitizations done	-	5	1	1	1	1	1	-	-	-	-	-	-	-
		2. Continuous Suppliers' recruitment, appraisal and vetting	Competent Suppliers' listing/ database	40%	100%	40%	65%	75%	90%	100%	-	-	-	-	-	-	-

**Table 23: Implementation, Evaluation and Monitoring Matrix – People/HR/Learning & Growth Perspective**

STRATEGIC GOAL: STRENGTHEN ECUMENISM, ETHICAL LEADERSHIP, INSTITUTIONAL CAPACITY AND PERFORMANCE CULTURE																		
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions					Total	Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30			
<b>Objective 1</b> Motivate students and staff to appreciate and adopt a Christian faith/lifestyle and value system	1. Create Chaplaincy programmes across the campuses	1. Organize different services	No. of services conducted	24 p/m	1440	288	288	288	288	288	1	1.2	1.4	1.6	1.8	7	Chaplain	
		2. Hosting prayer and fasting days	No. of prayer and fasting days	3 p/wk	720	144	144	144	144	144	144	0.36	0.5	0.5	0.5	1		2.86
		3. Conducting lunch hour services once a week	No. of lunch-hour services conducted	3 p/wk	720	144	144	144	144	144	144	-	-	-	-	-		-
		4. Train the different ministerial groups	No. of training retreats/ seminars conducted	3 P/m	180	36	36	36	36	36	36	0.39	1	1.08	1.08	1.08		4.6
		5. Ministerial leaders' meetings	No. of Meetings conducted	3pw	720	144	144	144	144	144	144	0.1	0.1	0.1	0.1	0.1		0.5
		6. Chapel service attendance	Number of physical	26% p/y	80%	10%	10%	10%	10%	10%	14%	-	0.7	0.7	0.7	0.7		2.8

**STRATEGIC GOAL: STRENGTHEN ECUMENISM, ETHICAL LEADERSHIP, INSTITUTIONAL CAPACITY AND PERFORMANCE CULTURE**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility	
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total		
			participants															
			Number of virtual participants	4500 p/y	1800	2160	2592	3110	-	-	-	-	-	-	-	-	-	-
		7. Production of multimedia content	Number of productions	6	195	39	39	39	39	39	39	-	-	-	-	-	-	-
		8. Innovating Chaplaincy activities	% Number of diversified worship formats	50%	80%	56%	62%	68%	74%	80%	-	0.2	0.2	0.2	0.2	0.2	0.2	0.8
		9. Enhance spiritual care programmes	% of spiritual care programmes	50%	80%	56%	62%	68%	74%	80%	-	0.2	0.2	0.2	0.2	0.2	0.2	0.8
	2. Conduct ecumenical ministry	1. Bible study groups	No. of groups/ leaders	40 p/w	220	40	42	44	46	48	0.18	0.5	0.5	0.5	0.5	0.5	0.5	2.18
		2. Conduct ecumenical survey	Complete ecumenical survey	0	2	1	-	-	-	1	-	-	-	-	-	-	-	-
		3. Group activities	No. of participants in group activities	20 p/w	4,800	960	960	960	960	960	0.72	1	1	1.5	1.5	1.5	1.5	5.72
		4. Missions	No. missions per year	21p/y	105	21	21	21	21	21	21	1.008	1.5	1.5	1.5	1.5	1.5	7
	3. Recognize and nurture spiritual gifts	Preaching Singing Prayers Dancing Leading	No. of spiritual activities/ Seminars for leaders	10 p/s	150	30	30	30	30	30	0.1	0.5	0.5	0.5	0.5	1	2.6	Chaplain
4. Inviting a variety of Christian Speakers for chapel																		
<b>Objective 2</b> Attract, develop, engage, and retain competent,	1. Regular review of HR policies and procedures	1. Conduct a review of HR policies every 3 years	Approved HR policies and procedures	1	2	1				1				0.2			0.2	HRM
		2. Enhance a system of ensuring	% of compliance	80%	100%	100%	100%	100%	100%	100%	100%	-	-	-	-	-	-	

**STRATEGIC GOAL: STRENGTHEN ECUMENISM, ETHICAL LEADERSHIP, INSTITUTIONAL CAPACITY AND PERFORMANCE CULTURE**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
motivated staff complement		total compliance with statutory bodies															
	2. Strengthen organizational structure	Review and implement organizational structure aligned to strategy	Approved organizational structure	1	1	0	0	0	0	1	-	-	-	-	-	-	
	3. Continually develop and enhance staff and faculty skills	1. Competency & skills audit, training needs analysis/ assessment	Competency & TNA report	-	5	1	1	1	1	1	1	1	1	1	1	5	DVCF A, DVCA A & HRM
		2. Develop training plan	Approved annual training plan	-	5	1	1	1	1	1	1.65	1.65	1.65	1.65	1.65	8.25	
		3. Promote training and registration with professional bodies	% of staff trained and registered with professional bodies	60%	80%	64%	68%	72%	76%	80%	-	-	-	-	-	-	
		4. Enhance faculty career progression	Number of Professors	8	20	2	2	2	3	3	-	-	-	-	-	-	-
	Number of Doctors		30	70	5	5	10	10	10	-	-	-	-	-	-		
	4. Establish STEM & CBE Manpower Plan	Recruit and develop STEM & CBE Team	STEM & CBE Project team	-	1	1	-	-	-	-	2.4	10	10	3	3	28.4	DVC AA & HRM
	5. Enhance staff productivity and retention	1. Conduct and implement the findings of staff productivity and retention surveys	Productivity and retention reports	1	2	-	-	-	1	-	-	-	-	-	-	-	HRM
			Annual Employee Engagement, well-being & Commitment survey report	1	5	1	1	1	1	1	-	-	-	-	-	-	
		2. Develop a system of reward to recognize staff	Approved and implemented reward policy	1	1	1	-	-	-	-	-	-	1	1	1	1	4
	6) Entrench Succession Planning and	1. Develop a succession plan	Approved succession plan	0	1	1	1	1	1	1	-	-	-	-	-	-	HRM

**STRATEGIC GOAL: STRENGTHEN ECUMENISM, ETHICAL LEADERSHIP, INSTITUTIONAL CAPACITY AND PERFORMANCE CULTURE**

Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
	Knowledge Management	2. Annually Review and update knowledge management system	Percentage of departments using the knowledge management system	50%	100%	60%	70%	80%	90%	100%	-	-	-	-	-	-	
	7.Enhance Employee Well-being Programmes	1. Develop work-life balance systems	Percentage of employees actively using the work-life integration system	60%	100%	70%	80%	85%	95%	100%	-	-	-	-	-	-	HRM
		2. Develop well-being programmes	Percentage of employees participating in the well-being programmes	60%	100%	70%	80%	85%	95%	100%	1.1	1.1	1.1	1.1	1.1	5.5	
		3. Conduct Staff satisfaction, staff engagement & work environment survey	CSI, SEI, & WE index	0	79%	75%	76%	77%	78%	79%	0.2	0.4	0.2	0.6	0.8	2.2	
<b>Objective 3</b> Develop a High-Performance Organizational Culture	1. Undertake and implement a culture audit	1. Undertake culture audit	Culture audit report	-	1	1	-	-	-	-	2	-	-	-	-	2	HRM
		2. Develop training programmes on ethical leadership & performance culture	No. of trainings programmes	3	8	1	1	1	1	1	0.2	0.4	0.2	0.6	0.8	2.2	
		3. Undertake phased training of culture change	% Implementation	0	100%	20%	40%	60%	80%	100%	0.2	0.4	0.2	0.6	0.8	2.2	
	2.Enhance performance management processes	1.Develop a performance management and appraisal system	Approved performance management system/ policy	0	1	1	-	-	-	-	2	-	-	-	-	2	HRM
2.Conduct biannual Performance management agreement & appraisals to all		Biannual Performance management agreement & appraisals report	0	10	2	2	2	2	2	-	-	-	-	-	-		

STRATEGIC GOAL: STRENGTHEN ECUMENISM, ETHICAL LEADERSHIP, INSTITUTIONAL CAPACITY AND PERFORMANCE CULTURE																	
Strategic Objective	Actionable Strategies	Activities	KPI	Base Line	Annual Target						Budget Kshs. Millions						Responsibility
					5-year target	25/6	26/7	27/8	28/29	29/30	25/26	26/27	27/28	28/29	29/30	Total	
		staff															

**Table 24: Implementation, Evaluation and Monitoring Matrix - Leadership, Governance and Risk Perspective**

STRATEGIC GOAL: STRENGTHEN ETHICAL LEADERSHIP AND GOVERNANCE FOR POSTERITY																	
Strategic Objective	Actionable Strategies	Activities	KPI	Baseline	Target 5 yrs	Target					Budget in Kshs Millions					Total	Responsibility
						25/26	26/27	27/28	28/29	29/30	25/26	26/27	27/28	28/29	29/30		
1. Strengthen leadership	1.Enhance Strategic Planning oversight	Review, develop and implement the strategic plan/ Performance Monitoring	Quarterly SP performance reports	5	5	4	4	4	4	4	1	1	1	1	1	5	VC
	2.Entrench Succession Planning	Review and approve annual succession plans	Approved succession plan	1	1	1	1	1	1	1	-	-	-	-	-	-	VC
2. Strengthen Governance	1.Enhance Transparency and Accountability	Enhance Transparent reporting	Annual Reports	5	5	1	1	1	1	1	-	-	-	-	-	-	VC
	2.Enhance Board/Council/Trustees capacity Development	1. Facilitate annual Board evaluations	Board Performance Council Report	5	5	1	1	1	1	1	-	-	-	-	-	-	
		2. Facilitate annual capacity-building for the University Council	No. of capacity building sessions	5	5	1	1	1	1	1	1.5	2	2.5	3	4	13	
	3.Enhance strategic partnerships and influence	Strengthen existing strategic partnerships and establish new ones	No. of Strategic Partnerships	5	5	1	1	1	1	1	-	-	-	-	-	-	
3. Strengthen Risk Management and Compliance	1.Enhance Risk Management oversight	Review periodic risk assessments	% of high risks mitigated	100%	100%	100%	100%	100%	100%	100%	-	-	-	-	-	-	VC
			% implementation of the ERM	100%	100%	100%	100%	100%	100%	100%	100%	-	-	-	-	-	
	2.Strengthen Audit and Compliance	1. Oversight periodic audits	Number of internal audits	4	4	4	4	4	4	4	-	0.5	0.5	0.5	0.5	2.0	

STRATEGIC GOAL: STRENGTHEN ETHICAL LEADERSHIP AND GOVERNANCE FOR POSTERITY																	
Strategic Objective	Actionable Strategies	Activities	KPI	Baseline	Target 5 yrs	Target					Budget in Kshs Millions					Responsibility	
						25/26	26/27	27/28	28/29	29/30	25/26	26/27	27/28	28/29	29/30		Total
			Number of external audits	5	5	1	1	1	1	1	-	1.5	1.5	1.5	1.5	6.0	
		2.Implementation of recommendation	% of recommendations implemented	100%	100%	100%	100%	100%	100%	100%	-	-	-	-	-	-	

## 5.2 Coordination Framework

SPU will strengthen its institutional capacity and put in place the requisite coordination framework for successful implementation of this Plan.

### 5.2.1 Governance and Organizational Structure

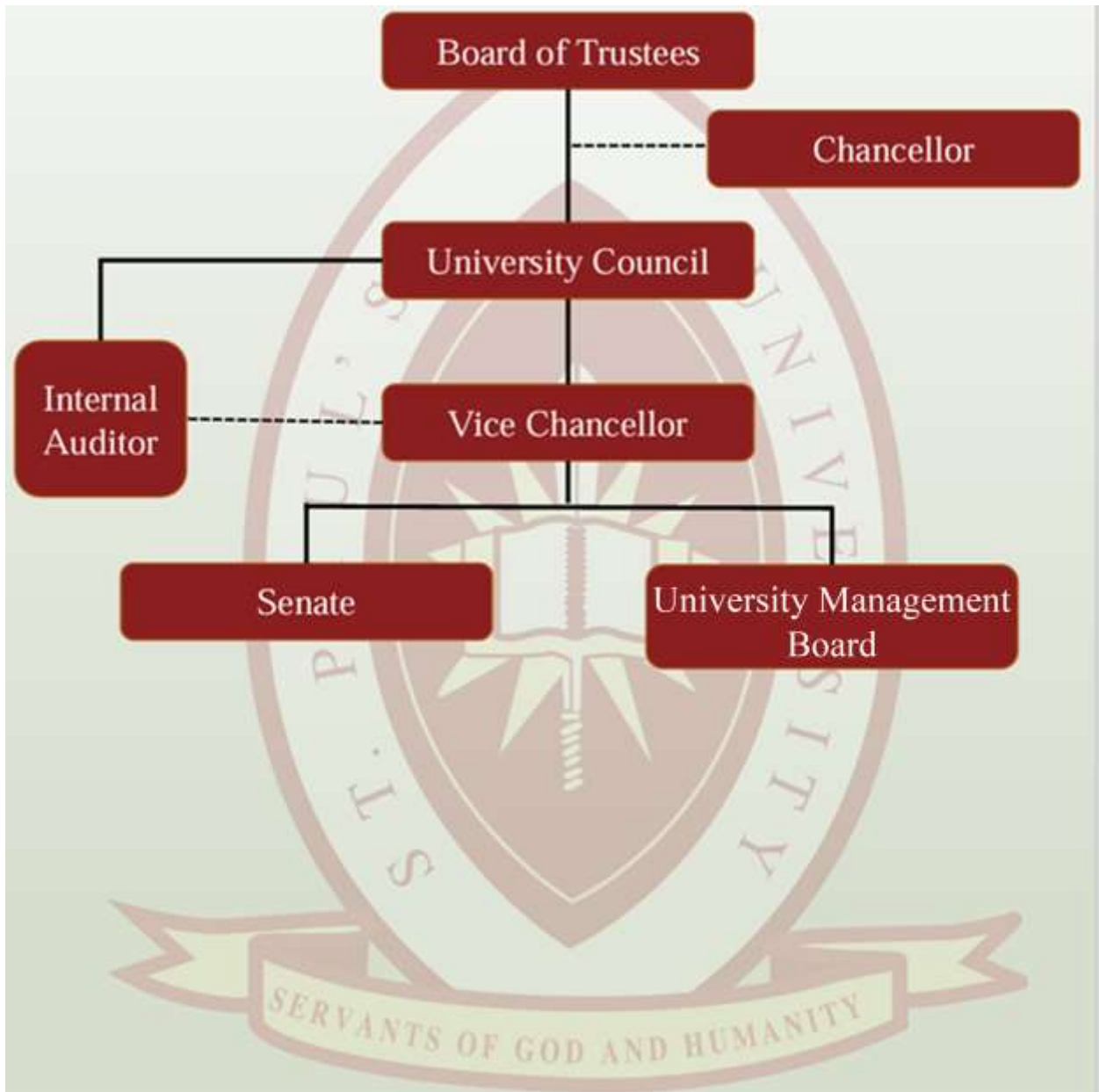


Figure 1: Governance and Organizational Structure

## 5.2.2 Management and Administrative Structure

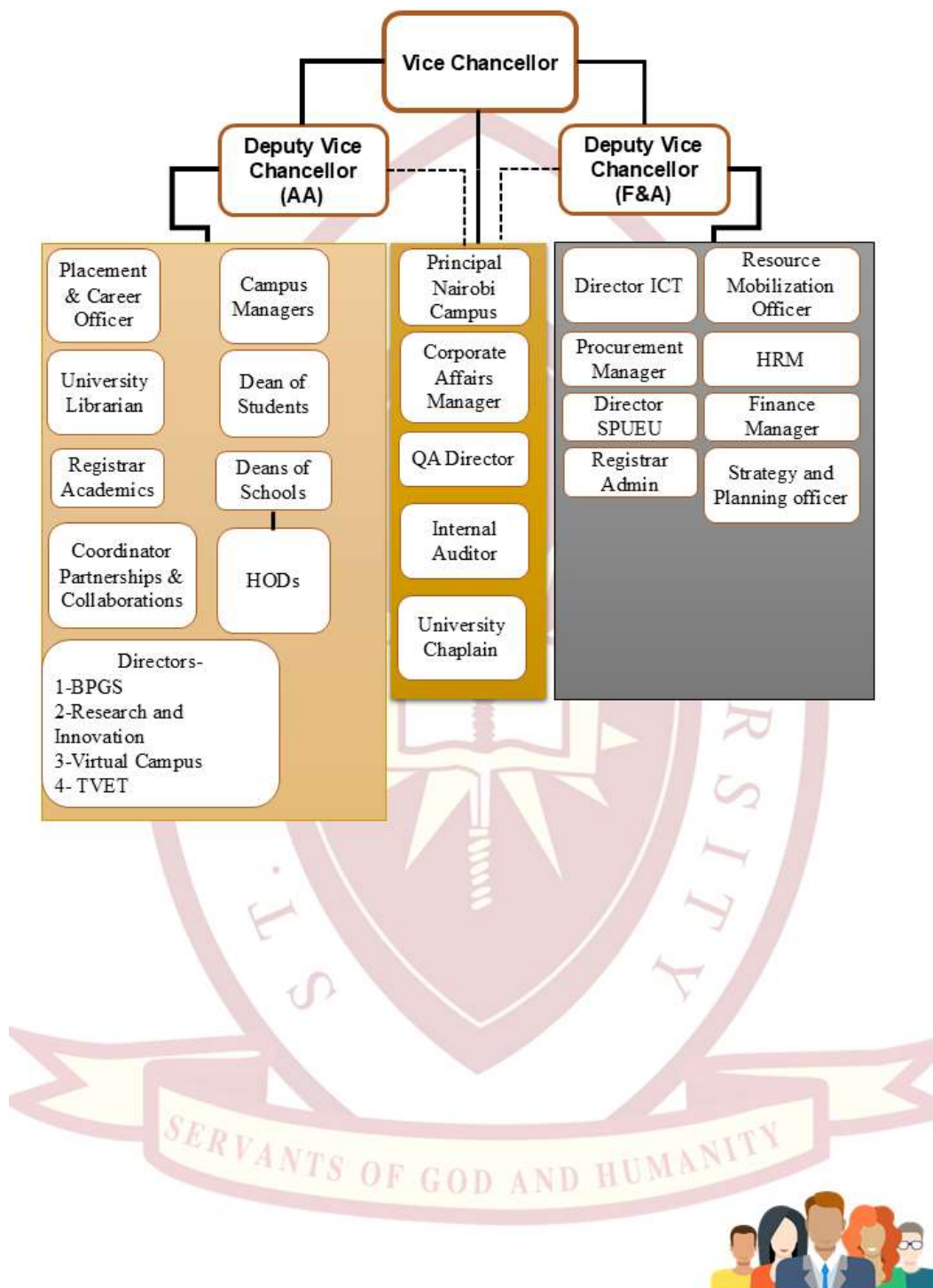


Figure 2: Management and Administrative Structure

### 5.3 Staff Establishment, Skills Set and Competence

This section is an evaluation of the existing staffing levels; skills sets and competencies to ascertain SPU's adequacy and relevance towards supporting the implementation of the strategic plan.

#### a. Staff Establishment

St. Paul's University recognizes that the success of its strategic plan depends on maintaining an adequate and relevant workforce. To achieve this, the University will conduct periodic workforce planning and needs assessments, ensure optimal staffing levels across academic, administrative, and support functions, and recruit and deploy personnel with the right skills to meet emerging educational and operational needs. The current staff establishment is outlined in the table below:

**Table 25: Staff Establishment – Academic**

Position (Job Group)	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
<b>School of Communication and Computer Studies</b>						
<b>1. Department of Communication</b>						
Studio Technician	4	4	4	4	4	4
Assistant Lecturers/Tutorial Fellows (F)	1	1	1	1	1	1
Lecturer (G)	9	9	8	7	6	5
Senior Lecturer (H)	1	1	2	3	4	4
Associate Professor (J)	-	1	1	1	1	2
Professor (K)	-	-	-	-	1	2
<b>TOTAL</b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>2. Department of Computer Science</b>						
Lab Technician	-	1	2	3	3	3
Assistant Lecturers/Tutorial Fellows (F)	6	6	6	6	6	4
Lecturer (G)	3	4	6	8	8	10
Senior Lecturer (H)	-	1	1	2	2	3
Associate Professor (J)	-	-	-	-	-	1
Professor (K)	-	-	-	-	-	-
<b>TOTAL</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>19</b>	<b>19</b>	<b>21</b>
<b>School of Business and Leadership Studies</b>						
<b>3. Department of Business Studies</b>						
Lab Technician	0	0	0	0	0	0
Assistant Lecturers/Tutorial Fellows (F)	2	2	0	0	0	0

Position (Job Group)	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Lecturer (G)	20	20	22	19	18	10
Senior Lecturer (H)	3	3	4	5	7	12
Associate Professor (J)	1	1	2	3	4	6
Professor (K)	0	0	0	1	1	2
<b>TOTAL</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>30</b>	<b>30</b>
<b>4. Department of Leadership Studies</b>						
Lab Technician	-	-	-	-	-	-
Assistant Lecturers/Tutorial Fellows (F)	-	-	-	-	-	-
Lecturer (G)	2	2	2	1	1	1
Senior Lecturer (H)	1	1	1	3	3	3
Associate Professor (J)	-	-	-	1	1	1
Professor (K)	-	-	-	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>School of Theology</b>						
<b>5. Department of Practical Theology &amp; Biblical Studies (co-taught programmes)</b>						
Lab Technician	-	-	-	-	-	-
Assistant Lecturers/Tutorial Fellows (F)	-	-	-	-	-	-
Lecturer (G)	0	1	1	2	2	1
Senior Lecturer (H)	4	4	5	3	3	4
Associate Professor (J)	1	1	1	2	3	2
Professor (K)	-	1	1	1	1	2
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>9</b>
<b>a) Number of Academic staff for Practical Theology</b>						
Lab Technician	-	-	-	-	-	-
Assistant Lecturers/Tutorial Fellows (F)	-	-	1	1	1	1
Lecturer (G)	3	2	1	2	2	1
Senior Lecturer (H)	2	3	5	3	3	5
Associate Professor (J)	-	1	1	2	3	2
Professor (K)	1	1	1	1	1	2
<b>TOTAL</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>School of Education and Social Sciences</b>						
<b>6. Department of Education</b>						
Lab Technician	0	1	1	2	2	3
Assistant Lecturers/Tutorial Fellows (F)	3	0	4	5	5	5

Position (Job Group)	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Lecturers (G)	0	5	3	4	4	4
Senior Lecturer (H)	3	3	5	6	6	6
Associate Professor (J)	1	1	2	3	3	3
Professor (K)	0	1	2	2	2	2
<b>TOTAL</b>	<b>7</b>	<b>11</b>	<b>17</b>	<b>22</b>	<b>22</b>	<b>23</b>
<b>7. Department of Social Sciences</b>						
Lab Technician	0	-	-	-	-	-
Assistant Lecturers/Tutorial Fellows (F)	3	4	4	4	4	4
Lecturer (G)	7	10	10	10	10	10
Senior Lecturer (H)	5	7	8	9	10	11
Associate Professor (J)	0	1	2	2	4	4
Professor (K)	0	0	0	1	2	2
<b>TOTAL</b>	<b>15</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>30</b>	<b>31</b>
<b>School of Health Sciences</b>						
<b>8. Department of Nursing</b>						
Lab Technician	1	1	1	1	1	1
Assistant Lecturers/Tutorial Fellows (F)	3	5	6	6	8	9
Lecturer (G)	1	2	3	5	6	7
Senior Lecturer (H)	0	0	1	2	2	2
Associate Professor (J)	0	0	0	0	0	0
Professor (K)	0	0	0	0	0	0
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>14</b>	<b>17</b>	<b>19</b>
<b>9. Department of Health Sciences</b>						
Lab Technician	0	0	0	1	1	1
Assistant Lecturers/Tutorial Fellows (F)	4	6	9	11	11	11
Lecturer (G)	0	2	4	6	6	7
Senior Lecturer (H)	0	0	0	0	1	1
Associate Professor (J)	0	0	0	0	0	0
Professor (K)	0	0	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>8</b>	<b>13</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>Grand Totals</b>	<b>95</b>	<b>120</b>	<b>144</b>	<b>165</b>	<b>177</b>	<b>187</b>

**Table 26: Staff Establishment – Non-Academic**

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
<b>Department/section: Chaplaincy</b>						
University Provost	0	0	1	1	1	1
University Chaplain	1	1	1	1	1	1
Chaplain	1	1	1	1	1	1
Assistant Chaplain	0	0	1	1	2	2
Pastoral Assistant	1	1	1	1		
Office Administrator	0	1	1	1	1	1
Chaplaincy Intern	0	1	1	1	1	1
<b>TOTAL</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Department/section: Finance Department</b>						
Finance Manager	1	1	1	1	1	1
Senior Accountant	0	1	1	1	1	1
Accountants	3	4	4	4	4	4
Assistant Accountants	1	4	4	4	4	4
Account Assistant	5	5	5	5	5	5
Accounts Clerk	4	2	2	2	2	2
Admin Assistant	1	1	1	1	1	1
<b>TOTAL</b>	<b>15</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>
<b>Department/section: Corporate Affairs</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Public Relations Ass.	1	2	2	2	2	2
Webmaster and digital officers	1	2	2	2	2	3
Marketing Executives	6	6	5	4	4	4
Customer care Rep	2	3	2	3	3	4
Ass. Marketing officer	2	-	2	3	-	
Marketing officer		2	2	2	3	2
Ass. PRO	1	-	-	1	-	
Graphic designer	0	0	1	1	2	2
PRO		1	1	1	2	3
Deputy Corporate Affairs Manager	0	0	0	-	-	
Corporate Affairs Manager	1	1	1		1	1
Director Corporate Communications.	0	0	0	1	-	-
Chief Corporate Communication and Marketing	0	0	0	-	1	1
<b>TOTAL</b>	<b>14</b>	<b>17</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Department/section: Dean of Students</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
DOS	1	1	1	1	1	1

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
ADOS	1	3	3	3	3	3
Secretary	1	1	1	2	3	3
Admin Officers	1	1	1	1	2	2
Counseling	4	4	8	8	10	10
Sports Officer	1	1	3	3	3	3
Coaches	2	2	3	4	5	6
Grounds Maintenance	0	1	1	1	1	1
<b>TOTAL</b>	<b>11</b>	<b>14</b>	<b>21</b>	<b>23</b>	<b>28</b>	<b>29</b>
<b>Department/section: General Administration</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
<b>Administration</b>						
Registrar -Administration	1	1	1	1	1	1
Deputy Registrar –Admin	0	0	-	-	-	-
Senior Administration Officer	0	0	-	-	-	-
Administration Officer	0	1	1	1	1	1
Assistant Administration Officer	0	0	-	-	-	-
Senior Administration Assistant	0	0	1	1	1	1
Adm. Assistant	1	1	-	-	-	-
Clerical officer	0	-	-	-	-	-
<b>Catering &amp; Accommodation</b>						
Central Services officer	0	0	-	-	-	-
Assistant Administration Officer (C &HK)	1	1	1	1	1	1
Housekeeper	0	0	-	-	-	-
Assistant Housekeeper	0	0	-	-	-	-
H K Assistant	0	0	-	-	-	-
Hostel Assistant	0	0	-	-	-	-
Head Cleaner or	2	2	2	2	2	2
Cleaner	18	18	19	19	20	24
<b>Maintenance &amp; Facilities</b>						
Admin Officer	0	0	-	-	-	-
Building Supervisor	0	0	-	1	1	1
Senior maintenance technician	2	2	-	-	-	-
Maintenance technician I	0	0	-	1	1	1
Maintenance technician II	1	1	-	-	-	-
Maintenance Attendant 1	0	0	-	-	-	-
<b>Estates</b>						
Estate Officer	0	-	-	-	-	-
<b>Legal Office</b>						
Legal Officer	1	1	1	1	1	1
Legal Assistant	0	-	-	1	1	1
<b>Transport Staff</b>						
Transport Officer	0	0	-	1	1	1
Senior Driver	-	-	-	-	-	-
Driver I	-	-	-	1	1	1

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Driver II	-	-	-	-	-	-
Driver III	-	-	-	-	-	-
Drivers	3	3	4	4	4	4
<b>General Workers</b>						
Admin Assistant	0	-	-	-	-	-
Head Cleaner/Floweriest	0	-	-	-	-	-
General /Ground/Attendant 1	1	1	2	2	2	2
Boiler Attendant	1	1	2	2	2	2
Grounds-man / Gardener	2	2	2	2	2	2
General Cleaner						
<b>TOTAL</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>41</b>	<b>42</b>	<b>46</b>
<b>Department/section: ICT</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
ICT Director	0	0	1	1	1	1
Ag.ICT Director	1	0	0	0	0	0
ICT Manager	0	1	1	1	1	1
Network and Infrastructure Team Leader	0	1	1	1	1	1
Solutions Architects Lead	0	0	1	1	1	1
Network and Infrastructure Administrator	1	1	1	1	2	2
Cyber security Analyst	0	1	1	1	1	2
Data/Database Administrator	0	1	1	1	1	2
Software Developer / Solutions Architect	1	1	2	2	2	2
Network Technician	0	1	1	2	2	3
System Administrator /Analyst	1	1	1	2	2	2
ICT Technician	3	2	2	3	3	3
Business and Applications Assistant	1	1	2	2	2	3
End User support Assistants	2	2	2	3	4	4
<b>TOTAL</b>	<b>10</b>	<b>13</b>	<b>17</b>	<b>21</b>	<b>23</b>	<b>27</b>
<b>Department/section: Internal Audit</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Head of Internal Audit	1	1	1	1	1	1
Deputy Head of Internal Audit	0	0	0	1	1	1
Senior Internal Auditor- Operations, Finance & IT	1	1	1	0	0	1
Internal Auditor/ Risk Officer- Operations, Finance & IT	0	1	2	2	2	1
Assistant Internal Auditor- Operations, Finance & IT	0	0	0	0	0	0
Senior Internal Audit Assistant	0	0	0	1	1	1

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Internal Audit Assistant- Operations, Finance & IT	1	1	1	1	1	1
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Department/section: Library</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Senior Librarian	0	-	-	1	-	-
Assistant Librarian	1	1	1	-	-	-
Senior Library Assistant	0	1	-	1	1	1
Administration Assistant	0	1	-	-	-	-
Book Binder	0	-	1	-	-	-
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Department/section: Office of Career and Placement Services</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Director of Career Services	0	1	-	-	-	-
Career Services/Placement officer	1	1	1	1	-	-
Campus Career Counselors	0	-	1	1	1	-
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>-</b>
<b>Department/section: Postgraduate Directorate</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Director Postgraduate Studies	1	1	1	1	1	1
PA to the directorate	1	1	1	1	1	1
Research officer	1	1	1	1	1	1
Research Assistant	-	1	1	1	1	1
Lab Assistant	-	-	1	1	1	1
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Department/section: Procurement</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
<b>Position:</b> Procurement Manger	-	-	-	1	1	1
<b>Position:</b> Senior Procurement Officer	-	1	1	2	2	2
<b>Position:</b>	1	2	2	-	-	1

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Procurement Officer						
<b>Position:</b>	-	-	1	1	2	1
Assistant Procurement Officer						
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>Department/section: Quality Assurance Directorate</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Director	1	1	1	1	1	1
Deputy Director	0	1	1	1	1	1
ISO coordinator	0	1	1	1	1	1
Senior Administrator (Data analytics strength)	0	1	1	1	1	1
Administrator (Internal ISO Auditor)	0	1	1	1	1	1
Assistant administrator	1	1	1	1	1	1
Trainers	1	2	3	3	3	3
<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>Department/section: Academic Registry</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Registrar -Academics	1	1	1	1	1	1
Deputy Registrar -Academics	0	1	1	1	1	1
Innovations coordinator	0	0	1	1	1	1
Senior Assistant Registrar	0	2	2	2	2	2
Assistant Registrars	2	8	8	8	8	8
Senior Administrative Assistance	2	3	3	3	3	3
Administrative Assistant	4	0	2	2	2	2
Departmental secretary	1	1	1	1	1	1
<b>TOTAL</b>	<b>10</b>	<b>16</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>
<b>Department/section: Human Resource Department</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
	1	1	1	1	1	1
Human Resource Manager						
Human Resource Officer	-	2	2	2	2	2
Assistant Human Resource Officer	1	1	2	2	2	2
Human Resource Assistant	1	1	1	1	1	1
Office Assistant	1	-	1	1	1	1
Office Clerk	-	-	-	1	1	1
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>Department/section: SPUEU/SPILL</b>						

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
<b>Position/ Role in the department</b>	<b>Current number of staff</b>	<b>Projected number of staff</b>				
		<b>2025/2026</b>	<b>2026/2027</b>	<b>2027/2028</b>	<b>2028/2029</b>	<b>2029/2030</b>
Director SPUEU/SPILL	1	1	1	1	1	1
Programmes Coordinator	-	1	1	1	1	1
Marketing and Business Development	-	1	1	1	1	1
Hospitality Manager	-	-	1	1	1	1
Catering Supervisor	-	1	1	1	1	1
Guest house receptionist	-	1	1	1	1	1
Personal assistant, Director's office	1	1	1	1	1	1
Accountant	1	1	1	2	2	2
Admin Assistant Guest house/ Document Centre	1	1	2	2	2	2
Store Keeper	-	-	1	1	1	1
Hot Kitchen chef	1	1	2	3	3	3
Pastry Chef	2	2	2	3	3	3
Waitress	5	5	7	8	9	9
Laundry Attendant	1	1	1	2	2	2
House keeper	2	2	2	3	3	3
<b>TOTAL</b>	<b>16</b>	<b>19</b>	<b>25</b>	<b>31</b>	<b>32</b>	<b>32</b>
<b>Department/section: Virtual Campus</b>						
<b>Position/ Role in the department</b>	<b>Current number of staff</b>	<b>Projected number of staff</b>				
		<b>2025/2026</b>	<b>2026/2027</b>	<b>2027/2028</b>	<b>2028/2029</b>	<b>2029/2030</b>
Director	1	0	0	0	0	0
Learner Management System Support Specialist	1	0	0	0	0	0
Administrative Assistant	1	0	1	0	0	0
Educational Technologist	0	0	1	0	0	0
Instructional Designer	1	1	0	1	0	0
Online Examinations Support Staff	1	1	0	0	0	0
Multimedia Design Specialist	1	0	0	0	0	0
Assistant Multimedia Design Specialist	0	0	1	0	0	0
<b>TOTAL</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Department/section: Strategy &amp; Planning Office</b>						
<b>Position/ Role in the department</b>	<b>Current number of staff</b>	<b>Projected number of staff</b>				
		<b>2025/2026</b>	<b>2026/2027</b>	<b>2027/2028</b>	<b>2028/2029</b>	<b>2029/2030</b>
Director Strategy & Planning	0	0	1	1	1	1
Strategy & Planning Officer	1	1	0	0	0	0
Strategy & Planning Administrator	0	0	1	1	1	1

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Enterprise Risk Officer	0	0	0	1	1	1
Business Analyst	0	0	0	0	1	1
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Department/section: SPUHS</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Graduate Clinical Officers	1	0	1	0	1	0
General Clinical Officers	1	1	0	1	0	0
Clinical Officer Reproductive	0	0	1	0	1	0
BScN Nurses	2	1	2	0	0	0
Pediatric Nurse	0	1	1	0	0	0
Kenya Registered nurses	0	0	1	1	0	0
Theatre Nurse	0	0	1	0	1	0
Resident Medical officers	0	2	1	1	0	0
Anesthesiologist	0	0	1	0	0	1
General Surgeon	0	0	0	1	0	0
Obs/Gynae Specialist	0	0	1	0	0	0
Pediatrician	0	0	0	1	0	0
Pharmacist	0	0	0	1	0	0
Pharmaceutical Technologist	1	0	1	0	1	0
Dental Technologist	0	0	1	1	0	0
General Radiographer	0	0	0	1	0	0
Ultra -Sonographer	0	0	0	0	1	0
Medical Superintendent	0	0	1	0	0	0
Health Administrative Officer	1	0	0	0	0	0
Human Resource Management officers	0	0	1	0	0	0
Clerk	1	0	1	0	0	0
Accountant	0	0	1	0	0	0
Supply Chain Assistant	0	0	0	1	0	0
Health Record Information Management	0	0	1	1	0	0
ICT Officer	0	0	1	0	0	0
Medical laboratory Technologist	1	0	1	1	1	0
Nutrition and dietetic Technologist	0	0	0	1	0	0
Cateresses	0	0	1	0	0	0
Cooks	0	0	2	1	1	0
Drivers	0	0	1	0	1	0
Support Staff	0	0	2	2	0	0
Laundry Attendants	0	0	1	0	1	0
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>26</b>	<b>15</b>	<b>9</b>	<b>1</b>
<b>TVET Institute</b>						
Position/ Role in the department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030

Position/ Role in the Department	Current number of staff	Projected number of staff				
		2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Director	1	0	0	0	0	0
Coordinator	1	0	0	0	0	0
Clerk/Secretary	0	1	1	1	0	0
Trainers / full time lecturers	0	10	2	2	2	2
Adjunct lecturers	0	10	2	2	2	2
Programme coordinators	1	2	1	1	1	1
Marketeters	0	4	2	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>27</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>5</b>
<b>Grand Totals</b>	<b>149</b>	<b>185</b>	<b>215</b>	<b>223</b>	<b>224</b>	<b>224</b>

### b. Skills Set and Competence Development

In the next five years, SPU aims to strengthen the skills and competencies of its workforce to enhance institutional efficiency, innovation, and service delivery. This will be achieved by fostering a culture of continuous learning, aligning training programmes with emerging industry trends, and leveraging technology for capacity-building. The table below outlines the planned training programmes.

**Table 27: Staff Training Programmes**

Training programme	Target Group	No. of Staff	No. of Groups	No. of Days	KPIs	Time Line				
						2025/26	2025/26	2027/28	2028/29	2029/30
<b>Culture Change, Transformative Ethical Leaders</b>	All staff	267	9	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Time taken to achieve the objectives</li> <li>✓ Training completion rate</li> <li>✓ Employee engagement in training activity</li> </ul>					
<b>Performance Management and Appraisal</b>	All Staff	267	9	2	<ul style="list-style-type: none"> <li>✓ No. of consultative meetings</li> <li>✓ Percentage of Goals achieved</li> <li>✓ Time taken to achieve the goals</li> </ul>					
<b>Coaching and mentorship for self and organization</b>	HoDs, Deans	40	2	2	<ul style="list-style-type: none"> <li>✓ No. of mentees successfully mentored</li> <li>✓ No. of programmes completed</li> <li>✓ Career progression</li> </ul>					

Training programme	Target Group	No. of Staff	No. of Groups	No. of Days	KPIs	Time Line				
						2025/26	2025/26	2027/28	2028/29	2029/30
					✓ Goal achievement rate					
<b>Succession Planning and Knowledge Management</b>	HoDs, Deans, & Directors	40	2	2	<ul style="list-style-type: none"> <li>✓ Time taken to train the leaders</li> <li>✓ No. of readiness level of successors</li> <li>✓ Successor development completion rate</li> </ul>					
<b>Emotional Intelligence and Performance Driven Leaders</b>	All Staff	267	9	2	<ul style="list-style-type: none"> <li>✓ Empathy score</li> <li>✓ Conflict resolution rate</li> <li>✓ Active listening</li> </ul>					
<b>Strategy Cascade and Performance Management Appraisal</b>	HoDs and Deans, Directors	40	2	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Level of awareness</li> <li>✓ Time taken to achieve the goals</li> </ul>					
<b>Artificial intelligence and system automation</b>	HoDs and Deans, Directors, ICT Team	40 + ICT Team	2	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Employee performance rate</li> <li>✓ No. of processes automated</li> <li>✓ Knowledge and skills development</li> <li>✓ Application of knowledge and system implementation</li> </ul>					
<b>Pre-retirement training</b>	All Staff	267	1	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Knowledge and skills development</li> <li>✓ Level of preparedness for retirement</li> </ul>					
<b>Mental Wellness and work life balance</b>	All Staff	267	1	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Burnout rate</li> <li>✓ Absenteeism rate</li> <li>✓ Employee assistance usage rate</li> <li>✓ Employee mood and engagement index</li> </ul>					

Training programme	Target Group	No. of Staff	No. of Groups	No. of Days	KPIs	Time Line				
						2025/26	2025/26	2027/28	2028/29	2029/30
<b>Compliance Training</b>	All Staff	267	1	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Level of awareness</li> <li>✓ Level of compliance rate</li> </ul>					
<b>Risk Management</b>	All Staff	267	1	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Level of risk</li> <li>✓ Level of awareness</li> </ul>					
<b>Data Privacy and Protection</b>	1. Top management 2. UMB & Senate 3. Data protection committee	50	2	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Compliance with data privacy regulations</li> <li>✓ Level of awareness</li> <li>✓ Customer satisfaction</li> </ul>					
<b>Data Privacy and Protection Awareness</b>	1. Non-academic staff 2. Academic staff	217	2	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Compliance with data privacy regulations</li> <li>✓ Level of awareness</li> <li>✓ Customer satisfaction</li> </ul>					
<b>Financial Literacy</b>	All Staff	267	1	2	<ul style="list-style-type: none"> <li>✓ No. of staff trained</li> <li>✓ Financial stability and mental well-being</li> <li>✓ Organizational impact</li> <li>✓ Knowledge and skills development</li> </ul>					
<b>Staff Induction</b>	All Staff	20	1	2	<ul style="list-style-type: none"> <li>✓ No. of inductees</li> <li>✓ Onboarding speed and efficiency</li> <li>✓ Time required to achieve the objective</li> <li>✓ Culture adaptability rate</li> </ul>					
<b>JE Implementation (2nd Phase)</b>	All Staff	267	1		<ul style="list-style-type: none"> <li>✓ Implementation of the 2nd phase</li> <li>✓ Level of awareness</li> </ul>					

## 5.4 Risk Management Framework

### 5.4.1 Risk Analysis

The preparation of the SPU Strategy took cognisance of the risks that are likely to affect the implementation of the Plan. The risks are grouped as strategic, legal, organizational, operational, financial and technological.

Measures to ensure identification of risks and mitigation include development of enterprise risk management policy, recruitment and training of staff, regular consultations with relevant agencies, acquisition of requisite facilities, and periodic monitoring of the implementation process.

**Table 28: Risk Management Framework**

Risk Category	Potential Risks	Likelihood	Impact (High, Medium, Low)	Mitigation Measures
<b>Strategic Risks</b>	<ul style="list-style-type: none"> <li>Misalignment of university programmes with market demands</li> <li>Failure to achieve strategic objectives</li> <li>Ineffective governance structures</li> </ul>	M	H	<ul style="list-style-type: none"> <li>Regularly review and update academic programmes to align with industry trends and employment opportunities</li> <li>Establish clear, measurable strategic goals with periodic performance evaluations</li> <li>Implement robust governance frameworks with defined roles and responsibilities</li> </ul>
<b>Operational Risks</b>	<ul style="list-style-type: none"> <li>Disruption of campus facilities due to natural disasters</li> <li>Inadequate IT infrastructure leading to cyber security threats</li> <li>Inefficient administrative processes</li> </ul>	M	H	<ul style="list-style-type: none"> <li>Develop and regularly update disaster recovery and business continuity plans</li> <li>Invest in advanced IT security measures, conduct regular system audits, and provide cyber security training for staff and students</li> <li>Streamline administrative procedures through process reengineering and adoption of technology solutions</li> </ul>
<b>Financial Risks</b>	<ul style="list-style-type: none"> <li>Reduction in student enrollment affecting revenue</li> </ul>	M	H	<ul style="list-style-type: none"> <li>Diversify revenue streams through partnerships, grants, and alumni contributions.</li> </ul>

Risk Category	Potential Risks	Likelihood	Impact (High, Medium, Low)	Mitigation Measures
	<ul style="list-style-type: none"> <li>Mismanagement of funds</li> <li>Dependence on limited funding sources</li> </ul>			<ul style="list-style-type: none"> <li>Implement strict financial controls, regular audits, and transparent reporting mechanisms.</li> <li>Develop fundraising strategies and explore alternative funding opportunities.</li> </ul>
<b>Compliance Risks</b>	<ul style="list-style-type: none"> <li>Non-compliance with educational regulations and accreditation standards</li> <li>Breach of data protection laws</li> <li>Violation of labor laws</li> </ul>	M	H	<ul style="list-style-type: none"> <li>Establish a compliance office to monitor and ensure adherence to all relevant regulations.</li> <li>Regularly train staff on data protection policies and implement robust data security measures.</li> <li>Ensure all employment practices align with current labor laws and provide regular training for HR personnel</li> </ul>
<b>Reputational Risks</b>	<ul style="list-style-type: none"> <li>Negative publicity due to campus incidents</li> <li>Poor academic performance affecting university rankings</li> <li>Unethical behavior by faculty or staff</li> </ul>	M	M	<ul style="list-style-type: none"> <li>Develop a crisis communication plan to address and manage potential negative incidents.</li> <li>Invest in academic support services to enhance student performance and outcomes.</li> <li>Promote a culture of ethics and integrity through codes of conduct, regular training, and a clear reporting mechanism for unethical behavior</li> </ul>
<b>Academic Risks</b>	<ul style="list-style-type: none"> <li>Decline in teaching quality</li> <li>Plagiarism and academic dishonesty</li> <li>Inadequate research output</li> </ul>	M	H	<ul style="list-style-type: none"> <li>Provide continuous professional development opportunities for faculty.</li> <li>Implement strict academic integrity policies and utilize plagiarism detection tools.</li> <li>Encourage research through grants, reduced teaching loads, and collaboration opportunities.</li> </ul>
<b>Health and Safety Risks</b>	<ul style="list-style-type: none"> <li>On-campus accidents and injuries</li> <li>Outbreak of infectious diseases</li> </ul>	M	M	<ul style="list-style-type: none"> <li>Maintain strict safety protocols, conduct regular drills, and ensure facilities meet safety standards.</li> <li>Develop health emergency response plans and provide access to medical</li> </ul>

Risk Category	Potential Risks	Likelihood	Impact (High, Medium, Low)	Mitigation Measures
	<ul style="list-style-type: none"> <li>Inadequate mental health support</li> </ul>			services. <ul style="list-style-type: none"> <li>Offer counseling services and mental health awareness programmes for students and staff.</li> </ul>
<b>Environmental Risks</b>	<ul style="list-style-type: none"> <li>Environmental hazards affecting campus operations</li> <li>Non-compliance with environmental regulations</li> <li>Inefficient energy usage</li> </ul>	M	M	<ul style="list-style-type: none"> <li>Conduct regular environmental risk assessments and implement sustainability initiatives.</li> <li>Ensure all campus activities comply with environmental laws and standards.</li> <li>Invest in energy-efficient systems and promote conservation practices among the university community.</li> </ul>
<b>Technological Risks</b>	<ul style="list-style-type: none"> <li>Rapid technological changes rendering current systems obsolete</li> <li>Data breaches and loss of sensitive information</li> <li>Lack of technical skills among staff and students</li> </ul>	H	H	<ul style="list-style-type: none"> <li>Regularly update and upgrade technological infrastructure to keep pace with advancements.</li> <li>Implement comprehensive data backup solutions and access controls.</li> <li>Provide ongoing IT training and support to enhance digital literacy and competency</li> </ul>
<b>Social Risks</b>	<ul style="list-style-type: none"> <li>Discrimination or harassment incidents</li> <li>Student unrest or protests</li> <li>Community relations challenges</li> </ul>	M	M	<ul style="list-style-type: none"> <li>Enforce strict anti-discrimination policies and provide channels for reporting and addressing grievances.</li> <li>Foster open communication between administration and student bodies to address concerns proactively.</li> <li>Engage in community outreach programmes to build and maintain positive relationships with surrounding communities</li> </ul>

## CHAPTER SIX: FINANCIAL RESOURCE REQUIREMENTS AND MOBILIZATION STRATEGIES

### 6.0 Overview

This chapter highlights the financial resource requirements, resource gaps, resource mobilization strategies and the Resource Management Strategies for the Strategic Plan period.

### 6.1 Financial Requirements

This Strategic Plan covers a five-year period (2025-2030). SPU requires **Kshs. 7.998 billion** to implement the strategic plan, as summarized in the table below. Implementation of the Strategic Plan will be fully financed through internally generated resources.

**Table 29: Financial Requirements for Implementing the Strategic Plan**

Cost Item per Perspective	Projected Financial Requirements (in Kshs Million)					
	2025/6	2026/7	2027/8	2028/9	2029/30	Total
Customer Perspective	45.67	71.26	81.39	79.88	84.13	<b>362.33</b>
Financial Perspective	26.75	31.80	37.00	41.00	47.00	<b>183.55</b>
Internal Business Processes Perspective	102.32	179.16	181.83	189.88	188.46	<b>841.64</b>
People/HR/Learning & Growth Perspective	14.75	23.71	23.59	18.29	20.09	<b>100.43</b>
Leadership, Governance & Risk Perspective	2.50	5.00	5.50	6.00	7.00	<b>26.00</b>
Other Admin. & Operational costs	997.01	1,284.07	1,368.70	1,396.95	1,437.33	<b>6,281.51</b>
<b>Total</b>	<b>1,189.00</b>	<b>1,595.00</b>	<b>1,698.00</b>	<b>1,732.00</b>	<b>1,784.00</b>	<b>7,998.00</b>

## 6.2 Financial Projections

The University's financial forecast for the period is as shown in table below:

**Table 30: Statement of Comprehensive Income Projection 2025 – 2030**

Description/ Financial Year	Baseline	Projections in Kshs Millions					Total
	2024/5	2025/6	2026/7	2027/8	2028/9	2029/30	
<b>INCOME</b>							
Fees	1,083	1,401	1,594	1,756	1,935	2,200	8,886
Other Income	57	60	66	73	80	88	367
<b>Total Income</b>	<b>1,140</b>	<b>1,461</b>	<b>1,660</b>	<b>1,829</b>	<b>2,015</b>	<b>2,288</b>	<b>9,253</b>
<b>EXPENDITURE</b>							
Staff Expenses	667	710	922	1,107	1,129	1,152	5,020
Building, maintenance & services	32	38	49	36	36	37	196
Educational/institutional	101	139	181	130	133	136	719
Administration	145	167	234	169	172	176	918
Depreciation/ Amortization	36	36	50	36	37	38	197
Capital Projects	83	98	157	220	225	247	948
<b>Total Expenditure</b>	<b>1,064</b>	<b>1,188</b>	<b>1,593</b>	<b>1,698</b>	<b>1,732</b>	<b>1,786</b>	<b>7,998</b>
<b>Surplus for the year</b>	<b>76</b>	<b>273</b>	<b>67</b>	<b>131</b>	<b>283</b>	<b>502</b>	<b>1,255</b>

## Key Assumptions

The financial projections have been prepared based on the following assumptions:

1. Progressive Student growth from 6,000 in 2024 to 11,000 in 2030
2. Inflation will remain below 10% p.a. during the period
3. Planned investment in infrastructure will be undertaken to support the envisaged growth
4. The Human Resource Capacity will be strengthened to support the increased student numbers.

## 6.3 Resource Mobilization Strategies

In order to ensure full realisation of the planned activities, the following will be done:

- i) Establishment of a functional Resource Mobilization department/ unit that is well staffed.
- ii) Develop and implement a Resource Mobilization Policy
- iii) Engage development partners to fund selected projects/initiatives

## 6.4 Resource Management

Over the Plan period, the University will apply its financial and human resources prudently and cost efficiently. Annual budgeting, procurement of goods and services and staff capacity development will be

aligned to the priorities set in this Strategic Plan with an aim of ensuring that SPU realizes value for money, commensurate return on investment and a sustainable cost of collection. This will be attained through adherence to internal policies, regulatory guidelines and partnerships with government and non-government agencies.

## 6.5 Flagship Projects

As part of the University’s commitment to achieving the strategic objectives outlined in this plan, SPU has identified key flagship projects that will serve as catalysts for transformational change and sustainable growth. These projects represent high-priority investments that will drive efficiency, innovation, and competitive advantage while delivering long-term benefits to stakeholders. The table below outlines the projects:

**Table 31: Flagship Projects**

Project Name	Description	Expected Impact	Estimated Cost in Millions	Timeline
<b>Digitalization</b>	This project aims to modernize SPU’s academic and administrative operations through the adoption of cutting-edge digital technologies. It includes the implementation of an integrated ERP system, an enhanced Learning Management System (LMS), digitization of student records, cloud-based data storage, and AI-driven analytics to improve decision-making and operational efficiency.	<ul style="list-style-type: none"> <li>Seamless student and faculty experience through online registration, e-learning, and digital student services</li> <li>Improved efficiency in academic and financial management systems</li> <li>Enhanced research capabilities through digital tools and AI-driven analytics</li> <li>Increased competitiveness of St. Paul’s University as a technology-driven institution</li> </ul>	300	Timeline: 2025/6 – 2029/30 (Phased implementation)
<b>Multipurpose STEM Complex</b>	This project aims to develop a cutting-edge Science, Technology, Engineering, and Mathematics (STEM) Complex to enhance research, innovation, and hands-on learning at SPU.	<ul style="list-style-type: none"> <li>Increased enrollment and graduation rates in STEM programmes</li> <li>Enhanced practical skills and employability of students</li> <li>Strengthened university-industry linkages for research and innovation</li> </ul>	250	Timeline: 2026/7 – 2029/30 (Phased development and operationalization)

Project Name	Description	Expected Impact	Estimated Cost in Millions	Timeline
		<ul style="list-style-type: none"> <li>Positioning St. Paul's University as a leading STEM education hub in the region</li> </ul>		
<b>Introduction of STEM/CBE integration</b>	The project will focus on embedding STEM within CBE framework. Key activities will include curriculum review and redesign to incorporate STEM competencies, capacity-building initiatives for educators on CBE delivery methods and development of STEM-focused learning resources.	<ul style="list-style-type: none"> <li>Curriculum enhanced to integrate STEM competencies within CBE framework</li> <li>Faculty equipped with the skills and tools to effectively deliver STEM-focused, competency-based learning</li> </ul>	12	Timeline: 2026/7 – 2029/30 (A phased implementation approach will be adopted)
<b>Innovation</b>	This entails positioning SPU as a hub for creative thinking, research, and problem-solving. The project will involve establishing innovation hubs to support student and faculty-led projects, integrating innovation and entrepreneurship modules into academic programmes, offering capacity-building workshops and commercialization of research outputs.	<ul style="list-style-type: none"> <li>Enhanced institutional resilience and the establishment of a sustained culture of creativity, adaptability, and continuous improvement across the university</li> </ul>	26	Timeline: 2026/7 – 2029/30 (A phased implementation approach will be adopted)
<b>Build and Sustain a High-Performance Organizational Culture</b>	The project will entail conducting a culture audit, developing training programmes on ethical leadership and high-performance culture, and implementing a phased rollout of culture change initiatives.	<ul style="list-style-type: none"> <li>Fully embedded high-performance and ethical culture across all organizational levels</li> </ul>	10	Timeline: 2025/6 – 2029/30 (phased rollout of culture change initiatives)
<b>Total</b>			<b>598</b>	

## CHAPTER SEVEN: MONITORING & EVALUATION

### 7.0 Overview

The Monitoring and Evaluation (M&E) framework for the Plan will enable SPU to identify and manage the gaps in the implementation of the Plan. The framework will bring together all SPU stakeholders to ensure timely implementation that will drive SPU to the desired impact. A monitoring and evaluation system will be put in place to ensure performance is reviewed and analysed on a regular basis. This will take into account the internal and external factors that may affect the implementation of the Plan. This Monitoring and Evaluation framework aims to focus stakeholders' attention and efforts on achieving SPU's ultimate vision while providing strategic information to decision-makers for evidence-based decision-making.

### 7.1 Monitoring & Evaluation Framework

Monitoring, the process of continually tracking the implementation of planned programmes and activities to assess their progress and performance, will be executed through a cascaded approach. The strategic plan will be systematically disseminated across all levels of the University and integrated into the performance management framework. Operational plans will be aligned with the strategic plan through close supervision of activities, ensuring progress is tracked effectively through the following:

- i. Development and implementation of annual corporate work plans;
- ii. Monitoring and reporting quarterly on the implementation of the annual work plans to the University Management Board and the University Council;
- iii. Taking corrective actions on deviations in the Plan's implementation;
- iv. Undertaking annual reviews and reporting on the implementation of the Plan to the University Management Board and the University Council;
- v. Disseminating the findings and recommendations;
- vi. Implementing the recommendations of the report; and,
- vii. Administering rewards and recognition.

### 7.2 Cascading the Plan

In a bid to translate high level strategy into aligned lower-level objectives and measures, SPU will adopt a three-tier cascading framework comprising of:

- I. Corporate Scorecard
- II. Departmental/Unit/Section Scorecard

### III. Employee/ Individual Scorecard

In this regard, SPU will align its Vision to make strategy actionable at the individual level while linking rewards, recognition and incentives to results.

### 7.3 Performance Review and Evaluation

The performance review process will be one of the learning mechanisms in SPU for follow up and learning:

- i. All performance reviews and evaluations will contain specific, targeted and actionable recommendations,
- ii. All departments/units/sections will provide a response to the recommendation(s) within a stipulated timeframe, outlining agreement or disagreement with said recommendation(s), proposed action(s) to address the said recommendation(s) and timeframe for implementation of the said recommendation(s).
- iii. The VC is required to maintain a recommendation implementation tracking plan which will keep track of review and evaluation recommendations as well as agreed follow-up.
- iv. The implementation of the agreed actions will be monitored by the M&E unit at all levels.

### 7.4 Evaluation Framework

The University will evaluate the progress made towards the achievement of the outcomes aligned to the identified strategic goals and respective strategic objectives. To achieve this, annual, mid-term and end-term evaluations will be conducted based on the KPIs set out in the implementation matrix set out in the table below:

**Table 32: Key Performance Outcomes**

Key Thematic Areas	Outcome	Outcome Indicator	2024/5 Baseline	2025/6	2026/7	2027/8	2028/9	2029/30	Total
<b>Customer Growth in Numbers, Satisfaction and Experience</b>	Increased customer growth/student enrolment	No. of students	5,365	6,873	7,852	8,677	9,593	11,000	<b>11,000</b>
	Enhanced Student Experience and Satisfaction	Student satisfaction index	60%	65%	70%	75%	80%	85%	-
		Net Promoter Score	-	50%	52%	54%	56%	60%	-
	31 New programmes aligned with market needs	Number of new curricula's	61	68	75	80	92	92	<b>92</b>
	STEM/CBE Integration and delivery	No. of Programmes	3	-	5	3	1	-	<b>9</b>
	Enhanced brand visibility	Brand Awareness & Recognition index	65%	70%	75%	80%	85%	90%	-
	University improved ranking	Kenya	43 of 63	-	Top 20	-	Top 10	-	-
Global		10,620 out of 14,131	-	Top 5,000	-	Top 1,000	-	-	
<b>Financial Sustainability and Resource Mobilization</b>	Enhanced Revenue Growth	Fees Revenue in Kshs (millions)	1083	1401	1594	1756	1935	2200	<b>8,886</b>
	Diversified revenue streams	SPUEU Revenue in Kshs (millions)	3	4	4	5	7	10	<b>30</b>
		TVET Revenue in Kshs (millions)	0	41	51	64	80	100	<b>336</b>
		Health Centre Revenue in Kshs (millions)	13	12.9	16.5	20	26.5	34	<b>109.9</b>
		Investment & Other Revenue in Kshs (millions)	17.3	20	22.5	25	28	32.5	<b>128</b>
	Optimal Resource utilization	Operational costs as a % of total revenue	90%	90%	90%	88%	85%	85%	-
	Enhanced Resource Mobilization	Endowment Fund in Kshs (millions)	-	165	15	25	35	45	<b>165</b>
<b>Innovation</b>	Established innovation hubs	Number of functional	-	-	1	1	1	1	<b>4</b>

Key Thematic Areas	Outcome	Outcome Indicator	2024/5 Baseline	2025/6	2026/7	2027/8	2028/9	2029/30	Total
	and start-up incubators	innovation hubs							
		Number of awards in competitive/ recognitions	-	3	6	9	12	15	45
<b>Digitalization</b>	Institutional-wide digital transformation	% implementation of Approved ICT Roadmap	60%	70%	80%	90%	95%	100%	100%
<b>Infrastructure Development</b>	Multipurpose STEM Complex developed	% of completion of the STEM Complex	-	-	25%	50%	75%	100%	100%
<b>Promotion of Ecumenism, Ethical Leadership Development and Performance-Driven Culture</b>	Ethical leadership and enhanced performance-driven culture	Culture change implementation	-	20%	20%	20%	20%	20%	100%
	Enhanced leadership development and succession planning	Number of leadership succession plans	-	1	1	1	1	1	5
	Improved compliance with regulatory and quality assurance standards	Compliance score in accreditation and quality audits (%)	100%	100%	100%	100%	100%	100%	100%

## **7.5 Mid-term Evaluation**

Mid-term evaluation will be conducted to review progress in implementation of the Strategic Plan. The aim of conducting these evaluations is to address any potential problems in design and implementation.

The mid-term evaluation of the 2025-2030 Strategic Plan will be undertaken in July 2027. This will be done through a field evaluation exercise to verify the level of implementation of projects, identify challenges, propose any changes and document lessons learnt. This exercise will provide qualitative data needed to augment the quantitative data supplied by departments during quarterly monitoring. The review will focus on all the projects and the evaluation report will be shared with the Management Board to guide in decision making.

## **7.6 End-Term Evaluation**

The end-term evaluation will be conducted on the entire strategic plan activities to establish the success rate of implementation. The end-term evaluation will be carried out in March 2029 in order to inform development of the next strategic plan. The report will encompass evidence-based findings, lessons learnt and recommendations for the planning cycle. The report will thereafter be shared with the Council for approval and adoption.

## ANNEXES

### Annex I: Objective Commentary

**Table 33: Objective Commentary**

Strategic Objectives	Objective description	Intended Results	Measures	Description
<b>Customer Perspective</b>				
<b>1. Strengthen Institutional Brand Visibility and Reputation to attract customers</b>	Identify and implement targeted marketing, communication, and stakeholder engagement strategies that highlight the university's unique value propositions.	<ul style="list-style-type: none"> <li>● Increased number of students</li> <li>● Enhanced brand awareness and reputation</li> </ul>	Total student enrolment	Track the number of new students acquired per semester
			Brand Perception index (BPI)	The metric used to assess how stakeholders perceive and interact with a brand. It provides insights into the university's reputation, visibility, and attractiveness to potential students, faculty, partners, and the broader community.
<b>2. Expand and diversify academic programmes</b>	Alignment of programmes with market needs, and introduction of STEM/CBE integration	<ul style="list-style-type: none"> <li>● New and diversified programmes that align with market needs</li> <li>● Introduction of STEM/CBE integration</li> </ul>	Number of new curricula's	Number of new curricula developed, accredited and implemented
			Number of STEM programmes introduced	Number of STEM curricula developed, accredited and implemented
<b>3. Enhance Student Experience and</b>	Strengthening relationships with existing clients to ensure their	<ul style="list-style-type: none"> <li>● Improve student</li> </ul>	Customer Satisfaction Score (CSAT)	Gauges overall satisfaction with the university's programmes and services.

Strategic Objectives	Objective description	Intended Results	Measures	Description
<b>Satisfaction</b>	continued engagement and loyalty	<p>support services. (Counselling, mentorship, clubs, sports)</p> <ul style="list-style-type: none"> <li>Enhanced career placement</li> </ul>	Net Promoter Score (NPS)	Assess how likely current customers are to recommend the SPU to others.
<b>4. Promote equitable, quality education.</b>	Fostering an equitable learning and working environment where individuals are empowered to reach their full potential	<ul style="list-style-type: none"> <li>Supporting life-long learning opportunities</li> </ul>	Increased student enrolment	Ensure access to equitable, quality education.
<b>Financial Perspective</b>				
<b>1. Establish and implement targeted measures to achieve University</b>	Enhance Revenue generation and diversification, and optimize resource utilization	<ul style="list-style-type: none"> <li>Increased revenue from a larger student base and diversified programmes offerings</li> </ul>	Total Revenue Growth	Measure overall revenue increase year-over-year.
	Optimization of resources	<ul style="list-style-type: none"> <li>Increased profitability/ Return on Investment</li> </ul>	Operational costs as a % of total revenue	Measures the total operational costs against revenue, that is, profitability
<b>2. Enhance Resource mobilization to support University activities</b>	Implementation of strategic fundraising initiatives, strengthen alumni and donor relations, and establish mutually beneficial collaborations.	<ul style="list-style-type: none"> <li>Increased sponsorships</li> <li>Increased revenue</li> </ul>	Income from sponsorships	Measures sponsorships in revenue and projects
			Income from endowment fund	Tracks revenue growth from endowment fund
<b>Internal Business Process Perspective</b>				

Strategic Objectives	Objective description	Intended Results	Measures	Description
<b>1. Drive digital transformation in the university through innovative and secure ICT solutions</b>	Revamp information systems to support academic and administrative functions.	<ul style="list-style-type: none"> <li>Enhanced efficiency</li> </ul>	Percentage of business processes integrated into ERP	Achieve full automation of processes through ERP and system integration
<b>2. Optimize Campus Space Utilization and Resource Allocation</b>	Efficient use of its physical infrastructure, facilities, and financial resources to enhance academic and operational effectiveness.	<ul style="list-style-type: none"> <li>Ensure campus spaces are well-planned, multifunctional, and aligned with the university's strategic priorities.</li> </ul>	Space utilization rate	Tracks the percentage of available spaces used effectively
	Implementation of predictive and preventive maintenance practices	<ul style="list-style-type: none"> <li>Achieve preventive maintenance schedules for all campus facilities</li> </ul>	Maintenance cost savings	Sustain maintenance cost within budget
			Customer satisfaction with facility conditions	Gauges overall satisfaction with the university's facilities
<b>3. Ensure Compliance with legal, health and safety standards</b>	Adhere to all regulatory requirements	<ul style="list-style-type: none"> <li>Full compliance of all Health Safety and Legal Standards</li> </ul>	Compliance level	% of adherence to Health Safety and Legal Standards
<b>4. Enhance research capacity and output</b>	Strengthening the research capacity and increasing the quality and quantity of scholarly output to	<ul style="list-style-type: none"> <li>Enhanced faculty and student research skills through training</li> </ul>	Number of trainings organized	Track the number of trainings
			Number of Publications	Track increase in number of

Strategic Objectives	Objective description	Intended Results	Measures	Description
	contribute to knowledge creation, innovation, and societal development			publications
<b>5. Enhance capacity for innovation and technology transfer, and commercialization</b>	Strengthening the university's capacity for innovation, facilitate the transfer of technology, and commercialize research outputs to drive economic and societal transformation	<ul style="list-style-type: none"> <li>Create an ecosystem that fosters creativity, entrepreneurship, and the practical application of research findings to address real-world challenges</li> </ul>	Number of entrepreneurship conferences/innovation open days	Track number of entrepreneurship conferences organized
			Number of competitive awards and recognitions for innovations.	Track participation in competitive awards
<b>6. Enhance good governance practices and risk management</b>	Provide assurance of good governance practices and a proactive risk management culture through internal audit	<ul style="list-style-type: none"> <li>Enhanced good governance and risk management</li> </ul>	No. of strategic Internal Audits	Number of internal audits undertaken and recommendations implemented
<b>7. Enhance library resources and services</b>	This objective focuses on expanding access to high-quality learning materials, improving digital and physical library infrastructure, and promoting innovative information services.	<ul style="list-style-type: none"> <li>Enhanced library resources and services to improve academic excellence, support research, and facilitate lifelong learning.</li> </ul>	Number of Information systems installed / updated and hardware acquired.	Level of implementation of information systems and hardware acquired
<b>8. Integrate open science principles into SPU's academic and research ecosystem</b>	This objective aims to embed open science practices, such as open access publishing, data sharing, collaborative research, and transparent methodologies into the academic and research culture at St.	<ul style="list-style-type: none"> <li>Capacity development in open science practices</li> </ul>	<ul style="list-style-type: none"> <li>Number of fully approved courses</li> <li>Fully online micro credential courses</li> </ul>	Track the level of integration of open science principles into SPU's academic and research ecosystem

Strategic Objectives	Objective description	Intended Results	Measures	Description
	Paul's University.			
<b>9. Promote and uphold quality standards in all operations</b>	Continuously improving the highest standards of excellence in education, research, spiritual formation, and student experience	<ul style="list-style-type: none"> <li>Improved sustainability</li> </ul>	% of optimized processes.	Track the level of implementation of the Quality Management System to align with ISO 9001:2015, national and international benchmarks
<b>10. Strengthen security to foster a safe and supportive environment</b>	Strengthen surveillance for a conducive teaching and learning environment	Enhanced security at all facilities	Security incidents	Track security breaches
<b>11. Optimize procurement processes</b>	Optimize procurement processes	Enhanced efficiency in the procurement processes	Approved consolidated procurement plan	Ensure adherence to the procurement guidelines and budgets
<b>Learning and Growth/People Perspective</b>				
<b>1. Motivate students and staff to appreciate and adopt a Christian faith/lifestyle and value system</b>	Focuses on nurturing a Christ-centered academic and social environment that inspires students and staff to embrace and live by Christian values	<ul style="list-style-type: none"> <li>This objective seeks to integrate faith into learning, work, and daily life while fostering spiritual growth, ethical leadership, and community service.</li> </ul>	No. of training retreats/seminars conducted	Measure number of trainings on faith/lifestyle and value system
<b>2. Attract, Develop, Engage, and Retain competent, motivated staff complement</b>	Recruit and facilitate continuous proficiency development through training, mentorship, leadership development, and access to learning resources.	<ul style="list-style-type: none"> <li>Empowered staff</li> <li>Competent staff</li> <li>Improved capacity</li> </ul>	% of staff trained as per the approved training projection	Proportion of staff trained as per the approved annual training projections
			Employee engagement, well-being and satisfaction	Level of employee job satisfaction and

Strategic Objectives	Objective description	Intended Results	Measures	Description
		<ul style="list-style-type: none"> <li>STEM &amp; CBE delivery capacity</li> <li>Succession entrenched</li> </ul>	index STEM & CBE Manpower plan Succession plan	engagement in decision making Monitoring of manpower needs Monitor seamless succession
<b>3. Develop a High-Performance Organizational Culture</b>	The project will entail conducting a culture audit, developing training programmes on ethical leadership and high-performance culture, and implementing a phased rollout of culture change initiatives.	<ul style="list-style-type: none"> <li>Fully embedded high-performance and ethical culture across all organizational levels.</li> </ul>	Number of training Programmes on ethical leadership & Performance culture implemented	Track the staff trainings on ethical leadership & Performance culture implemented
<b>Leadership, Governance and Risk Perspective</b>				
<b>1. Strengthen leadership</b>	Focuses on the critical role of its governing Council in providing strategic direction, oversight, and policy guidance to ensure the institution's long-term success.	Enhanced effectiveness, governance capacity, and strategic leadership of the Council to support the university's mission and vision.	Quarterly SP performance reports Approved Succession plan	Tracks the level of achievements of KPIs Ensure successful implementation of succession plan
<b>2. Strengthen Governance</b>	<ul style="list-style-type: none"> <li>Enhance Board/Council/Trustees capacity Development</li> <li>Enhance strategic partnerships and influence</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced Board/Council/Trustees capacity Development</li> <li>Increase in number of strategic partnerships</li> </ul>	No. of capacity building sessions No. of Strategic Partnerships Established or Strengthened	Tracks capacity building Track growth and impact of Strategic Partnerships

Strategic Objectives	Objective description	Intended Results	Measures	Description
<b>3. Strengthen Risk Management and Compliance</b>	To establish and maintain robust systems and processes that identify, assess, and mitigate risks, ensuring the firm operates with integrity and sustainability.	<ul style="list-style-type: none"> <li>● Reduced litigation.</li> <li>● Efficient resource utilization</li> <li>● Business continuity</li> <li>● Enhance compliance of internal controls</li> </ul>	% implementation of the ERM	Close monitoring of the enterprise risk management framework
			Number of Internal audits	Track compliance through internal audit oversight
			% of risks mitigates	Tracks the implementation of mitigated risks

## **Annex II: List of Programmes on offer**

1. Accounting Technician Diploma
2. Bachelor of Arts in Community Development
3. Bachelor of Arts in Counselling Psychology
4. Bachelor of Arts in Communication
5. Bachelor of Arts in Peace and Conflict studies
6. Bachelor of Arts in Social Work
7. Bachelor of Arts in Translation Studies
8. Bachelor of Business Administration and Management
9. Bachelor of Science in Computing and Information Systems
10. Bachelor of Commerce
11. Bachelor of Arts in Criminal Justice and Security Studies
12. Bachelor of Divinity
13. Bachelor of Education (Arts)
14. Bachelor of Education (Early Childhood Development and Education)
15. Bachelor of Education (Special Needs Education)
16. Bachelor of Science in Health Systems Management and Economics
17. Bachelor of Arts in Leadership & Management
18. Bachelor of Business and Information Technology
19. Bachelor of Science in Computer Science
20. Bachelor Of Science in Health Records and Information Management
21. Bachelor Of Science in Nursing
22. Certificate in Accounting & Management Skills
23. Certificate in Business and Information Technology
24. Certificate in Business Management
25. Certificate in Community Development
26. Certificate in Chinese Language
27. Certificate in Communication
28. Certificate in Computer Science
29. Certificate in Criminology and Security Management
30. Certificate in English Language
31. Certificate in French Language
32. Certificate in German Language
33. Certified Human Resource Professional
34. Certificate in Music
35. Certified Investment and Financial Analyst
36. CISCO Certified Network Associate (CCNA)
37. Certified Information Systems Solutions Expert
38. Certified Public Accountant
39. Certificate in Peace Studies

40. Certified Secretaries
41. KISEB Procurement Professional Courses
42. Certificate in Theology
43. Diploma in Business & Information Technology
44. Diploma in Business Management
45. Diploma in Community Development
46. Diploma in Clinical Medicine and Surgery
47. Diploma in Communication Studies
48. Diploma in Counseling Psychology
49. Diploma in Computer Science
50. Diploma in Criminology and Security Management
51. Diploma in Education Arts
52. Diploma in Hotel Management
53. Diploma in Music
54. Diploma in Film
55. Diploma in Journalism
56. Diploma in Information Technology
57. Diploma in Leadership and Management
58. Diploma in Peace Building and Conflict Resolution
59. Diploma in Public Relations
60. Doctor of Philosophy in Theology
61. Diploma in Kenya Sign Language Interpretation
62. Diploma in Social work
63. Diploma in Theology
64. International Certificate of Digital Literacy
65. Master of Arts in Islam and Christian - Muslim Relations
66. Master of Arts in Counseling Psychology
67. Master of Arts in Communication Studies
68. Master of Arts in Sociology
69. Master of Arts in Transformational Leadership
70. Master of Business Administration
71. Master of Development Studies
72. Master of Education in Early Childhood Studies
73. Master of Public Administration and Policy
74. Masters in Theology
75. Doctor of Philosophy in Business Administration and Management
76. Post-Graduate Diploma in Higher Education Pedagogy
77. Doctor of Philosophy in Development Studies

### Annex III: Projected student numbers and programmes in 2024-2030

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
<b>School of Business and Leadership Studies</b>								
1	CBM	Certificate in Business Management	41	50	55	60	65	70
2	DBM	Diploma in Business Management	201	242	262	282	302	322
3	DHM	Diploma in Hotel Management (New)- Reintroduce	1	5	10	15	20	25
4	DLM	Diploma in Leadership and Management	19	25	30	35	40	45
5	BBAM	Bachelor of Business Administration and Management	568	580	590	600	620	680
6	BCOMM	Bachelor of Commerce	175	185	190	200	215	325
7	BLM	Bachelor of Arts in Leadership & Management	95	105	110	115	120	125
8	BHM	Bachelor of Arts in Hospitality Management (New)	0	10	20	30	40	100
9	MATL	Master of Arts in Transformational Leadership	13	20	25	30	35	40
10	MBA	Master of Business Administration	144	165	175	185	195	215
11	MPAP	Master of Public Administration and Policy	6	12	16	20	25	30
12	MPSM	Master of Purchasing and Supply Chain Management (New)	0	5	8	12	15	20
13	PBAM	Doctor of Philosophy in Business Administration and Management	10	15	18	20	22	25
14	PTL	Doctor of Philosophy in Transformational Leadership (New)	0	0	0	5	8	10
15	PPAP	Doctor of Philosophy in Public Administration and Policy (New)	0	0	0	5	8	10
<b>Total</b>			<b>1273</b>	<b>1419</b>	<b>1509</b>	<b>1614</b>	<b>1730</b>	<b>2042</b>
<b>School of Communication and Computer Studies</b>								
1	CBIT	Certificate in Business And Information Technology	18	30	35	40	45	50
2	CCOM	Certificate in Communication	10	20	25	30	35	40
3	CCS	Certificate in Computer Science	10	25	30	35	40	45

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
4	CCL	Certificate in Chinese Language (New)	0	30	45	60	75	90
5	CENG	Certificate in English Language (New)	0	20	30	40	50	60
6	CFL	Certificate in French Language	0	20	30	40	50	60
7	CGM	Certificate in German Language	0	25	35	45	55	65
8	DBIT	Diploma in Business & Information Technology	100	220	240	260	280	300
9	DCOM	Diploma in Communication Studies	25	50	60	70	80	90
10	DCS	Diploma in Computer Science	46	90	100	110	120	130
11	DIF	Diploma in Film	8	18	22	30	35	40
12	DIJ	Diploma in Journalism	8	15	20	30	40	50
10	DIT	Diploma in Information Technology and Cyber Security	29	50	60	70	80	90
11	DPR	Diploma in Public Relations	27	45	55	60	70	80
12	BACS	Bachelor of Arts in Communication	401	410	420	430	440	450
13	BCIS	Bachelor of Science in Computing and Information Systems	22	32	42	52	62	72
14	BOBIT	Bachelor of Business and Information Technology	193	270	290	310	330	360
15	BSC	Bachelor of Science In Computer Science	264	260	300	340	380	420
16	MACS	Master of Arts in Communication Studies	23	45	50	55	60	65
17	MIS	Master of Science in Information Systems (New)	0	15	20	25	30	35
18	PhD	PhD in Communication (New)	0	7	9	11	13	15
19	BSC	Bachelor of Data Science (New)	0	0	5	10	20	30
20	BCSE	Bachelor of Science in Computer Engineering (New)	0	0	5	10	20	30
21	BDC	Bachelor of Arts in Digital Communication (New)	0	0	0	10	20	30
22	BIRD	Bachelor of Arts in International Relations and Diplomacy (New)	0	0	0	10	20	30
23	BSC	Bachelor of Cyber security and Digital Forensics (New)	0	0	10	20	40	60
24	DIP	Diploma in animation (New)	0	10	20	30	50	60

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
25	DIP	Diploma in Digital communication and Marketing (New)	0	10	20	40	60	80
26	MACSD	Master of Arts in International Relations and Diplomacy (New)	0	10	25	35	45	50
27	CERT	Certificate in Public Relations and Fundraising (New)	0	0	0	10	20	30
<b>Total</b>			<b>1184</b>	<b>1727</b>	<b>2003</b>	<b>2318</b>	<b>2665</b>	<b>3007</b>

### School of Education and Social Sciences

1	CCDS	Certificate in Community Development	3	15	18	20	22	25
2	CCSM	Certificate in Criminology and Security Management	10	14	16	18	20	24
3	CPS	Certificate in Peace Studies	4	15	18	20	22	25
4	DCD	Diploma in Community Development	21	28	30	30	32	36
5	DCP	Diploma in Counseling Psychology	42	48	52	55	58	60
6	DCSM	Diploma in Criminology and Security Management	54	58	60	65	68	70
7	DEARTS	Diploma in Education Arts	7	15	18	20	23	28
8	DIPECDE	Diploma in Early Childhood Education (New)	0	15	18	20	23	28
9	DPBCR	Diploma in Peace Building and Conflict Resolution	8	15	18	20	22	24
10	DSW	Diploma in Social work	9	14	15	15	17	20
11	BACD	Bachelor of Arts in Community Development	149	155	160	165	168	170
12	BACP	Bachelor of Arts in Counselling Psychology	161	165	168	170	180	182
13	BAPC	Bachelor of Arts in Peace and Conflict studies	45	46	47	48	49	50
14	BASW	Bachelor of Arts in Social Work	84	85	87	88	89	90
15	BCSS	Bachelor of Arts in Criminal Justice and Security Studies	274	304	334	364	374	394
16	LLB	Bachelor's Degree in Law (New)	0	0	0	15	20	25
17	HRS	Bachelor's Degree Human Rights Studies (New)	0	0	0	15	20	22
18	BED-ARTS	Bachelor of Education (Arts)	710	610	670	680	690	700

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
19	BED SC	Bachelor of Education Science (New)	0	0	25	40	45	50
20	BSST	Bachelor of Science in Sports and Theater	0	0	25	40	45	50
21	BED-ECE	Bachelor of Education (Early Childhood Development and Education)	76	71	76	81	84	88
22	BED-SNE	Bachelor of Education (Special Needs Education)	120	128	134	138	140	148
23	MACP	Master of Arts in Counseling Psychology	22	32	36	39	45	48
24	MASOC	Master of Arts in Sociology	2	10	15	18	22	25
25	MDS	Master of Development Studies	47	54	56	58	60	62
26	MACSS	Master of Arts in Criminal Justice and Security Studies (New)	0	0	10	15	18	20
27	MECS	Master of Education in Early Childhood Studies	2	5	8	12	13	15
28	ME	Master of Education – (New)	0	0	0	10	12	15
29	MCP	Masters in Clinical Psychology- New	0	0	0	10	13	15
30	DPE	Doctor of Philosophy in Education (New)	0	0	0	10	13	16
31	PDHE	Post-Graduate Diploma in Higher Education Pedagogy	2	2	3	4	5	6
31	PGDE	Post Graduate Diploma in Education	0	5	10	13	15	18
32	PDS	Doctor of Philosophy in Development Studies	19	68	88	108	115	118
3	PPC	Doctor of Philosophy in Counselling Psychology -New	0	0	0	10	15	20
<b>Total</b>			<b>1871</b>	<b>1977</b>	<b>2215</b>	<b>2434</b>	<b>2557</b>	<b>2687</b>
<b>School of Health Sciences</b>								
1	DCMS	Diploma in Clinical Medicine and Surgery	82	182	200	190	240	265
2	BSDP	Bachelor of Dental Surgery (New)	0	0	25	35	60	80
3	BSP	Bachelor of Pharmacy (New)	0	0	25	35	40	70
4	BHSM	Bachelor of Science in Health Systems Management and Economics	9	30	40	40	50	70

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
5	BSHRM	Bachelor Of Science In Health Records and Information Management	20	60	80	80	90	100
6	BSN	Bachelor Of Science In Nursing	221	273	300	280	330	400
7	BSND	Bachelor of Science in Nutrition and Dietetics (New)	0	100	140	146	150	160
8	BSPH	Bachelor of Science in Public Health (New)	0	40	60	66	60	80
9	BSN(U)	Bachelor of Science in Nursing (Upgrading)(New)	0	0	0	30	60	90
<b>Total</b>			<b>332</b>	<b>685</b>	<b>870</b>	<b>902</b>	<b>1080</b>	<b>1315</b>
<b>School of Theology</b>								
1	CICM	Certificate in Music (New-Reintroduce)	0	10	15	20	20	25
2	DTH	Diploma in Theology	41	45	48	50	52	55
3	DSL	Diploma in Kenya Sign Language Interpretation	42	50	52	55	57	61
4	BATS	Bachelor of Arts in Translation Studies	31	27	29	31	33	35
5	BD	Bachelor of Divinity	223	230	233	236	240	250
6	ICMR	Master of Arts in Islam and Christian - Muslim Relations	6	11	10	13	15	20
7	MTH	Masters in Theology	39	45	47	52	55	57
9	MTES	Master of Theology in Ecumenical Studies (New)	0	9	10	12	15	18
10	DPT	Doctor of Philosophy in Theology	14	16	18	20	21	22
11	MDIV	Master of Divinity(New)	0	10	20	20	25	25
12	PGD-CA	Postgraduate Diploma in Christian Apologetics (New)	0	5	8	10	13	17
<b>Total</b>			<b>396</b>	<b>458</b>	<b>490</b>	<b>519</b>	<b>546</b>	<b>585</b>
<b>TVET Institute</b>								
1	CAMS	Certificate in Accounting & Management Skills(New)	0	12	18	25	34	35
2	CHRP	Certified Human Resource Professional	9	23	37	58	89	138
3	CIFA	Certified Investment and Financial Analyst	0	7	12	19	29	47
4	CISSE	Certified Information Systems Solutions Expert	1	7	12	19	29	47

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
5	CPA	Certified Public Accountant	5	10	14	20	27	38
6	CPS-CS	Certified Secretaries (New)	0	7	12	19	29	47
7	CPSP-K	KISEB Procurement Professional Courses	2	6	9	15	24	39
8	ATD	Accounting Technician Diploma	1	7	12	19	29	47
9	CISCO	CISCO Certified Network Associate (CCNA)	11	20	23	26	27	28
10	ICDL	International Certificate of Digital Literacy	1	16	20	23	23	25
12	TDBM	Business Management	0	16	18	21	22	24
13	TCBM	Business Management	0	17	20	22	22	22
14	TCSM	Supply Chain Management	0	11	12	13	15	23
15	TDSM	Supply Chain Management	0	15	18	18	20	22
16	TDGD	Graphic Design	0	12	16	17	19	24
17	TCGD	Graphic Design	0	16	18	19	15	22
18	TDDJ	Digital Journalism	0	16	17	17	19	25
19	TDDM	Animation And Digital Media	0	12	16	17	18	28
20	TDBJ	Broadcast Journalism	0	13	15	17	19	25
21	TCIT	Information Communication Technology	0	16	20	21	20	28
22	TDCS	Computer Science	0	16	18	19	20	29
23	TDFM	Film Production	0	12	16	17	21	29
24	TDBJ	Broadcast Journalism	0	19	22	22	24	28
25	TDAI	Artificial Intelligence	0	16	18	20	23	31
26	TAIT	Information Communication Technology	0	18	22	25	27	30
27	TDCS	Cyber Security	0	20	23	24	25	29
28	TDIT	Information Communication Technology	0	20	22	26	27	28
29	TDDA	Data Management And Analytics	0	16	20	21	23	32
30	NITAD	Graphic Design	0	16	17	18	21	29
31	NITAV	Videography	0	20	22	26	26	28
32	NITAP	Photography	0	20	23	24	23	30
33	TD	Orthopedic & Trauma Medicine	0	15	19	22	22	24
34	TC	Orthopedic & Trauma Medicine	0	15	19	21	23	28

NO.	Prog Code	Description	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
35	TD	Perioperative Theatre Technology	0	15	18	22	23	24
36	TC	Perioperative Theatre Technology	0	14	16	18	19	27
37	TC	Medical laboratory Technicians	0	15	16	17	19	31
38	TD	Medical laboratory Technicians	0	14	16	18	19	27
39	TC	Health Records & Information Technology	0	12	16	19	20	35
40	TD	Health Records & Information Technology	0	16	20	22	23	27
41	TA	Health Services Support	0	16	36	40	39	40
42	TC	Health Services Support	0	16	32	33	37	38
<b>Total</b>			<b>30</b>	<b>607</b>	<b>765</b>	<b>890</b>	<b>1015</b>	<b>1364</b>
<b>GRAND TOTAL</b>			<b>5086</b>	<b>6873</b>	<b>7852</b>	<b>8677</b>	<b>9593</b>	<b>11,000</b>

#### Annex IV: SPU STRATEGY 2025-2030 DEVELOPMENT COMMITTEE

Name	TITLE	ROLE
Rev. Canon Prof. James Kombo	Vice Chancellor	CEO
Prof. Abraham K. Waithima	Deputy Vice Chancellor Academic Affairs	Chairman
Dr. Mwirigi Kiula	Deputy Vice Chancellor Finance & Administration	Co-chairman
Kennedy Waweru	Outgoing Ag. Deputy Vice Chancellor Finance & Administration	Co-chairman
Grace Kinyanjui-Njeru	Director, Virtual Campus	Secretary
Dr. John Muhoho	Director, Board of Postgraduate Studies	Secretariat Member
Dr. Peter Karugu	Finance Manager	Secretariat Member
Lucy Gikeri	Human Resource Manager	Secretariat Member
Karen Kibuchi	Strategy & Planning Officer	Secretariat Member
Dr. Peter Gichiri	Deputy University Librarian	Secretariat Member
Dr. Ruth King'oo	Registrar, Academic Affairs	Secretariat Member
Mary Githaiga	Assistant Human Resource Officer	Secretariat Member
Trevor Baya	Multimedia Specialist - Virtual Campus	Secretariat Member
Paul Ruto	Research Fellow	Secretariat Member
Edwin Wanjuru	LMS Support Specialist, Virtual Campus	Secretariat Member
Anne Amondi Omondi	Accountant	Secretariat Member
Dr. Susan Mwangi	Dean, School of Communication and Computer Studies	Committee Member
Susan Wanja	Dean, School of Health Sciences	Committee Member
Rev. Kirienye Maina	Dean of Students	Committee Member
Michael Mungai	Corporate Affairs Manager	Committee Member
Prof. Lily N. Mbugua	Director, Quality Assurance	Committee Member
Dr. Kevin Ndereba	HOD, Department of History, Missions, Religion and Practical Theology	Committee Member
Prof. Milcah Ajuogah	HOD, Department of Education	Committee Member
Dr. Ukaiko Ojiambo	HOD, Department of Communication (Nairobi Campus)	Committee Member
Dr. Hellen Mugambi	Senior Lecturer, Department of Business	Committee Member
Rev. Dr. Stella Mwiti	Chaplain, Nairobi Campus	Committee Member
Dr. Joyce Mbaya	Lecturer, Department of Business Studies	Committee Member
Apollo Warui	ICT End User Support Officer	Committee Member
George Kihara	Ag. Director, ICT	Member - Management Board
Rev. Dr. Joseph Mutei	Ag. Principal, Nairobi Campus	Member - Management Board
Dr. Julius Kahuthia	Dean, School of Business & Leadership Studies	Member - Management Board
Dr. Petronilla Otuya	Dean, School of Education & Social Sciences	Member - Management Board
Rev. Dr. Julius Kithinji	Dean, Joshua & Timothy School of Theology	Member - Management Board
George Gachuru	Director, TVET	Member - Management Board
CPA Maxwell Ogweno	Head of Internal Audit	Member - Management Board
James Mururi	Registrar, Administration	Member - Management Board
Rev. Canon Samuel Githinji	University Chaplain	Member - Management

		Board
Ann Ndung'u	Coordinator, Nakuru Campus	Member - University Senate
Dr. Wanjugu Wachira	Coordinator, Partnerships & Collaborations	Member - University Senate
Dr. Daniel Nzengya	Director, Research & Innovation	Member - University Senate
Benard Kusienya	Ag. HOD, Department of Health Sciences	Member - University Senate
Dr. John Kiboi	HOD, Department of Biblical Studies and Philosophy	Member - University Senate
Dr. Wanjiku N. Kinyanjui	HOD, Department of Business (Limuru)	Member - University Senate
Eric Siele	HOD, Department of Business (Nairobi)	Member - University Senate
Dr. Winnie Ndeti	HOD, Department of Communication (Limuru)	Member - University Senate
Nicholus Nyapete	HOD, Department of Computer Science (Limuru)	Member - University Senate
Dr. Paul Gesimba	HOD, Department of Leadership Studies	Member - University Senate
Emmah Kirwa	HOD, Department of Social Sciences (Limuru)	Member - University Senate
Dr. Nason Vundi	HOD, Department of Social Sciences (Nairobi)	Member - University Senate
Simon Kangethe	Industrial Placement Officer	Member - University Senate
Irene Kibandi	University Librarian	Member - University Senate
Rev. Prof. Kabiro wa Gatumu	Associate Professor of New Testament Studies	Member - University Senate
Ven. Canon Scholar Wayua Kiilu	Coordinator, Institute of Christian Muslim Relations	Member - University Senate
Dr. James Njau	Director, SPUEU & SPILL	Co-opted Member
Gerald Nyoro	Procurement Officer	Co-opted Member
Geoffrey Ngari	Security Officer	Co-opted Member
Betty Muthii	Administration Officer I/C Health Services	Co-opted Member
Bonney Wambua	Administration Assistant, Registry	Co-opted Member
Dr. Stanley Karanja	Lead Consultant, Stan Consulting Group Limited	Consultant
CPA Joseph Ouma	Consultant, Stan Consulting Group Limited	Consultant

**GALLERY**





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