

# REVIEWED STRATEGIC PLAN 2012-2022



The Catholic University of Eastern Africa

AMECEA  
P O Box 62157  
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Kenya

**A Beacon of Excellence in Ethical Education for Sustained Growth**

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### Vision

*To be a world class university producing transformative leaders for  
Church and Society*

### Mission

*To promote excellence in research, teaching and community service by  
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traditional of the Catholic Church*

# FOREWORD

It is a delight to unveil the reviewed University Strategic Plan for the last half of the period 2012-2022. The reviewed Strategic Plan is a key instrument for the sustainability and growth of the University towards a truly African and Catholic University.

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This reviewed Strategic Plan, which is in line with the Vision and Mission of The Catholic University of Eastern Africa (CUEA), is dynamic and responsive to the current challenges of the University. This is important because, “*There is also a need to acknowledge the changed social-cultural context worldwide and to implement initiatives on the international level...*”<sup>1</sup> I appreciate the fact that the Plan focuses on harmonizing the search for academic excellence and religiously motivated concern for the individual and Community. This is in keeping with the perennial values of Catholic Education Tradition and Catholic Identity as expounded in Pope Francis’ “Apostolic Constitution *Veritatis Gaudium* on Ecclesiastical Universities and Faculties” published in 2018. Furthermore, this Reviewed Plan provides a guide to sustainability and growth of the University as well as enhancing, research, teaching and learning, community service, and customer satisfaction. The Plan continues to emphasize excellence and transformative development of CUEA graduates.

This Plan remains a critical tool that shall guide the University in advancing her heritage into the future and in line with Pope Francis’ *Veritatis Gaudium*. I, therefore, encourage all stakeholders and partners to continue contributing to the growth of The Catholic University of Eastern Africa.

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Rt. Rev. Charles Kasonde  
CHANCELLOR, THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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<sup>1</sup> From the Foreword of *Veritatis Gaudium* page 2

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## PREFACE

This Reviewed Strategic Plan is part of CUEA's third Strategic Plan 2012-2022. It is meant to be a guide for sustainability and growth considering the current internal and external environments. It envisages that CUEA becomes the Catholic University of choice in the region. I sincerely thank all those who participated in the review process. I wish to acknowledge the remarkable work done by the Strategic Plan Review Committee. The role played by the University Council, Top Management, University Management Board, the Senate, and the Deans Committee, in this review is greatly appreciated.

While this Plan emphasizes ethical sustainability and growth, Catholic Identity, quality assurance, and partnerships continue to be the University's key foci. In addition, enhanced customer experience and the University rebranding transcends the goals and objectives stipulated in this Reviewed Plan. Specifically, this strategic plan shall build on all value-adding processes and services to create centres of excellence that eventually translate into reduced operating costs, wider margins, improved teaching and learning experience, and refinement of the CUEA brand as a Catholic institution. Organizational culture change and innovation are anticipated to become drivers of growth in the period 2018 to 2022 and into the future.

I entreat all stakeholders to actively participate and support the implementation of this Plan. However, we all must remember that continuous monitoring and evaluation of the Plan is vital for the achievement of our vision and mission.

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Prof. Justus G. Mbae  
VICE CHANCELLOR, THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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## EXECUTIVE SUMMARY

The Catholic University of Eastern Africa, chartered in 1992 as a private university, is one of the 71 universities in Kenya. It has three pillars: research, teaching, and community service. It offers diploma, undergraduate, and postgraduate programmes in six areas of study: Theology, Arts and Social Sciences, Business, Sciences, and Law. In addition, there are two institutes: Canon Law; and Regional Integration and Development, and two centres; Centre for Social Justice and Ethics and Centre for Academic Staff Development (CASD). The University is accredited by the Commission for University Education (CUE) and is ISO 9001 certified. For the last three decades, CUEA guided by the Catholic Education Tradition and Catholic Identity has continually worked to achieve its vision of becoming a world-class university producing transformative leaders for Church and society.

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CUEA has had three strategic plans; the first two focused more on infrastructure development and increase of the menu of programmes offered by the University. The third Strategic Plan 2012-2022 envisages the promotion of excellence using these facilities. This is a mid-term review of the current Plan. The review affords the University the opportunity to proactively respond to both internal and external environments.

Having considered these environments, this Reviewed Plan revolves around four focus areas: (1) research, innovation, and partnerships; (2) teaching and learning; (3) community service; and (4) sustainability and growth. The review process involved several stakeholders at different levels: The University Council, Management, the Senate, Staff, Students, and other Stakeholders.

The document is organized as follows: Chapter One gives a brief history, provides a picture of the University and its current position from various perspectives, and explains the governance structure; Chapter Two describes the University's organizational context; Chapter Three outlines the situational analysis, while Chapter Four details the goals and high-level objectives for each focus area. Other information is provided in the appendices.

For each focus area: research, innovation and partnership; teaching and learning; community service; and sustainability and growth) this Plan endeavours to achieve the following goals: (1) to become a centre of excellence for research, innovation, and partnerships for holistic transformation of the society, (2) to become a centre of excellence that offers world-class academic programmes, (3) to promote beneficial and

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sustainable community service to meet needs and expectations of the church and society, and (4) to become a stable, sustainable, and growing institution of choice.

This document also sets out the high-level objectives and actions for the achievement of each goal. These actions are outlined in the implementation matrix (see appendix D).

The Strategic Plan Review Committee is grateful for the support from all the teams involved in the review process. In addition, the opportunity and confidence accorded to the Committee by the top management is highly appreciated. It is our hope that the implementation of this Reviewed Strategic Plan will drive the University to the achievement of its vision and mission.

Strategic Plan Review Committee<sup>2</sup>

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<sup>2</sup> Members of the Strategic Plan Review Committee are listed in appendix A

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## DEFINITION OF TERMS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AMECEA	Association of Member Episcopal Conferences of Eastern Africa
AQRM	The African Quality Rating Mechanism
CHIEA	Catholic Higher Institute of Eastern Africa
CUE	Commission for University Education
CUEA	The Catholic University of Eastern Africa
CUEASO	Catholic University of Eastern Africa Students Organization
DVC	Deputy Vice Chancellor
EMS	Environmental Management System
HIV	Human Immunodeficiency Virus
ISO	International Organization for Standardization
IRID	Institute for Regional Integration and Development
MDGs	Millennium Development Goals
NEMA	National Environment Management Authority
PESTEL	Political, Economic, Social, Technological, Environmental, and Legal
QMS	Quality Management System
SA-VC	Special Adviser to the Vice Chancellor
UMB	University Management Board
UNDP	United Nations Development Programme
VC	Vice Chancellor

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# Chapter One

## INTRODUCTION

### 1.1 BACKGROUND

#### 1.1.1 The Catholic University of Eastern AFRICA (CUEA)

The beginning of CUEA is attributed to Cardinal Angelo Rossi, Prefect of the Sacred Congregation for Evangelization of Peoples who in November 1973 requested the Apostolic *Nuncio* in Uganda, Archbishop Luigi Belloti, to consult all African Episcopal Conferences about the possibility of a centre of high theological studies for the local clergy of Africa. The Association of Member Episcopal Conferences in Eastern Africa (AMECEA) assumed this responsibility and established the Catholic Higher Institute of Eastern Africa (CHIEA). The Kenya Episcopal Conference donated 15 acres of land to AMECEA for the Institute.

The founding acting rectors of CHIEA were Rev Dr Paul Kalanda from Uganda appointed in August 1979 and Rev Dr Augustine Ndeukoya from Tanzania, appointed in February 1981. The construction of the Institute was completed in early 1984. On September 3, 1984 an inaugural thanksgiving Mass was celebrated by the then Chairman of AMECEA, Archbishop Medardo Mazombwe, who declared CHIEA officially open. On August 18, 1985, CHIEA was formally opened by His Holiness Pope John Paul II on the occasion of the 43<sup>rd</sup> International Eucharistic Congress held in Nairobi, Kenya.

In 1986, The AMECEA Plenary, held in Moshi Tanzania, endorsed the proposal for the establishment of the Catholic University of Eastern Africa, (CUEA). In 1989 CHIEA received a Letter of Interim Authority. On November 3, 1992 CHIEA was presented with a Civil Charter thus becoming The Catholic University of Eastern Africa (CUEA). The first Chancellor and Vice Chancellor were H.E. Maurice Cardinal Otunga (from Kenya) and Msgr Dr Deogratias Mbiku (from Tanzania) respectively. CHIEA then officially became the Faculty of Theology.

#### 1.1.2 CUEA and the Universal Church

CUEA, as a Catholic University is under the Ecclesiastical Authority of the Roman Pontiff, and the Sacred Congregation for the Catholic Education in Rome. However, its founding body, AMECEA, through the Executive Board and the University Council is fully responsible for its operations. The University Council consists of Bishops' representatives of all the AMECEA member countries, the Rector/Vice Chancellor,

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AMECEA Secretary General, the Dean of Theology, as well as representatives of Senate.

As such, CUEA is also governed by the guidelines of the Universal Church for Catholic Universities contained in the Apostolic Constitution of the Supreme Pontiff John Paul II on Catholic Universities (*Sapientia Christiana* of April 15, 1979, *Ex Corde Ecclesiae* of August 15, 1990, and *Veritatis Gaudium* of January 29, 2018). As required of every Catholic University, CUEA aspires to have four essential characteristics:

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- (a) A Christian inspiration of both individuals and the University community,
- (b) A continuing reflection in light of the Catholic faith, the growth of human knowledge,
- (c) Fidelity to the Christian message through the Church, and
- (d) An institutional commitment to the service of the people of God.

In addition, because theology plays an important role in the search for a synthesis of knowledge and in the dialogue between faith and reason, CUEA, as required of every Catholic University has a Faculty of Theology.

As a Catholic University, CUEA has a mission of service as outlined in *Ex Corde Ecclesiae* comprising; Service to Church and Society, Pastoral Ministry, Cultural Dialogue, and Evangelization.

### 1.1.3 CUEA within the AMECEA and the African Region

The Catholic University of Eastern Africa as a regional University founded by the AMECEA, has the obligation to promote the vision and mission of the AMECEA and thus make Africa a better place for the society. Among these obligations include the mission to inspire and empower God's family in AMECEA to a credible and prophetic witness to Christ, by promoting unity, justice, peace, and solidarity by, among other means, empowering the laity and the Religious men and women to play their active role.

The University as a truly Catholic and African University has a role to play in developing a better Africa. The African Union in its 50-year Vision (Agenda 2063), anticipates an Africa that is self-financing, less dependent on aid, and that achieves sustainable economic growth and development through integration. A key challenge to the attainment of this vision is the lack of adequate, predictable, reliable, and sustainable resources.<sup>3</sup> The African Union further pledges to use the diversity as a force for peace and democracy, to transform African economies, and to eradicate poverty and create a better life for all Africans.<sup>4</sup>

<sup>3</sup> From African Union, Self-reliance process through the institutional reform "SANKOFA", Sep/Oct 2017

<sup>4</sup> From African Economic Platform Report, 2017

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The Catholic University of Eastern Africa, with its vision, “To be a world class University producing transformative leaders for Church and Society,” is well placed and commits itself to be part of this African Agenda. This is particularly so because of its diversity in faculty and student enrolment. Furthermore, the United Nations Development Programme’s (UNDP) fourth sustainable development goal is on higher education. The UNDP goals are, in general, a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

As a Catholic and regional University, it aspires to be part of this great role in making Africa a better place and ensuring sustainable development for all through its world class and market-driven programmes.

#### **1.1.4 CUEA and the Agenda for Higher Education in Kenya**

The Catholic University of Eastern Africa is one of the 71 Universities (30 public, 5 public university constituent colleges, 18 private, 5 private university constituent colleges, and 13 universities with letters of interim authority) accredited by the Commission of University Education (CUE), the body responsible for accrediting Universities and regulating University education in Kenya. CUEA, therefore, seeks to abide by the University Standards and Guidelines issued by CUE in October 2014 in all its operations. Further, CUEA is also guided by the national values and principles as outlined in Article 10 of the Constitution. Thus, CUEA, like any other University, aspires to promote quality and relevance of its programmes, promote inclusive, efficient, effective, and transparent governance systems and practices, and ensure sustainability among other requirements of these regulations.

Though a regional University, CUEA is also governed by the University Act under the laws of Kenya. In that sense, CUEA operates in such a way as to meet the objectives of Universities established in Kenya as outlined in the Universities Act (2012) article 3.

CUEA has been ranked highly by different assessment organizations including *AQRM*, *UniRank*, and *Eduniversal* as one among the best Universities in Kenya and in the region. To advance this position, CUEA in this Reviewed Strategic Plan, has laid out strategies to continually maintain and improve services for sustained excellence in all aspects by harnessing its resources.

#### **1.1.5 Accreditation and Re-Inspection of CUEA**

The University was awarded a Charter in 1992 and underwent a successful re-inspection in 2003. The second re-inspection conducted in 2012 confirmed that CUEA had continued to offer quality higher education. The University shall continue to set

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higher standards and remain a point of reference in the provision of higher education in the region and beyond.

The promulgation of the new Constitution in Kenya in 2010 brought to force regulations that have direct effects on the education system. For instance, clauses 21 and 43 that make education a basic right need to be well interpreted and effected. The University shall comply with clause 54 (b) on people with disabilities and clause 46 on provision of quality services as well as adhere to clause 11 (c) on intellectual property rights among others.

The implementation of this Plan shall focus on the entrepreneurial management of the University. The University at this point in time envisages to shift from knowledge reproduction to true knowledge production; offer education based on ethical values, embrace the concept of continuous learning; modernize facilities and automate key processes; use the Quality Management System (QMS) for efficient and effective service delivery; make the University financially sound; maintain our identity as an African and Catholic University, engage in collaborative viable community service activities, diversify academic programmes with emphasis on post graduate studies and conduct research that shall improve the quality of life for people in the region and beyond.

### **1.1.6 Strategic Planning in CUEA**

The current Strategic Plan (2012-2022) is the University's third one. The first plan (1992-2001) focused on the establishment of civil faculties, physical facilities, recruitment of more full-time lecturers and higher student enrolment. Implementation of the first Strategic Plan, resulted in a rapid growth in University facilities and teaching and learning resources. Staff numbers grew from 25 to 104 while student numbers reached 1770.

The second Strategic Plan (2002-2011) built on the foundation laid by the first one in both qualitative and quantitative terms. More facilities were developed, including construction of the ultra-modern Learning Resource Centre. This period also witnessed the establishment of campuses outside Nairobi and increase in the number of academic programmes. The number of students and staff grew to over 6,000 and 500 respectively. The number of faculties increased from two to eight and post graduate programmes in civil degrees were established.

In this third Strategic Plan, 2012-2022, the emphasis is on key academic, financial, and administrative processes to enable comprehensive and systematic realisation of the University's vision and mission; re-brand the institution to become a beacon of excellence in ethical education for sustained growth.

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## 1.2 CORE BUSINESS

CUEA is an institution of higher learning. Its core business includes research, teaching, and community service.

## 1.3 PRODUCTS AND SERVICES

CUEA offers academic programmes across six faculties, two centres, one directorate, and two institutes. These programmes include certificate, diploma, bachelors, masters, and doctorate. The Faculty of Theology offers both secular and canonical degrees. In addition to these academic units, CUEA has a Centre for Academic Development (CAD), Centre for Justice and Social Ethics (CJSE), Institute of Canon Law, Institute of Regional Integration and Development (IRID), and a Directorate of Graduate Studies

To promote research, CUEA has a Directorate of Research, Innovation, and Partnerships. CUEA also engages actively in community service which is organized under the Community Service department. CUEA press supports the publication and dissemination aspects of teaching, research, and community service.

## 1.4 GOVERNANCE AND ORGANOGRAM

### 1.4.1 Governance

As noted above The Catholic University of Eastern Africa is a private university governed in accordance with its Charter. It has established its governance structure as per the University Act of 2012 as follows:

- (a) The University Council whose mandate is to employ staff, approve the statutes of CUEA and ensure that they are published in the Kenya Gazette, approve the policies of the University and the budget in addition to undertaking the function set out by the Universities Act;
- (b) The Senate is in charge of all academic matters at CUEA. It undertakes to carry out these functions through the Faculty Academic Boards, Faculty Examination Boards, Departmental Academic Boards and Departmental Examination Boards among other organs; and
- (c) The University Management Board is responsible for implementing CUEA's policies and assisting in the day to day management through various established committees.

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In addition, CUEA as a Catholic University, is governed by the General Norms as outlined in the Holy See's Apostolic Constitution, *Veritatis Gaudium*, on Ecclesiastical Universities and Faculties. Moreover, CUEA has Trustees established by AMECEA that: appoints members of the University Council, raises funds for the University's benefit, promotes the objects of AMECEA, and appoints the University Chancellor.

The Catholic University of Eastern Africa has a Chancellor who is appointed in accordance with the University Charter. The Chancellor represents the Holy See in the University, promotes the continuation and progress of the University, and fosters communion with the local and Universal Church. In addition, the Chancellor, in the name of the Roman Pontiff and of the University, confers degrees and grants diplomas, certificates and other awards, and makes recommendation to the Trustees on visitation to the University.

The University has a Vice Chancellor who is its Chief Executive Officer and is the academic and administrative head. The Vice Chancellor has overall responsibility for the direction, organization, administration, and programmes at CUEA. The Vice Chancellor is vested with the task of the day to day management of the Institution assisted by the University Management Board. The powers and duties of the Vice Chancellor are outlined in the University Charter.

CUEA has, in accordance to the University Act, a students' association known as Catholic University of Eastern Africa Students Organization (CUEASO). The Association has representation for the students in the Senate. This representation facilitates the overseeing and planning of students' activities including academic, spiritual, moral, harmonious communal life and their social well-being. CUEASO draws attention to the Senate on special needs of students, offers suggestions on matters affecting the well-being of the students, and other functions as provided by the Association's governance instrument that has been approved by the University Council

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### 1.4.2 Organogram

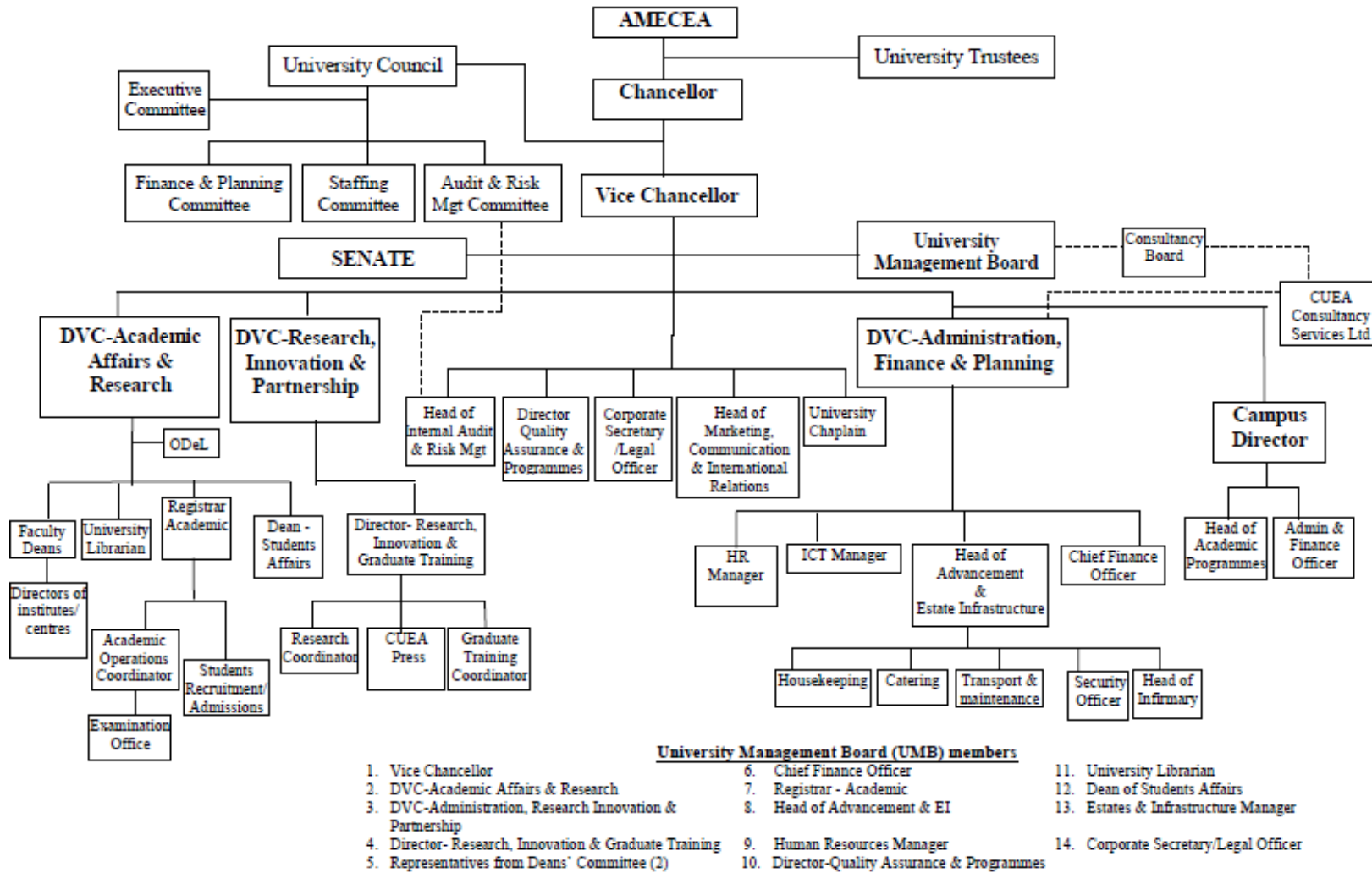


Figure 1: The CUEA organogram, 2018

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# Chapter Two

## ORGANIZATIONAL CONTEXT

### 2.1 VISION, MISSION, AND PHILOSOPHY OF CUEA

#### 2.1.1 Vision

CUEA’s vision is to be a world class university producing transformative leaders for Church and Society.

#### 2.1.2 Mission

CUEA’s mission is to promote excellence in research, teaching and community service by preparing morally upright leaders based on the intellectual traditional of the Catholic Church.

#### 2.1.3 Philosophy

CUEA is founded on the philosophy of the Catholic Higher Education which stresses free search for the whole truth about nature, humanity and God. CUEA promotes exploration of every academic discipline, inspired by Him who is “The Way, the Truth and the Life” (Joh 14:6). This is for ‘...developing “creative apologetics” to “encourage greater openness to the Gospel on the part of all.”’<sup>5</sup> Our conviction is that the Spirit of the Lord enables human beings – through the development of their intelligence and talent – to find meaning in life.

### 2.2 CORE VALUES

The core values of CUEA are: Witness to life; Prayer; Truthfulness; Honesty; Excellence; Commitment; Decency; and Competence.

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<sup>5</sup> From the Apostolic Constitution *Veritatis Gaudium* on Ecclesiastical Universities and Faculties page 9

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## 2.3 QUALITY POLICY STATEMENT

Quality is a vital aspect of ensuring customer satisfaction at the University. CUEA is 9001:2015 certified. As a requirement of the certification, the University has in place a quality policy as follows:

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The Catholic University of Eastern Africa (CUEA) in its vision, mission, and philosophy is committed to offering scientific research, holistic teaching and beneficial community service to cater for the needs and expectations of its customers and continually improve its quality management system according to ISO 9001:2015 standard.

The quality policy shall be communicated, understood, witnessed, implemented, monitored, and reviewed at least every two years for continual suitability. CUEA shall develop and review its quality objectives and communicate them to all employees. The management is committed to meeting all statutory and regulatory requirements and providing the necessary resources.

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# Chapter Three

## SITUATIONAL ANALYSIS

### 3.1 STRENGTHS AND WEAKNESSES

#### 3.1.1 CUEA'S Strengths

The following are the strengths of The Catholic University of Eastern Africa:

##### 3.1.1.1 Governance and Management

The University;

- (a) is accredited by the Government of Kenya;
- (b) has a regionally recognized brand name;
- (c) has Vision, Mission, Goals, and Objectives also a quality policy;
- (d) has a Strategic Plan;
- (e) has a strong Catholic value-based education culture;
- (f) has good student representation in Councils and Committees;
- (g) has well established academic functions (i.e. faculties, a schools and institutes; and
- (h) is ISO 9001 certified.

##### 3.1.1.2 Physical Facilities and Infrastructure

- (a) campuses are in serene and safe environment conducive for the education process;
- (b) has sufficient land for expansion;
- (c) has excellent physical facilities that can be leveraged for student's better educational experience;

##### 3.1.1.3 Teaching and Learning

There is;

- (a) high quality academic staff;
- (b) Open, Distance, and e-Learning facilities;
- (c) strictly adherence to set admission criteria to ensure high quality students;
- (d) well established linkages and strategic partnerships with reputable organizations;
- (e) a lecturer: student ratio that ensures effective teaching and learning; and  
all University programmes are approved by the relevant universities education regulatory bodies;
- (f) a diverse range of programmes at both undergraduate and graduate levels;

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- (g) a state-of-the art library, which has won the *Maktaba Awards* for several years with a rich collection of materials for teaching, learning, and research; and
- (h) a reputation for excellence in teaching and learning.

#### **3.1.1.4 Research, Innovation, and Publications,** CUEA;

- (a) has a Directorate of Graduate Studies, and an innovation function;
- (b) has good interdisciplinary linkages encouraging academic staff and postgraduate students to develop joint research and innovation projects;
- (c) has staff and postgraduate students who publish in peer reviewed journals;
- (d) holds conferences and other interdisciplinary forums that publish proceedings;
- (e) organizes graduate research forums to enhance the capacity of both staff and students in research-based activities; and
- (f) has established an incubator to encourage development of innovations by both staff and students.

#### **3.1.1.5 Community Service**

The University;

- (a) students are enthusiastic about community service activities and participate in large numbers;
- (b) awards certificates to participants of community service activities;
- (c) holds an annual community service award; and
- (d) staff and students have been trained in community outreach.

#### **3.1.1.6 Staff /Staffing**

The University;

- (a) hires high quality and culturally diverse staff in all its functions;
- (b) has sufficient number of staff;
- (c) has a staff development programme;
- (d) offers counselling services for its staff;
- (e) staff who exhibit academic progression can gain career growth;
- (f) annually awards excelling staff through the Awards of Excellence Programme;
- (g) has a robust Human Resource Policies and Procedures Manual; and
- (h) has social welfare schemes for staff including medical and insurance covers.

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### 3.1.1.6 Student Life

#### CUEA;

- (a) offers its students counselling services;
- (b) has developed a mentorship programme to help support students in different areas of their academic and non-academic life;
- (c) has several scholarship programmes available;
- (d) facilitates the process of acquiring students' loans from the Government;
- (e) has an International Students' Welfare Office that takes care of foreign students' needs;
- (f) has diverse cultures, clubs, and movements that enhance the students' academic and social lives;
- (g) has developed criteria to be met by providers of accommodation facilities to ensure enhanced welfare of students;
- (h) students participate actively and perform well in extra-curricular activities outside and within the campus;
- (i) student body is diverse in terms of age, nationality, and culture;
- (j) students benefit from spiritual guidance services from the Chaplaincy; and
- (k) has successful and diverse alumni in the AMECEA region and beyond.

### 3.1.2 Weaknesses of the University

The following are the weaknesses of The Catholic University of Eastern Africa:

#### 3.1.2.1 Governance and Management

The University;

- (a) has no systematic evaluation and monitoring of the Strategic Plan,
- (b) staff and students are not well versed with the Strategic Plan,
- (c) is currently facing financial challenges,
- (d) processes though on-going are yet to be properly automated,
- (e) customer care culture is wanting, and
- (f) over-relies on tuition fees for its income.

#### 3.1.2.2 Physical Facilities and Infrastructure

#### CUEA;

- (a) is yet to leverage the use of Information Technology in most of its processes,
- (b) facilities are not fully utilized to augment non-tuition income, and
- (c) does not have an efficient facilities' maintenance programme.

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### 3.1.2.3 Teaching and Learning

The University,

- (a) has yet to fully embrace the use of Information and Communication Technologies (ICTs) in teaching and learning,
- (b) has hitherto not regularly reviewed its programmes, and
- (c) does not have a regular capacity building schedule for the teaching staff.

### 3.1.2.4 Research, Publications, and Innovation

**CUEEA;**

- (a) staff rely heavily on internal research funding,
- (b) staff have heavy workload in teaching and supervision which impedes research
- (c) research function needs enhancement and better structure;
- (d) research productivity is relatively low, and
- (e) does not have adequate resources for research, publication, and innovation activities.

### 3.1.2.5 Community Service

The University;

- (a) does not review of progress of established community service projects, and
- (b) community service projects have not been sustainable to some extent, and
- (c) ha not largely promoted community participation

### 3.1.2.6 Staff/Staffing

The University;

- (a) staff motivation level is currently low, and
- (b) lacks a structured training programme for upgrading its technical staff.

### 3.1.2.7 Student Life

**CUEA;**

- (a) does not have affordable accommodation available for students,
- (b) does not have a placement office, and
- (c) alumni Office is still not fully functional.

## 3.2 ANALYSIS OF EXTERNAL FACTORS

In this section we focus on analysis of external factors that impact the University operations including political, economic, social, technological, environmental, and legal (PESTEL Analysis).

### 3.2.1 Political Factors

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Political stability and the legislative arm of the government define the future changes in the political environment in a country. The associated political factors influence both the operational bureaucracy and the political environment of the organizations in the country. This influence presents both opportunities and threats to the University operations in the future.

### 3.2.1.1 Opportunities

Many countries within AMECEA and in the Eastern and Central African region have been undergoing political unrest in recent years. These countries require interventions to peaceful resolutions and co-existence. In addition, after successful peace-making efforts, there will be need for reconstruction.

CUEA offers courses in peace, justice, and regional integration and development. There is, therefore, an opportunity to offer these courses to individuals and organizations working towards these peace-making and rebuilding efforts.

### 3.2.1.2 Threats

Media as a platform for information dissemination and communication is always under political scrutiny and sometimes influence. This can have positive and negative effects on the University's operations and image. The University needs to strive to put in place measures to mitigate the associated risks to her reputation.

The uncertainty associated with elections and political transition in Kenya and the neighbouring countries may result in interruption of normal University operations. This may result in the diminished ability to attract international faculty members and students due to security concerns. Moreover, the uncertainty accompanying the election process negatively impacts the operations of the University because stakeholders take a 'wait and see' approach to operations. CUEA could develop forums that would build stakeholder confidence in security matters within and around campus.

### 3.2.2 Economic Factors

Economic factors namely: inflation rates, interest rates, exchange rates, among others influence the organizational operating environment. Additionally, these factors provide the background needed to understand the risks and opportunities that are likely to influence the University financial and capital expenditure decisions. These factors present both opportunities and threats to the University.

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### 3.2.2.1 Opportunities

The Central Bank of Kenya capped the lending interest rates at 14% from September 2016. This action was expected to reduce cost of borrowing which would further reduce the operational costs. The reduction would enhance borrowing by business owners and increase their propensity to spend. This could lead to increased demand for CUEA programmes and hence increased enrolment. In addition, this would reduce the financial burden arising from past liabilities.

Infrastructure developments as envisaged in Vision 2030 flagship projects such as the standard gauge railway and road network improvement, direct flights to the USA, among others are expected to open new opportunities because of spurred economic activities. One of the opportunities for CUEA is to market herself as a centre of choice for “study abroad” programmes for students in the USA.

The above contention is bolstered by data from the World Bank showing that Kenya’s GDP has been growing by more than 5% since 2010.<sup>6</sup>

### 3.2.2.2 Threats

There have been fluctuations in inflation rate in the range of 6-10% between 2012 and 2016. However, forecasts indicate a declining rate to below 5% by 2022. This implies that the prices of goods and services have been unstable thereby lowering the University’s purchasing power. However, if the forecasts materialize, then this trend would change.

In addition, the Kenya Shilling has been fluctuating against the major currencies such as the Dollar, the Euro, and the Sterling pound. Fluctuating exchange rates affect the operational costs of the University affecting its sustainability due to the foreign exchange risk exposure.

The effect of these factors to the University operations should be gauged against the background of the humongous growth in the Country’s higher education sector within the last five years making increase in fees almost impossible. Moreover, the interest rate capping has recently been under heated debate from the market players and the opportunities and benefits thereof may only be short-lived. The University should be fast to take advantage of the benefits accruing.

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<sup>6</sup> From Kenya Country Profile available from <http://databank.worldbank.org/data/views/reports/>. Retrieved on May 26, 2018

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### 3.2.3 Social Factors

The social factors that could influence University operations include: demographics, income distribution, culture, education, and HIV/AIDS, among others. These factors influence the supply and demand for CUEA products and services. As for the other factors mentioned above, social factors also present both opportunities and threats to University operations.

#### 3.2.3.1 Opportunities

The World Bank reports that Kenya has met some targets of the Millennium Development Goals (MDGs) among them Universal primary school enrolment, and narrowed gender gaps in education.<sup>7</sup> This would be a great opportunity for CUEA in the coming days in the quest to increase enrolment.

The Kenya Youth Survey Report<sup>8</sup>, indicates that about 80% of the Kenyan population is below 35 years. This population segment is characterized by high consumption patterns for various goods and services. The segment's changing lifestyles have resulted to high expectations in the market. This is an opportunity for CUEA to address the emerging consumer needs by coming up with courses that contribute concretely to the needs of the Church and Society. This also includes research and community service activities to meet their needs.

Devolution of the Kenya central government to the counties has led to new opportunities for research, community service, and training in areas that were previously non-existent. Moreover, several organizations have come up with programmes that aim to curb the increasing vices of drug and alcohol addiction. Hence counties and such organizations require capacity building for their staff. CUEA can offer support in this area by offering relevant short courses, training workshops, and seminars.

#### 3.2.3.2 Threats

On the flipside, with devolution each county is striving to become independent in all its functions and this includes provision of education. Many counties are working to establish institutions of higher learning, mainly at university level. This means that prospective students have the option of a college education near home. Due to reduced

<sup>7</sup> From <http://www.worldbank.org/en/country/kenya/overview>. Retrieved May 26, 2018

<sup>8</sup> By Awiti and Scott (2016). Available from <https://www.aku.edu/eai/Documents/kenya-youth-survey-report-executive-summary-2016.pdf>

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cost of commute and accommodation, CUEA may not be a preferred choice for some students, potentially reducing her enrolment.

The increase in drug and alcohol addiction among college going youth affects their ability to get a proper tertiary and professional education. This reduces the completion rate, increases time to graduation, increases University operational cost, and lowers quality ratings. Colleges and Universities are faced with the problem of finding ways to deal with this menace. CUEA has not been spared and must put in place measures to protect its students and help those already affected.

### 3.2.4 Technological Factors

Technology is the vehicle that allows people to participate in a rapidly changing world providing financial and convenience benefits. In Kenya, individuals as a percentage of the population, using the internet have increased from 0.3 in 2000 to 26 in 2016.<sup>9</sup> This availability and access to technology comes with both opportunities and threats to the operations of the University.

#### 3.2.4.1 Opportunities

The Kenya government has made it a priority to ensure that the required technology infrastructure is available to all. This is envisaged to open opportunities for development in the country. Fibre-optic cabling has made it possible to have real time network communication which in turn makes operations easier and cost-effective within organizations and learning environments. Additionally, this has greatly improved internet connectivity making it cheaper and easier to access technology related services and products. Ensuring the highest quality of internet infrastructure will benefit CUEA students and faculty in many areas including: research, innovation, teaching, community service, and administrative activities.

Existing technologies such as telephony, video, and teleconferencing enable reduction of costs, while social media enhances communication. Proper systems' integration can facilitate efficient and effective management of transactions. Organizations are now moving towards paperless working environment which enhances cost reduction and efficiency within the organization. In addition, the World Wide Web facilitates quality research.

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<sup>9</sup> From Kenya Country Profile available from <http://databank.worldbank.org/data/views/reports/>. Retrieved on May 26, 2018

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Moreover, technology is now widely believed to be the driver of innovation for the future. For this reason, many governments in Africa, Kenya included, have started rolling out ambitious technology programmes in teaching and learning. In Kenya, for instance, digital learning in public primary schools has already been rolled out by issuing devices to pupils and training teachers.

These developments have implications for CUEA. In the period covered by this Strategic Plan and beyond, CUEA must be ready to receive these future students. They will be more tech-savvy and oriented towards digital products and services. The University, therefore, must have the necessary physical and human resources to meet their needs.

#### **3.2.4.2 Threats**

With all these information and communication technologies come the threat of cyber security which poses a challenge to organizations. Huge investments must be made to protect organizational and personal data within their systems. CUEA must address this risk which can negatively affect the integrity of its financial and academic transactions and records. CUEA must, therefore, develop and automate systems in finance, administration, and academic departments.

#### **3.2.5 Environmental Factors**

Environment is the totality of our surroundings. Environment includes the natural forces such as weather and climate change. With climate change occurring due to global warming and with greater public environmental awareness, the environment is becoming a significant issue for organizations to consider. There are opportunities and threats associated with the environment.

##### **3.2.5.1 Opportunities**

There is a growing desire to protect the environment. In the recent past, many non-governmental organizations and governments have focused on this cause. This requires that people are empowered with knowledge and capacity to protect the environment. Research and training opportunities exist for CUEA in these areas as sustainable interventions that benefit the community are required.

Learning environments are at their best when they are serene and offer the necessary peace and quiet. Such environments provide conducive ambience for staff and students to carry out their activities. Students especially from foreign countries are attracted by such surroundings. CUEA must continue to ensure that she takes advantage of this

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opportunity by maintaining her facilities. In addition, CUEA should maintain efforts to engage with neighbours to improve the environs.

For sustainability, there is a huge drive around the world to embrace green technologies in all operational areas. CUEA can equally take advantage of these opportunities in solar power, waste management, conservation, and resource recycling. All these among others, can reduce the operational costs of the University. This can also be a source of income.

### 3.2.5.2 Threats

Environmental protection impacts on operational costs due to increased regulations and the general move towards more environmentally friendly products. The National Environment Management Authority (NEMA) and the Local Authorities Act require organizations to implement environmental management systems (EMS). However, implementation of such management systems can be complicated and costly, therefore, there is need for adequate planning and resource mobilization to achieve this.

Environmental degradation leads to high cost of living due to poor agricultural productivity that results in high living costs. This negatively affects the international student enrolment by the University. CUEA must, therefore, have work-study programmes and income activities for students to allay this concern.

### 3.2.6 Legal Factors

Legal factors influence the way organizations operate. Compliance with new legal requirements increase operational costs as new systems and procedures are developed and fines and penalties are levied on violations. Legal factors are associated with various opportunities and threats for CUEA.

#### 3.2.6.1 Opportunities

Implementation of the county administration through devolution is anticipated to have an impact on the overall management of the counties in planning, implementation, and other areas. It is, therefore, necessary for county government officers to carry out these functions. This provides an opportunity for the University to provide the much-needed training tailored to meet special needs of county governance and administration. In addition, there are expanded opportunities for student internship and employment in the counties. There are also opportunities for community service projects. Such initiatives facilitate improved engagement with the county governments besides enhancing visibility and raising the University profile.

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With the East African Community, comes efforts to ensure that there is increased cooperation between the member countries. The Kenya Government is working to reduce the immigration restrictions that hamper free movement and injure business and work across borders. CUEA could benefit as it aims to increase hiring international faculty members and enrolling more international students.

### 3.2.6.2 Threats

Empowerment and labour laws cover areas such as salaries and remuneration, redundancy, dismissal, working hours, and minimum wages among others. These laws are generally aimed at protecting employees against the exploitative labour practices. However, compliance has a cost. Although CUEA has always adhered to these rules, more effort is required to appropriately deal with upcoming related issues.

The tax regulations in the region continue to widen the tax net and improve collection. Hitherto non-taxable incomes and benefits now attract tax. This exposes CUEA to higher tax burden especially in non-tuition income which is a key goal in this Reviewed Strategic Plan.

Overall, the enactment of laws exposes the University to higher potential for litigation. Furthermore, recent anecdotal evidence shows that the Kenyan society is becoming more litigious since the promulgation of the new constitution in 2010. Indeed, the University continues to find herself with more litigations than ever before. This has implications on how CUEA will henceforth pivot all her operations and processes in policies and regulations that can be upheld in court as it endeavours to adhere to all the necessary Acts

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# Chapter Four

## GOALS AND OBJECTIVES

### 4.1 INTRODUCTION

This plan organizes the University goals around four (4) focus areas: research, innovation, and partnerships; teaching and learning; community service; and sustainability and growth. Each of these focus areas has a goal and several high-level objectives. The corresponding actions to ensure the achievement of the goals and objectives are detailed in the implementation matrix. In addition, the matrix provides the implementors, indicator, time frames, and expected outcomes.

### 4.2 GOALS

#### 4.2.1 Focus Area 1: RESEARCH, INNOVATION, AND PARTNERSHIPS

##### Goal

***To be a Centre of excellence for research, innovation, and partnerships for holistic transformation of the society***

##### High Level Objectives

- (a) To carry out productive and ethical research;
- (b) To foster quality refereed publications;
- (c) Promote innovativeness among staff and students;
- (d) Attract research funding and grants worth at least 10% of total revenue per year;
- (e) To disseminate generated knowledge to academic and non-academic fraternities within and outside the University; and
- (f) To continually promote staff and student participation in global competitions and events.

#### 4.2.2 Focus Area 2: TEACHING AND LEARNING

##### Goal

***To become a Centre of academic excellence that offers world-class programmes***

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### High Level Objectives

- (a) To develop new market-driven programmes in line with industry and community needs;
- (b) Improve quality of teaching;
- (c) To apply technology to facilitate learning and access
- (d) To become the preferred centre for graduate studies in AMECEA and beyond

#### 4.2.3 Focus Area 3: COMMUNITY SERVICE & CATHOLIC IDENTITY

##### Goal

***To promote beneficial and sustainable community service to meet needs and expectations of the Church and society***

### High Level Objectives

- (a) To implement service learning for students;
- (b) To encourage communities to own and sustain projects commenced by the University;
- (c) To promote outreach and evangelism; and
- (d) To create collaborations and partnerships with stakeholders in carrying out community service activities.
- (e) To ensure all programmes reflect the Catholic Identity of the University.

#### 4.2.4 Focus Area 4: GROWTH AND SUSTAINABILITY

##### Goal

***To become a stable, sustainable, and growing institution of choice***

### High Level Objectives

- (a) To maintain operational costs to a maximum of 80% of total revenue per year;
- (b) To increase University income by at least 15% per year;
- (c) To increase customer satisfaction rating by 5% per year;
- (d) To increase enrolment of students from AMECEA region and beyond;
- (e) To establish a lean governance structure;
- (f) Recruit and retain culturally diverse and qualified staff;
- (g) Gainfully mobilize the University estate;
- (h) Efficiency and quality assurance;
- (i) To enhance security;

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- (j) To increase the strategic position of the University Brand by 50% among critical stakeholders;
- (k) To enhance management of information resources to support research, teaching and learning, community service and other functions;
- (l) To enhance staff motivation; and
- (m) To formalize knowledge management

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# APPENDICES

## A. STRATEGIC PLAN REVIEW COMMITTEE

The review of the 2012-2022 Strategic Plan was spearheaded by a strategic plan review committee set up by the Vice Chancellor. The following members participated: Page | 24

**Dr Kimani Mburu** (B.Ed (KU), M.Sc. (KU), Ph.D. (US), CPA(K))  
Convener, Strategic Plan Review Committee  
School of Business  
The Catholic University of Eastern Africa

**Mrs Margaret Meena** (B. Com (CUEA), MBA (CUEA), LIMIS (Strathmore), DipQM, LQA)  
Secretary, Strategic Plan Review Committee  
ISO Coordinator  
Directorate of Quality Assurance and Academic Programmes  
The Catholic University of Eastern Africa

**Dr Susan Wasike** (B.A. (CUEA), MBA (CUEA), Ph.D. (JKUAT))  
Coordinator Graduate Programmes  
School of Business  
The Catholic University of Eastern Africa

**Mr Erick Omondi Njiri** (Dip. Pers. Mgt (RIAT), HDip. HRM (Kenya Polytechnic), B. Sc. (Moi), MBA (Maseno))  
Manager Human Resources  
The Catholic University of Eastern Africa

**CPA Abraham K Wilbourne**<sup>10</sup> (B. Com (CUEA), CPA(K))  
Finance Office  
The Catholic University of Eastern Africa

**Mrs Agnes Muhavani** (B.Acc. (Botswana), MBA (Botswana), DBA candidate (CUEA))  
Head, Planning and Advancement  
The Catholic University of Eastern Africa

**Mr Peter Ng'eno** (B. Sc. (CUEA), MBA (CUEA))  
Academic Operations Officer  
The Catholic University of Eastern Africa

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<sup>10</sup> CPA Wilbourne replaced Mr Job Muguti

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## B. STRATEGIC REVIEW COMMITTEE APPOINTMENT LETTER



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## C. STRATEGIC PLAN REVIEW PROCESS

The Committee membership comprised representation from across the various functional areas of the University. The committee was appointed in October 2017 and finalized the review process in August 2018. The committee had a secretariat that maintained all the review documents and minutes.

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The review process started by agreeing on a work plan which was subject to review as circumstances changed. The work plan set out the tasks to be carried, responsibilities, and timelines. The work plan was shared with University top management whenever it was reviewed. The review was done through meetings, brainstorming, and discussions which would occasionally involve top management, data collection through interviews and questionnaires.

The review process was all-inclusive, and this was facilitated by data collection from University council, top management, students, functional heads, and other staff members.

The committee made several presentations to top management during the draft preparation. This allowed the committee to align the draft reviewed strategic plan with the vision of the top management. Moreover, at the final stages of the review process, the committee worked hand in hand with the top management to incorporate the strategic transformation plan into the Reviewed Strategic Plan.

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# D. REVIEWED STRATEGIC PLAN IMPLEMENTATION MATRIX

The implementation matrix for this Reviewed Strategic Plan is available as a separate document. However, it should be understood as part of this Reviewed Strategic Plan. The matrix outlines all the actions planned to ensure the achievement of the strategic goals. In addition, the time lines, the responsible officers, expected outcomes, and the indicators are indicated on the matrix.

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