

**KAG EAST UNIVERSITY STRATEGIC ADAPTIVE PLAN
2023-2028**

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University of Transformation

Approval Sheet of the 2023-2028 Strategic Plan

The 2023-2028 Strategic Plan is hereby approved as the primary document to guide KAG EAST University for the designated period.

Date.....

Date.....

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Prof. Tom Mboya
Chair, University Council

Dr. Kyle Chalko
Vice Chancellor



A Word from the Chancellor

To Whom It May Concern:

The KAG EAST University (KAG-EU) Strategic Planning Team has worked hard to develop this Strategic Adaptive Plan aims at transforming KAG-EU into being the distinguished Pentecostal University in East Africa. Our Mission of providing relevant and quality education while also producing Spirit-empowered servant leaders for the global marketplace served as a guiding force in this Plan's development.

The Strategic Adaptive Plan incorporates feedback and ideas from a variety of the University's Stakeholders and builds on past success while identifying new opportunities for growth and improvement. The resulting recommendations are thoughtful, and, in fact, bold, aimed at strongly positioning our aspirations for KAG-EU as an educational leader in East Africa. Serving as a road map to guide us into the future while keeping us grounded in the principles and core values that define this institution, this plan prioritizes initiatives with an eye toward early successes, our most significant opportunities, and most urgent needs.

We are already making great strides in preparing and developing Spirit-empowered servant leaders who are expertly trained to produce impact across all spheres of contemporary society. And, while there is much work to be done in our transformation, our unwavering dedication and commitment to our goals is not only reflected in this strategic adaptive plan but also in tangible changes we have and continue to make to the betterment of our University Community.

I want to acknowledge all the administration, staff and students who worked tirelessly to develop this comprehensive five-year strategic adaptive plan for KAG-EU. I'm very pleased that the Board of Trustees officially endorsed our ambitious goals in 2023.

I'm excited to continue this transformative work alongside the entire KAG-EU Community. I want to thank everyone again for helping us reach this point, and I look forward to seeing the great progress we are going to make as we move forward together.

With gratitude,

Chad Causey

Dr. Chad Causey
Chancellor
KAG EAST University



Foreword

As we embark on a pivotal transition, our university is dedicated to becoming a student-centered institution that delivers quality education and equips students with essential missional and marketplace skills, fostering servant leaders who embody our Christian values. This Strategic Plan serves as a roadmap for our journey, outlining our goals, approaches, and actions to reposition the University within the higher education market. By following this Plan, we aim to ensure that our Institution remains relevant, competitive, and true to its Mission of providing exceptional education grounded in faith.

The 2023-2028 strategic plan reflects extensive discussions and consultations with all members of the KAGEU Community and its Partners. This new Plan embodies our commitment to student-centeredness, repositioning our Institution as a high-quality, affordable, and relevant school, emphasizing excellence in both academic and co-curricular activities.

Executive Summary

Our university is at a transformative juncture, poised to become a student-centered institution delivering high-quality, affordable, and relevant education grounded in Christian values. This Adaptive Strategic Plan outlines our commitment to adapting a new business model to meet modern educational demands by integrating robust online learning and revising faculty duties accordingly. Collaborations with partners like One Hope and Southeastern University (SEU) will enhance our digital resources and faculty training.

The strategy is to offer affordable education without compromising quality, informed by market research and student feedback. Work-study programs, internships, and practical experiences will equip students with essential skills while fostering individual leadership to reduce costs and increase efficiency. We aim to redesign our Curriculum to focus on Spirit-Empowered Character, Ministerial, Marketplace, and Missional Competencies.

Effective marketing and recruitment strategies will leverage our physical campuses and network partnerships, with clear communication materials to attract and retain students. Simplified product options and transparent pricing will enhance accessibility.

Spiritual vitality and collaborative relationships are foundational to our Mission. Initiatives like student-led chapels and mission trips will foster a vibrant faith community. Advisory groups with denominational partners will align our programs with church needs.

Operational excellence will be another item to focus on at our university. We aim to digitize enrollment and finance systems, implementing cloud-based financial controls, and maintaining swift, effective responses through professional Human Resource and legal departments. These initiatives will ensure streamlined operations and a supportive environment conducive to academic and administrative success.

The Adaptive Strategic Plan's implementation will include collaboration with international partners engaged by Chancellor Dr. Chad Causey and The Kenya Assemblies of God Church (The University Sponsors). This collaboration aims to inject capital into the University, offer strategic management consultation, and work closely with faculty, staff, and students to propel the University towards achieving its goals and aspirations.

This Adaptive Strategic Plan is a testament to our dedication to providing transformative education. Together, we will empower students to become tomorrow's servant leaders, making a lasting impact on the world.

Our History Versus Our Current Status

Our history

The initial roots of KAG-EU can be traced in Tanzania where the Assemblies of God (AG) USA started the Northern Tanganyika Bible School in Arusha in 1958. Most of our initial Kenya Assemblies of God (KAG) leaders received their ministerial training there. Between September 1975 and 1976 the AG Division of foreign missions decided to shift the Arusha Bible School from Tanzania to Kenya.

The then American AG moderator in Kenya Rev. Delmer Kingsriter had always intended for EAST Africa School of Theology (EAST) to serve as a regional school. He approached the Kenya Government for allocation of land. Seven and a half acres of land in Buruburu was granted. In early 1978 Morris Williams former AG USA General Superintendent led a group of missionaries and KAG leaders in the ground-breaking ceremony of the new EAST property.

EAST opened its Buruburu Campus in September 1979 with only four buildings at various stages of completion. Rev. Jerry Spain, Principal of ABS moved to Nairobi in October 1979, for the start of a long tenure as Principal of EAST. In 1980 when he returned to the USA for further studies and itineration Rev. Mike McClain served as the Principal. In April 1981 building of the first phase of EAST was completed and leaders dedicated it to the glory of God.

From the beginning, EAST as a regional school for East and Central Africa as well as practicing an open door for training of ministers for various Pentecostal and Evangelical church organizations.

Academically, EAST had an accreditation with ICI (now Global University). On July 25th, 1986, twenty-five members of the then Commission for Higher Education came for an inspection tour of EAST. The journey for program accreditation was long and most times awfully challenging. In 2000, EAST ceased as a regional school and became a national school under KAG leadership. In late 2011 EAST received official communication from the Commission for University Education (CUE) that all the three academic programs, on offer then, enjoyed full government recognition.

In early 2012 CUE further communicated that the graduate level programs being offered in the EAST Buruburu Campus jointly with Global University were also recognized. In 2014 the three ministerial programs offered at EAST received full accreditation by CUE.

In mid-2011 the late KAG General Superintendent and Chancellor of EAST Bishop Dr. Peter Njiri presided over a ground-breaking ceremony of a 68 acres (about the area of The Vatican) piece of land in Kitengela as home of KAG-EU. The cornerstone of the first building at Kitengela Campus was laid 24th Feb 2012 to the glory of God in a memorable ceremony presided over by Bishop Dr. Peter Njiri.

Rev Dr. Jeff Nelson was the Vice Chancellor from 2008 to 2016. He worked tirelessly for full accreditation of EAST by the Kenyan Government into a university offering various academic programs. KAG-EU received its full Charter by CUE) in a ceremony presided over by H.E.



Uhuru Kenyatta the President of the Republic of Kenya, at State House, Nairobi on 7th October 2016. KAG-EU received the signed Charter in November 2016.

The Kitengela University Campus admitted its first students in January 2015. Currently the programs are domiciled as follows:

1. Buruburu Campus: School of Bible and Theology (SBT)
2. Kitengela Campus: School of Education and Social Sciences (SESS)

Current Status

We conducted an investigative audit after graduation of our first lot of government students and found several critical issues across governance, academic quality, and financial management. Governance challenges include non-compliance with university standards and guidelines, with a disproportionate representation from the sponsor entity on the Board of Trustees (BOT) and University Council. Academic concerns center on program quality and compliance with Universities Standards and Guidelines (2024), highlighted by low student enrollment and issues with program accreditation. Financially, the University struggles with weak financial controls, overdue tax obligations, and inadequate funding, leading to operational challenges and reputational risks. Recommendations include restructuring the governance framework to include independent members, enhancing academic oversight and program offerings, improving financial reporting and management, and securing sustainable funding to stabilize operations and ensure long-term viability. Immediate action is crucial to address these issues and restore the University's capacity to fulfill its Educational Mission effectively.

In 2023, we engaged strategic planning experts to develop a comprehensive plan aimed at revitalizing our University. Since the Plan was adopted by the University Council in November 2023, we have made significant strides. These include redesigning our Bible and Theology Programs, piloting a unique co-curricular work-study and leadership initiative, enhancing our financial and recruitment processes, and embarking on a digital transformation of all our operations. Additionally, we have begun developing payment plans to address our overdue tax obligations and have sought financial assistance from an international consortium of partners to align our operations more effectively. We've also upgraded our financial reporting system by enlisting qualified accountants. Moving forward, we are committed to implementing this Plan, which has already led to substantial improvements across various areas of our University.

The Planning Process

This Adaptive Strategic Plan document was crafted following extensive discussions and consultations with the KAG-EU Community, The KAG Church, and our international partners. The University Council thoroughly reviewed and provided feedback on the Plan, incorporating all pertinent suggestions and insights. Endorsed in 2023, this plan was preceded by a comprehensive investigative audit that identified various challenges and areas needing improvement within the University.

Interactive workshops were conducted with key stakeholders including the Board of Trustees, University Council, University Management Board, Faculty Senate, staff, and students. The outcomes of these discussions informed the final formulation of the plan, ensuring it reflects a collective vision and strategic direction for our university.

Our Strategic Direction

Our Vision

A distinguished Pentecostal University producing servant leaders for the global marketplace.

Our Mission

To provide relevant and quality education that produces Spirit-empowered servant leaders for the global marketplace.

Our Educational Philosophy

KAG EAST University approaches the total educational programme from a Christian perspective for holistic transformation that prepares students to reach their maximum potential in serving God and the contemporary society.

Our Core Values

1. **Christlikeness:** We value Christlikeness as our highest calling and guide on how we relate with each other, express our character and do our work. As a Christian institution, we submit to the Lordship of Jesus Christ and depend entirely on the Holy Spirit in all that we conceive and execute.
2. **Integrity:** We value integrity as our guide towards moral uprightness, responsible behavior and accountability. We value honesty, faithfulness and consistency in our personal and professional relationships.
3. **Excellence:** We value excellence as a significant pursuit for high productivity and provision of quality services. We continuously improve our structures and systems to deliver quality products and services.
4. **Collaboration and Partnerships:** We value internal and external collaborations and partnerships as major avenues for sharing of resources, exchange of knowledge, and benchmarking for continuous improvement. We support each other, uphold team spirit, and

5. **Innovation and Creativity:** We value innovation and creativity as catalysts for generating new knowledge and appropriate response to contemporary issues. We adjust accordingly depending on the situation and adopt measures that keep the institution ahead of the pack.

Our Motto

The University of Transformation!

The Motto is derived from the Vision Statement, Mission Statement, and Education Philosophy. By the power of the Holy Spirit, KAG-EU provides relevant and quality education that transforms students into transformational servant leaders.

Quality Policy Statement

KAG EAST University is committed to providing high quality education within a Christian environment for the transformation of individuals and communities. The Word of God and empowerment of the Holy Spirit are foundational in achieving the vision, mission, goals, and objectives of the University.

The University is dedicated to transformative education for improved service delivery by encouraging spiritual, moral, and cognitive development that positively shapes lives and meets contemporary societal needs. The University appreciates volatile, uncertain, complex, and ambiguous times; hence continually changing, adjusting, and improving to remain relevant, marketable, and competitive.

The leadership and management undertake to realize this goal leveraging on the University's strengths, identifying and mitigating its risks, and being responsive to emerging opportunities. Additionally, they will focus and maintain the best standards through monitoring and evaluations, benchmarking, and adherence to the University's and government policies, procedures, standards and guidelines.

Situational Analysis

KAG East University is currently grappling with a series of critical challenges spanning governance, academics, finance, and human resources. Governance issues include non-compliance with policy approvals and a board composition that lacks independent oversight, impacting decision-making and regulatory adherence. Academically, the University faces program quality issues with low student enrollments and classes that fail to meet minimum requirements, leading to accreditation problems and certificate recalls. Financially, inadequate financial management practices, including unresolved tax liabilities and inconsistent financial reporting, exacerbate the university's financial instability. Human resources issues such as inadequate staff benefits, and unresolved union disputes further strain operational efficiency and staff morale. Addressing these challenges requires strategic governance reforms academic

revitalization efforts, robust financial management improvements, and enhanced human capital strategies to ensure long-term sustainability and academic excellence at KAG-EU.

Financial Information and Control Environment at KAG East University

2.1 Past Performance 2016-2021

2.1.1 Statement of comprehensive Income

	2016	2017	2018	2019	2020	2021
	Kshs	Kshs	Kshs	Kshs	Kshs	Kshs
Fees	42,456,555	43,641,100	58,019,603	36,061,142	27,225,261	34,774,874
Rental Income	3,198,465	5,315,357	2,784,497	2,915,870	2,446,650	2,366,545
Other Income	7,097,949	7,741,628	10,172,198	13,567,769	19,407,418	5,538,030
Total Income	52,752,969	56,698,085	70,976,298	52,544,781	49,079,329	42,679,449
Expenses						
Employment expenses	23,606,366	24,646,455	31,491,159	33,841,651	34,892,461	25,977,504
Kitchen expenses	4,589,049	5,508,368	6,279,114	4,704,787	2,354,922	1,336,443
Utilities	3,003,380	3,026,391	3,200,147	2,858,761	1,599,560	1,922,247
Faculty admin expenses	5,103,836	10,314,469	9,687,355	9,295,955	5,766,842	4,889,357
Faculty development	332,500	59,800	323,400	177,410	70,400	71,430
Office expenses	2,452,886	3,061,604	2,760,204	2,309,298	1,649,434	2,134,053
Motor vehicle expenses	1,358,220	1,757,773	877,548	948,626	137,955	160,000
Repairs and maintenance	807,145	912,126	6,203,489	3,156,873	1,054,628	1,938,403
Library expenses	461,407	613,799	591,465	426,664	53,932	320,000
Ministry-practical	340,220	348,310	62,800	98,350	-	-
Registraion	29,100	42,400	87,269	23,205	24,750	117,000
Security	1,065,700	1,316,000	2,289,150	3,309,240	3,192,000	1,758,200
Water	1,032,700	1,174,795	909,889	1,075,213	512,838	836,259
General expenses	683,805	206,500	51,130	3,000	4,820	27,890
Transport	-	2,000	607,270	777,285	477,135	73,594
Land rates	14,110	16,000	10,375	-	-	-
Student affairs	438,911	594,076	416,517	237,630	647,550	662,102
Insurance	97,932	-	-	-	-	-
Dorm supplies	57,955	35,770	31,150	107,510	468,380	24,000
Graduation	1,661,484	1,845,782	98,750	824,470	570,995	412,989
Professional fees	380,000	378,000	930,300	1,204,500	633,500	879,000
Internship expenses	1,000	84,300	72,675	99,600	93,600	769,692
Academic expenses	0	25,000	-	-	-	-
ICI expenses	117,552	244,441	1,506,081	-	-	-
Other expenses	92,193	32,460	555	8,500	12,500	-
East Books	2,839,334	3,116,604	1,032,324	233,707	-	-
Bank charges	153,356	108,369	243,581	141,147	93,320	110,245
Loan interest	120,000	-	-	-	-	-
Clinic	80,000	174,835	1,038,945	5,800	700	18,300
Electricity	320,847	108,000	498,379	658,571	564,017	479,785
Cohorts	314,662	-	-	-	-	-
East Enterprise expenses	134,592	60,210	14,731	-	96,400	20,500
Total expenditure	51,690,242	59,814,637	71,315,752	66,527,753	54,972,639	44,938,993
Net Profit/(Loss)	1,062,727	(3,116,552)	(339,454)	(13,982,972)	(5,893,310)	(2,259,544)

2.1.2 Detailed analysis of other Income

	2016	2017	2018	2019	2020	2021
	Kshs	Kshs	Kshs	Kshs	Kshs	Kshs
Other Income						
General-Other	67,292	1,879,436	943,274	57,871	-	-
Donation from KAG	-	-	-	7,300,008	15,217,402	4,340,000
KAG-Extension	139,350	420,000	-	-	-	-
Kitchen Income	3,802,414	1,967,318	5,446,064	3,852,460	994,516	376,530
East Medical Clinic	10,350	1,500	-	-	-	-
East Enterprise Income	641,748	2,048,779	2,598,254	2,061,130	3,100,000	821,500
East Books	2,436,795	1,424,595	1,184,606	296,300	95,500	-
Total Other Income	7,097,949	7,741,628	10,172,198	13,567,769	19,407,418	5,538,030

2.1.3 Statement of Financial Position

	2016	2017	2018	2019	2020	2021
	Kshs	Kshs	Kshs	Kshs	Kshs	Kshs
Non-Current Assets						
Property and Equipment	128,360,213	125,964,442	124,013,687	121,894,419	120,044,609	118,413,452
Current Assets						
Receivables	5,005,927	5,005,927	5,005,927	5,005,927	5,005,927	5,005,927
Bank and Cash equivalents	(3,335,689)	(5,087,288)	(7,045,739)	(1,250,356)	(1,224,906)	(494,054)
Total Current Assets	1,670,238	(81,361)	(2,039,812)	3,755,571	3,781,021	4,511,873
Current Liabilities						
Creditors and accruals:	3,415,882	5,191,739	3,949,979	15,625,464	19,711,353	24,937,348
Students accounts	162,592	205,587	244,501	90,978	(139,753)	371,268
Total Current Liabilities	3,578,474	5,397,326	4,194,480	15,716,442	19,571,600	25,308,616
Net current assets	(1,908,236)	(5,478,687)	(6,234,292)	(11,960,871)	(15,790,579)	(20,796,743)
Net assets	126,451,977	120,485,755	117,779,395	109,933,548	104,254,030	97,616,709
Represented by:						
Capital funds	124431837	122002166	119635259	117350025	115048779	112,678,928
General funds	(919,110)	(4,035,661)	(4,375,114)	(9,595,077)	(12,973,349)	(17,240,819)
Total Funds	123,512,727	117,966,505	115,260,145	107,754,948	102,075,430	95,438,109
Term loan	2,178,600	2,178,600	2,178,600	2,178,600	2,178,600	2,178,600
Loan KAG	760,650	340,650	340,650	-	-	-
Total Funds and Liabilities	126,451,977	120,485,755	117,779,395	109,933,548	104,254,030	97,616,709

In the recent past KAG-EU has faced critical financial and operational challenges. A significant decline in fee income since 2018 is noted, attributed to factors such as dwindling student enrollment, heightened competition from other universities, and delayed adaptation to virtual learning during the Covid-19 pandemic. These issues have contributed to recurring financial losses, with the University grappling to maintain sufficient student numbers and effectively manage revenue streams.

The University also has inadequate financial management practices, including unreliable record-keeping systems and incomplete financial reporting. The use of cash accounting rather than accrual basis complicates matters, resulting in understated income and inaccurate cash positions. Weak cash flow management is evident, with irregular bank reconciliations and delayed financial reporting impeding informed decision-making.

There have also been deficiencies in accounts receivable management, with significant outstanding student fees and unclear debt collection policies. This has led to substantial delinquent student balances, adversely affecting the university's financial stability. Operational challenges such as unsustainable costs from outsourced kitchen facilities and outdated asset management practices further compound the financial strain.

Governance issues also surface, including extended tenures of external auditors and inadequate internal controls over cash and bank transactions. Addressing these concerns necessitates comprehensive reforms in financial oversight and management. Implementing modern Enterprise Resource Planning (ERP) systems to streamline operations and enhance transparency is crucial for improving efficiency and governance.

To mitigate these challenges, we must adopt a strategic approach, encompassing robust financial policies, strengthened internal controls, and enhanced stakeholder engagement. By implementing decisive measures to rectify these deficiencies, the University can pave the way toward financial stability, operational efficiency, and sustainable growth in the competitive higher education landscape.

Governance and Leadership

We have studied the Universities Act No. 12 of 2012 (revised 2016) and the Universities Standards and Guidelines, 2014 to ensure compliance and best practices. Since receiving our Charter in November 2016, KAG-EU is obligated to adhere to specific legal and regulatory standards.

Academically, we have struggled to meet enrollment targets stipulated by our Charter and the Universities Standards and Guidelines (2014), with student numbers peaking at 358 in the 2021/22 academic year, falling short of the required 400 students. Additionally, the proportion of

degree students, which should constitute at least 70% of total enrollment, dropped to 52% in the current academic year, a deviation from regulatory requirements.

Governance issues are compounded by the composition of the Board of Trustees (BOT), where more than one-third of members are affiliated with the sponsoring entity, contrary to guidelines that promote independence. We recently reconstituted our University Council to incorporate members from different marketplace industries. Moreover, there is no remuneration policy for Council Members, who volunteer their services.

Structurally, we face organizational challenges due to unfilled key administrative positions outlined in our organogram. Vacancies include critical roles like the DVC –Finance and Administration. To address these issues, we aim to restructure in different ways. These include completing and ratifying all necessary policies, implementing a robust marketing strategy to boost student enrollment and separating the roles of Senate and University Management Board (UMB) for clearer oversight. We also aim at strategic recruitment and operational budgeting to fill critical vacancies and ensure financial sustainability.

Academic Programs Management and Student Enrollment

In October 2016, the University received its Charter and had to adhere to the CUE regulatory framework for private universities. Initially, it offered three biblical studies degree programs alongside various certificate and diploma courses. While initially compliant with most commission regulations for these programs, subsequent staff changes led to performance gaps. The appointment of a new Vice Chancellor, Dr. Dinah Mwinzi, in October 2018 spurred the development of four secular programs (Education, Business Administration, Counseling Psychology and Community Development). However, progress was significantly hindered by the onset of the Covid-19 pandemic in 2020.

Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*
Degree/self-sponsored	43	51	61	81	65	60	66
Degree/Govt#	0	82	89	118	102	232	218
Diplomas	16	29	40	57	37	44	43
Certificates	1	2	8	18	20	22	25
AVERAGE	60	164	198	274	224	358	352
* Admission Nos. only include Sept 2022 semester							
# Government students come for 2 semesters a year (Sept and January)							

Table 1: Average student enrolment per program per academic year

The University's programs typically span 48 units over four years, maintaining a manageable cost structure. The academic calendar adheres to the CUE standard with an average of 14 teaching weeks per session. However, challenges persist: many classes enroll fewer than 10 students, often falling short of the CUE's requirement and indicating underutilization of resources. The University operates two schools—one focused on secular courses and another on Biblical studies—yet lacks clarity on program quality and strategic focus. Over the past four years, despite the introduction of new degree programs such as Counseling Psychology, Bachelor of Education Arts, Business Administration, and Community Development, graduation rates have fluctuated (as indicated in table 2 below) While some programs have shown slight increases in graduations, others, including diplomas and certificates, have seen declining numbers and phased-out programs, underscoring a need for clearer direction and optimization of resources.

Program	Nov 2018	Nov 2019	Dec 2020	Nov 2021
Degree	26	50	27	69
Diplomas/Certificates	46	62	35	19
TOTAL	72	112	62	88*

Table 2: Graduation Numbers over last four years

Physical and Human Resources

Resource constraints have been a significant challenge for KAG-EU, impacting compliance across several critical areas highlighted by CUE). The University has faced difficulties primarily in three key aspects:

Firstly, recruiting qualified staff, especially thematic leaders, has been a major hurdle. Limited financial resources have hampered efforts to attract and retain competent academic personnel, thereby affecting the University's ability to meet CUE's staffing standards.

Secondly, the procurement of essential reading materials for the library has been hindered by funding shortages. This has not only delayed the acquisition of core texts necessary for academic programs but has also impeded efforts to maintain and update the library's resources as per regulatory requirements.

Thirdly, the acquisition of teaching facilities, including appropriate chairs, laboratory equipment, ICT resources, and internet connectivity, particularly at the Kitengela Campus, has been severely affected by inadequate funding. This deficiency has compromised the quality of teaching and learning environments essential for meeting educational standards.

To address these issues, the University's sponsoring entity aims to review the funding strategy and the revenue generation of the University. Adequate financial support is crucial to mitigate these operational challenges and ensure that KAG-EU progresses smoothly without interruptions. Once funding is secured, a comprehensive review of academic staffing levels and qualifications should follow, prioritizing the filling of gaps to align with CUE requirements and enhance academic standards.

Academic/Support Staff	Positions	Comment
DVC (ASA)	1	Immediately
Registrar (ASA, A&F)	2	Immediately
SBT- 3 programmes (Lecturers)	3	Immediately
SSS- Lecturers in CP-2, BBA-3, Cum Dev-3, B.Ed-2	10	Immediately
Internal Auditor	1	Can be outsourced
Legal Officer	1	Can be outsourced with clear terms
Chief Finance Officer	1	Immediately
TOTAL*	19	
*Estimated monthly cost to be determined		

Table 3: Staff Requirements

Human Capital

The Human Resources and Administration function at KAG-EU is overseen by the Deputy Vice-Chancellor - Administration and Finance (DVC-A&F). There have been several critical issues within the University's HR management: Key issues include the non-implementation of a staff savings plan intended for a pension scheme, uncertainty regarding contract renewals for key staff and absence of formal performance management tools. Additionally, the lack of a structured compensation framework, weaknesses in leave management, and incomplete taxation of housing benefits pose risks. The University also faces issues with seconded staff guidelines, unresolved

crises. To tackle these challenges comprehensively, the university will prioritize implementing the staff savings plan and pension scheme, formalizing key policies, establishing a compensation structure, enhancing performance management practices, and improving leave management procedures. Furthermore, it will clarify guidelines for seconded staff, address union recognition formally, and develop robust austerity measures for financial resilience. These initiatives aim to strengthen governance, compliance, and operational efficiency at KAG-EU.

Our Strategic Goals.

1. Convert the University's "Theory of Business" from a conventional classroom to an Integrated Educational Services Provider:
 - a) Become increasingly decentralized, adopting a Network of Partners Mentality. Develop/Recruit 1-2 distribution partners outside of current campuses. Establish distance learning sites to complement campuses.
 - b) Add Business to Business distribution agreements to complement our current Business to Consumer core business.
 - c) Refine our business model to be more suitable for our new theory of business.
 - d) Reduce instructional costs through program consolidation and courseware integration across all academic offerings beginning with expanding the General Educational Corpus.
 - e) Develop a consortial agreement with Southeastern University to accelerate our theory of business transition through use of their digital assets and faculty training.
 - f) Develop educational services agreements with each relevant level of Kenya Assemblies of God structure (Kenya Assemblies of God Extension, National Teens Ministry, National Youth Ministry, District Leadership).
 - g) Develop educational services agreements with 1-2 proximate ecclesial partners for training in Ministry, Theology, Community Development, or Business.
 - h) Update relevant documents (Charter and Degree Audits) with revised Educational Philosophy, University's Objectives, and University's Core Values to reflect the updated theory of business.
 - i) Redefine and re-articulate the role of faculty by type, program level, and other relevant metrics for the new theory of business.

2. Reposition the University within the Higher Education market as a Good Quality, Low Cost, Exceptionally Relevant University in terms of Brand promise, Pedagogy, Culture, Program Strategy, Student focused operations, and product-market fit on all educational products and services:
 - A) Conduct market research and market analysis to determine the price point the market can bear for scalable recruitment of self-sponsored students.
 - a) Develop a Price Based Costing model that places us in the bottom quartile of Private Christian Universities while preserving good quality educational progress.

- b) Interview existing and prospective students to identify critical service gaps in current educational products and services and establish a continuous improvement plan that addresses those gaps.
 - c) Design and develop a robust strategy of Service Learning through the expanded use of practicums, internships, and work study programs that increases early employment through network partnerships.
 - d) Complement current traditional models of performance assessments using portfolio assessments to strengthen graduate employability.
 - e) Develop a stronger competency-based pedagogy that prioritizes real world skills development and fractional employment skills development to strengthen students' self-sponsorship abilities (ex. University Launchpad style courses using courseware platforms).
 - f) Optimize educational self-sponsorship strategies by reducing educational programs to minimum required unit durations to ensure programs are as affordable as possible.
 - g) Design and adapt a simplified pricing model option that enables students to complete courses of study in the shortest time possible with the greatest level of flexibility.
 - h) Lower overhead costs and organizational inertia by modifying charter management sections to improve the organizational speed and agility to develop, test, and adopt initiatives through increased individual leader empowerment and diminished use of management by committees.
 - i) Adopt aggressive credit-transfer policies that appeal to both traditional and non-traditional students to strengthen recruitment of self-sponsored students.
 - j) Develop viable pathways from each level of educational product or services to the next level, beginning with short courses to certificate and diploma to bachelor's degree.
 - k) Strengthen Competitive recruitment by adopting accelerated programs leading to graduate education in collaboration with Southeastern University. (4+1 and 4+2 style degrees).
 - l) Maximize work-study programs for students to improve self-sponsorship of education by hiring students for low skill and entry-level work both within the university and among network partners with a preference for payment in tuition credit.
3. Strengthen our curricular and co-curricular excellence to ensure our graduates' missionally-oriented and Spirit-empowered character combined with real world skills and early career experience.
- a) Update, consolidate, tighten, and modify all programs of study to optimize for a competitive self-sponsored educational landscape with the most efficient educational "supply" powering diverse, relevant, and practical "demand".
 - b) Adopt an instructional framework for all degree programs built around 4 pillars:
 - Ministerial Competencies
 - Marketplace Competencies
 - Missional Competencies

- B) Adopt a pedagogical template that is modular, interoperable, and interdisciplinary in each pathway from short course to graduate education that promotes student retention and lifelong learning.
 - c) Consolidate all degree programs to provide maximum permissible economies of scale for students to ensure best in class instruction and lowest cost of instruction.
 - d) Utilize courseware, modules and courseware libraries to lower instructional cost and maximize faculty availability for differentiated instruction, assessment, and service-learning supervision for portfolio assessments.
 - e) Develop and adopt industry aligned strategies and culture in all programs, products, and pedagogies through all educational products and services through a process of continuous improvement with industry partners and networks.
 - f) Develop robust and complimentary co-curricular strategies for student life and campus/cohort experience that maximizes practical skill development, learner differentiated competences and early employment experience, along with rich spiritual and missional character.
 - g) Modify all educational products and programs for stream-lined delivery across all instructional modalities (traditional, online, extension site, and hybrid).
 - h) Reduce cost of instruction/instructional delivery by 20% or more, relative to a price-based costing model.
 - i) Develop and deliver an industry leading co-curricular student experience across all instructional modalities through use of academic coaches, mentors, services learning and continuous student enrichment with each element integrated into the four pillars of Ministry Market, Missional, and Spirit Empowered character awarding academic credits or integrated portfolio assessment.
 - j) Develop a student-leadership office in coordination with the Student Council and DVC Academics and Student Affairs office to co-create and manage co-curricular programs and service leading opportunities, and student enrichment programs.
 - k) Establish a student supported, faculty led coordinated case network to foster holistic student success as primary campuses and sites and a coaches play book and traditional curriculum for extension sites and networks.

- 4. Adopt a student-focused strategy and culture in all programs, products, and pedagogies in all instructional modalities from encounter through identify:
 - a) Simplify the enrollment process for all potential students, both traditional and non-traditional, seeking to remove both communication and process barriers.
 - b) Develop a user-friendly online system of enrollment, beginning with a responsive and mobile-fitting website.
 - c) Support early recruitment and enrollment processes with well-trained student workers operating out of a call center on a university campus.
 - d) Develop clear communication products explaining the benefits and culture of KAG EAST as well as a simplified pricing schedule and clear product and service packages.
 - e) Maximize program flexibility through the allowable use of electives, practicum, internships, work study programs, housing and meal options and enrichment opportunities, all integrated into the program design.

- f) Create flexible processes for self-sponsored students to pay as they go, access short courses for skills development, early employment partnerships and work study programs, and changing life circumstances including credit/transfers and academic partnerships.
- g) Prioritize any capital expenditures on student-facing initiatives, facilities, and enrichments offering over improvements focused on faculty and staff.
- h) Leverage network partnerships for study-abroad and service (learning opportunities and internships during all academic breaks and upon matriculation for postgraduate and graduate studies.

5. Develop a culture and requisite systems for operational academic and financial excellence.

- a) Develop culture and systems of excellence, empowerment, and execution to serve students and network partners with timely and transparent service, clear decision-making rights, and strong personal professional accountability.
- b) Transition all enrollment and financial systems to cloud-based digital and cashless.
- c) Optimize all workflows to ensure 48 hours' maximum for standard information requests, 5 business days for line-staff decision making, and 2-4 weeks for UC controlled decisions, reducing the use of committees wherever possible in favor of empowered and accountable professionals.
- d) Provide clear and continuous service updates through traditional and digital channels of communication including social media, chapel, and website updates.
- e) Develop an accelerated workflow for academic program modifications and approvals.
- f) Provide transcription and credit transfer services to students in a manner consistent with high performance Kenya universities and academic advisory every semester through faculty-based advising.
- g) All financial controls will become cashless, cloud-based, and agile/real-time through necessary integrations of all relevant systems and processes.
- h) Establish a minimal professional HR and Legal function within the University.
- i) Settle and discharge all irregular operational issues. Such as vendor or staff debts, suboptimal businesses agreements, suboptimal rental or housing agreements, and suboptimal partnerships agreements.
- j) Develop robust and transparent financial reporting, enrollment and operational dashboards, and budget forecasting systems to control expenditures and liberate capital continuously.
- k) Diversify revenue sources through development and auxiliary business lines and great procurement while investing in missionally-aligned programs for the future.

6. Develop a professional marketing and recruitment function within the university that effectively leverages both the physical campuses and the full network partnerships.

- a. Redevelop all communication materials to clearly articulate brand promise, volume propositions, and competitive differentiation beginning with website, landing pages, and physical/digital brochures aligned with anticipated market segments.
- b. Leverage courseware platforms to accelerate creation and sales of short courses that

- c. Develop network partnership programs (with revenue sharing) and agreements that provide mutually beneficial marketing and recruitment channels, and product offering with clear calls to action along well-defined user-journeys.
 - d. Open Buruburu Campus and reposition as an effective community center to support marketing and recruitment with programs for secondary age students, working adults, and prospective tertiary students.
 - e. Leverage Kitengela Campus to strengthen network partner relationships, both with Spirit empowered denominations and mega-churches but also with local industry.
 - f. Integrate Recruitment and retention goals into all staff and performance metrics.
 - g. Create articulation agreements with network partner educational programs, beginning with University Launchpad.
 - h. Establish a study abroad program for U.S. Christian higher education students as a revenue center, beginning with Southeastern University.
 - i. Leverage consortial agreement with Southeastern University to power undergrad to graduate education pathways to strengthen Ministry and Theology offerings.
 - j. Establish a series of programs and conferences with network partners focused on talent development, vocational readiness, skills development, and employability to use as market channels for related educational products and programs.
 - k. Create low-cost loss-leader product offerings to explore market segments and market interest among both traditional and non-traditional customer segments in partner networks.
 - l. Develop campaigns to reactivate students who've become inactive since 2020 into relevant educational programs.
 - m. Update University charter to include workflows and positions for marketing of recruitment, clearly stating philosophical and operational implications.
 - n. Simplify product offerings and pricing schedules to be clear and intuitive, avoiding confusion and minimizing hidden fees. The goal is clear, simple, low-cost product and program offerings.
 - o. Optimize website and landing pages for conversion.
 - p. Provide training to all staff and faculty on how to effectively recruit targeted market segments with clear explanations of program and product benefits and features.
 - q. Design and develop custom educational packages for local industry network partners utilize alternative credentials and market signals but always articulating with established accelerated pathways.
7. Re-establish a healthy and life-giving culture of spiritual vitality, Missional intensity, and organizational excellence across the university and its network partnerships.
- a) Develop robust chapel and Spiritual life co-curricular strategy, as student led as possible, integrated into student experience across all instructional modalities.
 - b) Incorporate spiritual life focus weeks, Convocations, or mission weeks to strengthen work integration and spiritual validity with Missional Intensity.
 - c) Development and adopt a holistic rubric for student development that includes physical, social, emotional, and spiritual development into educational programs.
 - d) Design service learning and experiential education opportunities that integrate differentiated experiences and assessments aligned with individual students' gifts, talents, sense of calling and anticipated career pathways.

- e) Develop short term ministry and mission trip opportunities that are holistically developmental in nature and power or reinforce community service and marketing/recruitment efforts.
 - f) Redesign the process of student advising/mentoring by faculty and certified industry mentors.
 - g) Evaluate all student-facing systems and processes for ease of use, clarity, speed to ensure students are treated as valued clients.
 - h) Develop and adopt early program process to identify student personality and strengths and tailor program pathways and co-curricular offerings to strengthen students as individual learners and aspiring servant leaders.
8. Build a healthy collaborative relationship with the spirit-empowered church communities of Kenya and East Africa beginning with the Kenya Assemblies of God and other Pentecostal partner denominations and mega-churches.
- a) Establish advisory committees representing key denominational partners and churches to ensure alignment of competencies in educational products and services with practical church requirements.
 - b) Integrate curriculum and co-curricular approaches with partner network leaders and experts to power guest lectures, chapels and convocation services, ministry and mission trip opportunities, and credentialing practices.
 - c) Provide KAG sponsor with educational progress, for student courses to degree programs, aligned with the mission, vision, and strategy. This would include pastoral credentialing, church planting training, children and youth ministry, and community development.

The Next Five Years

In the next five years, KAG East University will have:

1. Implemented a strategic business model embracing decentralization and establishing 1-2 educational distribution partners outside the current campuses, alongside developing a strong distance learning platform.
2. Achieved an enrollment of 1000+ degree-seeking students satisfied with the educational and co-curricular services.
3. Established a student recruitment and retention office monitoring recruitment, campus life, graduate preparation, and alumni engagement.
4. Formed a functioning marketing department closely collaborating with the social media team and network partnerships built over the years.
5. Enhanced the co-curricular program into a self-sustaining, merit-based initiative supporting student development and aiding in fee payment and debt clearance.
6. Digitized all operations, especially financial recording, reporting, student data, examination reports, and important university documents, maximizing cloud and Google Drive storage usage.
7. Cultivated an organizational culture focused on healthy spiritual vitality,

8. Developed strong collaborative relationships with KAG churches, especially the department of teens and youth

Communication, Implementation and Approval Process

- a. Present draft to UC/BOT for approval.
- b. Orient the UMB/Senate on the approved Strategic Plan.
- c. Hard copies presented to BOT, UC, UMB and Senate for filling in their offices and PDF soft copies emailed to all staff members.
- d. An abridged copy of the SP posted on the University Website.
- e. Design an informational flyer with the vision, mission, core values, education philosophy, motto and pillar (s).
- f. The Vice Chancellor appoints the six Strategic Pillar team leaders to spearhead the overall quarterly and annual evaluations. Report submitted to UMB.
- g. Strategic Pillar team leaders plan workshops to take staff through the Strategic Plan in the following order:
 - a. School Boards/Departmental Chairs.
 - b. Teaching faculty.
 - c. Non-teaching faculty.
- h. Staff develop work plans and budgets with SMART targets in consultation with immediate supervisors.
- i. Budget extracted from the work plans and consolidated into a departmental budget for presentation to the Finance.
- j. Continuous reviews on the targets by the immediate supervisors.
- k. Quarterly evaluations and annual appraisals by the immediate supervisors. Appraisal report submitted to HR.
- l. HR makes written recommendations on the staff to UMB for further action.